



SELF-EFFICACY AND CREATIVITY IN ART EDUCATION: ITS RELATIONSHIP TO GRADE 6 LEARNERS ACADEMIC PERFORMANCE

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Abstract : This study aimed to find out the self-efficacy and creativity in art education and relationship to academic performance. The researcher used descriptive-correlative method was used in this study. He described the effect of art education towards self-efficacy and creativity and correlated the academic performance of the learners. They were all one hundred fourteen (114) Grade 6 learners. Majority of the Grade 6 learners belong to the age range of 11- 12; and have joined school competitions. Art education provides positive effect toward self-efficacy and creativity of the Grade 6 learners. The Grade 6 learners performed well in different areas of art education. The self-efficacy and creativity of the learners does not rely on their academic performance in art education. The school head and the administration should encourage the learners to enroll and provide resources for learners to acquire knowledge and practice the skills needed at home or vacant times to use that knowledge in the classroom and during performance, also for future application.

Keywords: self-efficacy, creativity, art education, academic performance

INTRODUCTION

Art education encompasses a wide range of disciplines, including art, music, dance, theatre, creative writing, film, television, technological arts, and humanities. It goes beyond just teaching these subjects; it also focuses on fostering creative problem-solving skills and encouraging continuous questioning of issues and ideas. A notable collection of arts education research known as Critical Links emphasizes the potential of the arts to enhance academic and social learning in schools (Deasy, 2002). This research suggests that engaging with the arts can create an environment that promotes active participation, deep exploration, and critical thinking.

Moreover, art education is believed to have a positive impact on students' self-esteem, self-confidence, and self-identity. For example, students who participate in art programs often gain a sense of accomplishment and pride in their work, which can boost their overall confidence. Additionally, studies have shown that integrating arts into education can lead to improvements in academic performance (Baum, Forge & Moore, 2010). This is because the arts stimulate creativity and critical thinking skills, which are essential for academic success.

Furthermore, art education has been linked to increased student attendance and reduced dropout rates. When students are actively engaged in creative activities, they are more likely to feel connected to their school and motivated to learn. This sense of belonging and purpose can significantly contribute to student retention and success. In conclusion, art education plays a crucial role in nurturing well-rounded individuals who are not only academically successful but also socially and emotionally competent.

In a world inundated with a bewildering array of messages and meanings, the arts play a crucial role in helping young individuals explore, understand, and embrace ambiguity and subjectivity. By engaging with various art forms, such as painting, music, theater, and dance, young people can delve into different perspectives and interpretations, expanding their cognitive abilities

and emotional intelligence. For instance, a child exposed to a diverse range of artistic experiences may develop a deeper appreciation for cultural differences and alternative ways of thinking.

Trombetta (2002) emphasized the transformative power of arts education, particularly in cultivating creativity among children. By encouraging young individuals to express themselves through various art forms, educators can stimulate their imagination and innovation. However, it is essential to note Trombetta's cautionary advice regarding the potential pitfalls of rigid artistic instruction. While arts courses can inspire creativity, overly prescriptive rules and negative feedback from teachers may stifle students' artistic growth and self-expression. Therefore, fostering a supportive and encouraging environment in arts education is paramount to nurturing the creative potential of youth, as Trombetta advocated.

Art education is also believed to have the potential to aid in the mental, emotional, and creative development of young people in schools. In an interview to students involved in after-school theater activities working in that particular arts discipline raised their confidence as well as their self-efficacy. They believed that they were accepted and supported in this area of the arts, and they had never felt that encouragement before. Moreover, the arts also make a contribution to education that reaches beyond their intrinsic value. Because each art discipline appeals to different senses and expresses it through different media, each adds a special richness to the learning environment. An education in the arts helps students to identify, appreciate and participate in the traditional art forms of their own communities (Ali, 2010). As students imagine, create, and reflect, they are developing both verbal and nonverbal abilities necessary for school progress. At the same time, the intellectual demands that the arts place on students help them develop problem-solving abilities and such powerful thinking skills as analyzing, synthesizing and evaluating (Thompson, 2007). Furthermore, according to Smithrim (2005), children who are active in art education also demonstrate further interest in school as a whole. They give more attention to subjects during class time and that students, teachers, parents, and administrators talked about how the arts engaged children in learning, referring to the cognitive, physical, emotional, and social benefits of learning in and through the arts.

