

# THE INTERPLAY OF SELF-EFFICACY AND CREATIVITY IN ART EDUCATION AND ITS IMPACT ON GRADE 7 LEARNERS ACADEMIC PERFORMANCE

JULIE ANN S. PAZ

Institute of Graduate and Professional Studies,  
Lyceum-Northwestern University  
Dagupan City

## Abstract :

This study examined the levels of self-efficacy and creativity in art education and their relationship to the academic performance of Grade 7 learners. Employing a descriptive-correlational research design, the study explored how engagement in art education influences learners' self-efficacy and creativity, and whether these variables are associated with their academic performance. The participants were junior high school learners, most of whom were in their early adolescent years, with many demonstrating interest in music and participation in school-based competitions. Findings revealed that art education contributes positively to the development of learners' self-efficacy and creativity. The learners demonstrated commendable performance across various areas of art education, reflecting their growing competence in artistic skills and expression. However, results further indicated that self-efficacy and creativity were not significantly associated with their academic performance in art education. In light of these findings, it is recommended that school heads and administrators continue to strengthen support for art education programs by encouraging learner participation and providing adequate resources. Creating opportunities for learners to practice and enhance their artistic skills both in school and at home may further cultivate their creative potential and personal development for future application.

**Keywords:** self-efficacy, creativity, academic performance

## INTRODUCTION

Art education is the teaching of disciplines such as art, music, dance, theatre, creative writing, film, television, technological arts and humanities. Art education could also be considered teaching creative problem solving as well as continuous questioning of issues and ideas. One of the largest compendiums of arts education research is titled Critical Links. This collection of research set out to propose the idea that the arts can aid in academic and social learning in schools (Deasy, 2002). The arts believed to foster an atmosphere of engagement, attention, and exploration. It is suggested that art education promotes growth in self-esteem, self-confidence, and self-identity. These subjects are also believed to support growth in academic achievement (Baum, Forge & Moore, 2010). The arts are thought to increase student attendance and aid in drop-out prevention.

In a world inundated with a bewildering array of messages and meanings, the arts also help young people to explore, understand acceptant use ambiguity and subjectivity. The arts bring excitement and exhilaration to the learning process. Study and competence reinforce each other: students become increasingly interested in learning, as well as it adds new dimensions to what they already know and enhance their expectations for learning even more. The joy of learning becomes real, tangible and powerful (Hughes & Wilson, 2004). Hence, Trombetta (2002) discussed how arts education, and work in the arts particularly, can foster creativity in a child. There is a caveat to these disciplines, which the author mentions. Courses in the arts might foster creativity, but there are times that teachers in these disciplines can also tear children down if too many rules and negative attitudes are placed on the students' work. Trombetta's belief is that the arts should foster the creativity of youth instead of shattering it.

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 provide children with opportunities to discuss and help each other to learn how to be better artists. This peer to peer learning is very valuable since it is difficult to have direct instruction with art. In addition, Winner (2000) stated that art

encourages for self-expression. Therefore, there is not necessarily a completely right or wrong answer. This can encourage students who may have a hard time in other areas where there is only right and wrong. Art can build self-esteem and motivate children to learn. The motivation that is created in the art classroom can be carried over to other subjects. This can help children to stop blaming external, uncontrollable factors in their educational results. They will try harder to understand material and therefore do better. This can lead them to make internal and stable attributions for their success, encouraging further hard work and success.

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).

Further that, Tschannen-Moran and Woolfolk Hoy (2001) the construct of student self-efficacy is grounded within self-efficacy theory, emphasizing that people can exercise influence over what they do. A student's belief system about the arts will therefore determine the quality of arts education in the classroom. Student's self-efficacy beliefs for arts education are created through social influences and feedback, particularly from those deemed to be significant and respected. Self-efficacy develops over time and through personal and vicarious experiences. The arts opened them up to the more delicate things in life that they can create with their hands. This made them love the arts and made them confident that they will be the best. Beliefs are created through decisions, attitudes, emotions and thoughts. Thus, self-efficacy acts as a motivational construct, determining the actual amount of effort that an individual will bring to the task of learning as they assess their ability to perform the task successfully.

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.

The arts are commonly associated with creativity. Artists are the prime social role models for creativity and innovation. Even practiced in an amateur capacity, the arts are typically seen as activities like roleplaying, where one can express one's imagination, express one's self, and be creative. These assumptions generally inspire educational programmes based on arts, with the hope of students' creativity will be enhanced and possibly transfer to academic subjects (Ramey, 2005). The arts require a lot of work, but there is a great deal of fun and collaboration that goes into creating the art that comes out of classes such as drama, music, theatre, media and visual. Students can share their work and skills, and the learning that takes place in those classes can become truly worthwhile and enjoyable to young people. The arts give power to students and help them to grow as an artist and think differently (Goldberg, 1997). They can share their work, create, express and find their ideas hold merit and worth. The arts give students a chance to release their creativity and share what they have to give. It made them look at the art true differently. The students have their own different stories and experiences about how arts affected their lives and help them to be unique in a different way. When allowed to be expressive, students will commonly find a positive connection to their belief in creativity (Boyes & Reid, 2005).

Obama (2011) stated that giving our children the science and math skills they need to compete in the new global context; it should also encourage the ability to think creatively that comes from a meaningful arts education. Teaching art in a different lesson sometimes travel along a road that moves in a direction similar to the described above, but more often they start from a different place. The arts cultivate the direct experience of the senses: they trust the unmediated flash of insight as a legitimate source of knowledge; it connects the person and experience directly. It builds the bridge between verbal and non verbal, between the strictly logical and the emotional; the better to gain understanding of the whole. It widens the mind, so it can think about different things. Art classes offer opportunities for young people to express their creativity. These courses where students share ideas and feelings are close to the hearts and their personal imaginations. They may think more and in different ways. They learn how to draw, sing, dance, act, write and play better than usually do. Students who engage in the arts classes loves to write and play creatively. Moorefield-Lang stated that instruction in the arts takes a hands-on orientation (i.