Art classes offer a unique environment for children to engage in peer-to-peer learning, fostering a collaborative atmosphere where they can discuss and assist each other in honing their artistic skills. This form of learning is particularly valuable in the realm of art, where direct instruction can be challenging due to the subjective nature of artistic expression. As Winner (2000) aptly pointed out, art serves as a powerful medium for self-expression, emphasizing that there is no definitive right or wrong answer in the creative process.

For students who may struggle in traditional academic subjects that rely heavily on right and wrong answers, art provides a liberating space where self-esteem can flourish and motivation can thrive. By encouraging children to express themselves freely through art, they are empowered to explore their creativity without fear of judgment. This newfound confidence often translates into improved academic performance across various subjects, as the motivation instilled in the art classroom spills over into other areas of learning.

Engaging in art can help children shift their mindset from external attributions, such as blaming uncontrollable factors for their educational outcomes, to internal attributions that emphasize personal effort and perseverance. By recognizing their own agency in achieving success, students are inspired to work harder, persist through challenges, and take pride in their accomplishments. This positive cycle of self-motivation and achievement in the art classroom can have a transformative effect on students' overall academic journey, instilling in them the belief that hard work and dedication pave the way for continued success.

Anderson (2004) believed that when students express themselves in the arts they create something that is real. He discussed the idea that students in all artistic disciplines create items or performances that can be felt, looked at, and reflected upon. The arts help motivate students in a psychological sense as well as in a personal one. Those who teach the arts, as well as researchers and policy makers, claim that participation of the arts can have a positive effect on young people. Increases in self-confidence, self-esteem, self-efficacy, academic achievement, social acceptance, and positive behavior are only some of the benefits that the arts have claimed (Jermyn, Monde, & Gughe, 2001).

In addition, participants' experiences during their pre-service arts education were more positive. Each confirmed they had opportunities to explore their own Asian ethnicity or culture, and learn about „other“ cultures, through course work and assignments. This included designing art programs around a selected theme, concept or object, which connected a study of differing cultures, and researching Asian „artist models“. Sharing ideas with their peers was cited as a positive experience (Bartley, Spoonley, & Hanley, 2004). Some of these viewpoints on the value of the arts in education are rooted in broad studies of teaching and learning in education. In the Philippines, Costa and Kallick, (2005) stated that the arts is a core subject under the No Child Left Behind Act, art and music programs are often the first to suffer from budgetary cuts in tight economic times. This is distressing, especially in light of the Champions for Change report which indicates that the arts have a special ability to reach students who are not otherwise being reached. Knowing that learning is linked to academic success, parents and other adults need to advocate for the arts and oppose budget cuts. Hence, they considered that there are many Filipino artists that excel in their potentials and showing their abilities in other countries. They considered that these Filipino potentials will bring it into a global competitive country not only in the field of industrialization but as gifted ones.

The Department of Education and the National Commission for the Culture and the Arts (NCCA) have agreed to formulate and implement programs to mainstream arts and culture in the Philippine basic education system. We recognize the arts as one of the innate talents of Filipinos and can be a source of steady livelihood for our people when properly nurtured in the schools (Luistro, 2010). Santos, (2010) stated that the schools all over the country are conducting seminars and workshops for teachers which are lined in their specialty, so that they can increase their knowledge and ability which is to teach effectively to the students. The learning of each individual depends on how the teacher will teach. Aside that the equipment is available; it should also consider the capability of a teacher if he or she is master to that expertise. The best teacher should inspire hi/her students so that the gift that they already have should be nourished and look forward for.

Learning is not just merely academic but it is also engaging some activities which the student can gain confidence and express their ideas. Since, there are schools now that the arts education was implemented and supported by the government the chances that we can engage, participate and come up outcomes which our talents can be recognize.

Art Education and Learners' Self- Efficacy

Self-efficacy is defined as the belief in one's ability to achieve a goal or task. Self-efficacy can also be called confidence and these sections will sometimes referred to as talents or the students' belief in their talent in a subject or skill. In general, students are going to be more willing to take part in activities where they will find success. Young people will work harder, longer and will commit more willingly to tasks where accomplishment is more certain to be an outcome. Self-efficacy is defined also as „beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments (Ramey , 2005).

According to Moorefield-Lang (2010) arts education affects the student self-efficacy because they have fun and succeeds in those art classes; then gives the extra boosts to do well in other subjects. The classes make them believe that they can do something. The music is not just about singing; it can be about instruments. In art classes they learn how to stand up and talk in front of the people and show to other people the real of their self. Self- efficacy is a sense that one is competent and effective. Furthermore, Bandura (1998) stated that perceived self-efficacy is concerned with people's beliefs in their capabilities to exercise control over their own functioning and over events that affect their lives. When somebody plays in a performance it makes them to do well in other things as well. It develops their memory, especially memorizing monologues and they have that sense of relief that they did it and they have accomplished something. Beliefs in personal efficacy affect life choices, level of motivation, quality of functioning, resilience to adversity and vulnerability to stress and depression. People's beliefs in their self-efficacy are developed by the four main sources of influence. Moreover, arts bring their own positive outcomes to student learning without having to transfer over to non-arts classes (Baum, Forge,& Moore, 2010).

Learners who perform like tryouts for a solo in a choir give confidence that they think they can do more unlike before. Arts and drama give them a chance to lead and express how they wanted things to go. If a student believes that he/she can achieve a goal or task then and others is a stronger possibility that it will be attained. Students believed that they can do well in other subjects. When a young person feels competent that they can complete an assignment or achieve a goal, there is a good chance that the student will indeed finish or accomplish it as well as grow to value that goal or task over time.

In addition, self-efficacy is also important in perseverance. In arts education, for example, a student's self-efficacy has been related to a number of desirable practices, including: greater commitment to his or her potential (Coladarci, 1992); greater levels of planning and organization (Allinder, 1994); and utilization of a wider variety of material with the desire to search for a new formulae and the use of innovative resources. They have an imagination that do not have in writing but when they draw, they can really show what they have which they think that they have talent in other areas. Students who share their art courses have in turn a positive relationship with their self-efficacy. The arts make them see others people's work because there is beauty and joy behind those works. Student's self-efficacy beliefs are influenced by four sources: 1) mastery experiences; 2) vicarious experiences (modelling); 3) verbal persuasion; and 4) emotional arousal. These may happen simultaneously or in isolation. Mastery experience is considered to be the strongest source to develop self-efficacy. When an experience (or performance) is perceived to be successful, self-efficacy is raised. When the performance is perceived to be a failure, self-efficacy beliefs are lowered. The level of emotional arousal (either excitement or anxiety), adds to the feelings of mastering a task. Vicarious experiences are associated with the modeling of a task. If the observer can identify the skills needed to complete the task, student self-efficacy can be enhanced. The final source, verbal persuasion, consists of discussions around the task being performed. The potency of verbal persuasion depends on the credibility, trustworthiness and expertise of the persuade).

On the other hand, in the Philippine situation, Parkas(2010) stated that there is not a lot to do about what the students come in with, but there are things that teachers can do to help them be successful once they get there. Parkas believes that arts education believe her that they can play an important role in helping instructors and students design research assignments that build self-efficacy. The arts are a way of knowing. Santos (2010) believes students grow in their ability to apprehend their world when they learn the arts. As they create dances, music, theatrical productions and visual artworks, they learn how to express themselves and how to communicate with others. When the Department of Education (DepEd) implemented the Arts curriculum, many students are interested to join especially specializing music and dance. They have the most number of enrollees every school year. Art is the reflection of truth. When the pupils engage in arts classes, they grow and learn to know much in their selves. Like academics if he/she love Mathematics can excel and you are blissful of the outcomes you have through. The students gained experiences not just only academics but they can expose their innate talents to others which through the help of the arts program.

Statement of Problem

This study attempted to find out self- efficacy and creativity of learner in art education in District V of Urdaneta City Division during the school year 2023-2024.

Specifically, it sought to answer the following sub-problems:

1. What is the demographic profile of the Grade 6 learners?
2. What is the effect of art education towards self-efficacy and creativity of the Grade 6 learners?
3. What is the level of Grade 6 learner's academic performance in art education?
4. Is there a significant relationship between the academic performance and the self-efficacy and creativity of the Grade 6 learners in art education?

METHODOLOGY

Research Design

In this study, the researcher used the descriptive correlative method of research. It described the self-efficacy and creativity in art education: its relationship to the academic performance of Grade 6 learners.

Sources of Data

The respondents of the study were all one hundred fourteen (114) Grade 6 learners of District V of Urdaneta City Division.

Instrumentation and Data Collection

The needed data were gathered using a questionnaire developed by the researcher and checked by her adviser to ensure correctness. It consisted of two parts: Part I pertained on the profile of students and Part II contained on the effect of art education to learners toward self-efficacy and creativity in school.

Before the gathering of needed data for this study, the researcher wrote a formal letter to the office of the Schools Division Superintendent of Urdaneta City Division requesting permission to conduct this study.. After request granted, he arranged the schedule to conduct the study to select Grade 6 learners. Then he met personally the learners and explained the objective of the study and personally distributed the questionnaires to the respondents and waited to finish answering all the items. After answering, he immediately retrieved them. Finally, he extended his gratitude to the learners for their cooperation. The gathered data were tallied, tabulated and interpreted.

Tools for Data Analysis

To derive valid and accurate results, appropriate statistical measures were employed.

The data that were gathered for this study were analyzed and interpreted using frequency distribution and weighted mean. To describe the relationship of the effect of art education to Grade 6 learners towards self-efficacy and creativity a five-point scale was utilized with corresponding range and description are as follows:

Scale	Range	Description
5	4.6-5.0	Strongly Agree
4	3.6-4.5	Agree
3	2.6-3.5	Undecided
2	1.6-2.5	Disagree
1	0-1.5	Strongly Disagree

In interpreting the data for the level of academic performance of the learners, the table below with the grades and their verbal descriptions, was used.

GPA	Description
90-100	Outstanding
85-89	Very Satisfactory
80-84	Satisfactory
75-79	Fair
74 and below	Needs Improvement

Pearson Product-Moment Correlation Coefficient was used to determine the relationship between the effect of art education toward self-efficacy and creativity and academic performance of the learners.

RESULTS AND DISCUSSION

Table 1. Demographic Profile of the Grade 6 Learners

	f	%
A. Age		
11-12	112	98
13-14	2	2
B. Expertise		
Dancing	15	13
Music	43	38
Media Arts	24	21
Theater Arts	14	12
Visual Arts	18	16
C. Level of Competition		
Division	52	46
School	62	54

Table 1 presents the demographic profile of the Grade 6 learners in art education.

The data show that 61% of the Grade 6 learners belong to the age range of 11-12 with 112 or 98%; and 2 or 2% belong to 13-14 years old. Regarding their expertise, 38% likes music, 21% media arts; 16% visual arts; 13% dancing and 12% theater arts. While in the level of competition, 52 or 46% participated in municipal level activities; 62% school level. The result implies that

majority of the Grade 6 learners belong to the age range of 3-14 specializing music and have joined school competitions. The result of this study is parallel to the study of Santos (2010), that the preferred courses of the students is music it is because there is a lot of choices and opportunity when they engage and joined in the curriculum.

Table 2. Effect of Art Education towards Self-efficacy and Creativity of the Learners

A.Self-efficacy	WM	Description
1. I became more sociable.	3.92	Agree
2. I learned to manage my time.	3.83	Agree
3. I learned to handle my emotions.	4.08	Agree
4. I can do well in other subjects.	3.61	Agree
5. I performed well on stage.	3.71	Agree
6. I became more attentive and witty.	3.67	Agree
7. I became a goal-oriented.	3.97	Agree
8. I expressed myself better and fearless.	4.04	Agree
9. I learned to appreciate the works of others.	4.44	Strongly Agree
10. I became more attentive and open-minded.	4.38	Strongly Agree
11. I became more responsible and organized.	4.12	Agree
12. It developed their artistic abilities and versatility as performers.	4.21	Strongly Agree
13. It helped them develop their critical thinking skills.	4.28	Strongly Agree
14. Arts education improved their self-confidence.	4.39	Strongly Agree
15. Arts education helped them believe in their artistic capacity	4.58	Strongly Agree
Mean	4.08	Agree
B. Creativity		
1. I acted better than I used to be	3.88	Agree
2. I improved my acting ability.	3.68	Agree
3. It made me an independent person.	3.90	Agree
4. It developed my musical composition.	3.74	Agree
5. It helped me to think in a broader sense.	3.91	Agree
6. It helped me to do better in art subjects.	4.19	Agree
7. I learned to love and appreciate artistic works.	4.56	Strongly Agree
8. I learned to create the best of their masterpieces.	4.00	Agree
9. I became risk-takers and adventurous.	4.09	Agree
10. I developed my writing skills by making stories, script, etc.	4.03	Agree
11. I improved my God-given talents through art subjects.	4.32	Strongly Agree
12. I designed some projects even without much supervision	3.98	Agree
13. It helped them to be more innovative in performing or making arts.	4.20	Agree
14. It provided me better learning opportunities through workshops and trainings.	4.33	Strongly Agree
15. Arts subject helped me to became more appreciative of the nature.	4.39	Strongly Agree
Mean	4.08	Agree
Overall Mean	4.21	Agree

n=114

Table 2 presents the effect of learners in art education toward self-efficacy and creativity.

In terms of self-efficacy, the data show that art education helped the learners believe in their artistic capacity ($x=4.58$); they learned to appreciate the works of others ($x=4.44$); art education improved their self-confidence ($x=4.39$); they became more attentive and open-minded ($x=4.38$); they developed their critical thinking skills ($x=4.28$) and their artistic abilities and versatility as performers were developed ($x=4.21$) described as strongly agree while they agree that through art education they are more responsible and organized ($x=4.12$); learned to handle their emotions ($x=4.08$); expressed themselves better ($x=4.04$); became goal oriented ($x=3.97$); became more sociable ($x=3.92$); learned to manage their time ($x=3.83$); performed well on stage ($x=3.71$) became

more attentive and witty ($x=3.67$) and can do well in other subjects ($x=3.61$). On the other hand, in terms of creativity, the learners strongly agree that art education helped them to learn to love and appreciate artistic works ($x=4.56$); helped them to be more appreciative of the nature ($x=4.39$); provided them better learning opportunities through workshops and training ($x=4.33$); and improved their God-given talents through art subjects ($x=4.32$), while they agree that it helped them to be more innovative in performing or making arts ($x=4.20$); helped them to do better in art subjects ($x=4.19$); and helped them to think in broader sense ($x=3.91$); they became more risk-takers and adventurous ($x=4.09$); they developed their writing skills by making stories, script, etc. ($x=4.03$); they became more independent in making their projects ($x=3.98$); they became independent in all areas of their lives ($x=3.90$); they acted better than they ($x=3.88$); they developed their musical composition ability ($x=3.74$); and their acting abilities were improved ($x=3.68$).

Table 3. Academic Performance of Grade 6 Learners in Art Education

Area	GPA	f	%	Description
Dancing	87.26	17	15	Proficient
Music	90.02	40	35	Outstanding
Media Arts	89.47	24	21	Proficient
Theater Arts	88.32	16	14	Proficient
Visual Arts	89.79	17	21	Proficient
Average	89.22			Proficient

The table 3 presents the academic performance of Grade 6 learners in art education. The data show that the students are outstanding in music with 35% and got an average of 90.02; while, the learners are proficient in visual arts with 21% and got an average of 89.79; media arts with 21%, 89.47; theater arts with 14%, 88.32; and dancing, 15% with an of average grade of 87.26. Overall, the junior learners obtained an average grade of 89.22 described as proficient. The result implies that the Grade 6 learners performed well in different areas of art education.

Table 4. Relationship between the Effect of Art Education toward Self-efficacy and Creativity and Academic Performance of the Grade 6 Learners

Variables	Pearson r	Extent of Relationship	p-value	Remarks
☐ Dance				
Effect	-0.188	Negligible	0.471	Not Significant
Performance				
☐ Music				
Effect	0.048	Negligible	0.767	Not significant
Performance				
☐ Media arts				
Effect	-0.109	Negligible	0.612	Not Significant
Performance				
☐ Theater arts				
Perspective	-0.214	Slight Negative Correlation	0.427	Not Significant
Performance				
☐ Visual arts				
Perspective	-0.255	Slight Negative Correlation	0.322	Not Significant
Performance				

n=114

Table 4 presents the relationship between the effect of art education toward self-efficacy and creativity and academic performance of the learners. The data show that the Grade 6 learners who specialized in dancing have a correlation coefficient of -0.188 and its p-value is equal to 0.471; in music 0.040 and is equal to 0.767; and media arts -0.109 which is equal to 0.612, interpreted as negligible correlation while the theater arts -0.214, p value of 0.427 and visual arts -0.255 with an equal value of 0.322 which interpreted as slight negative correlation.

Overall, the relationship between the effect of art education toward self-efficacy and creativity and academic performance of the learners described as negligible or not significant relationship. The result implies that the self-efficacy and creativity of the learners does not rely on their academic performance in art education. The result of the study is parallel to the study of Santos (2010), that art education can play a key role of anyone success and development but one is still responsible to his own decision.

Recommendations

1. The school head and the administration should encourage the learners to enroll and provide resources for learners to acquire knowledge and practice the skills needed at home or vacant times to use that knowledge in the classroom and during performance, also for future application.
2. The teachers should acquire the skills and talent needed in order to teach the learners effectively and train them to become in a future.
3. Parents should actively encourage and develop the knowledge and talents of their child in order for them to grow and have self confidence in life.
4. Learners should strive to attain their selves in participating arts classes.
5. Artists and musicians are encouraged to make deep further studies; and
6. Replication of this study using other variables, that was not used in this investigation is also recommended.

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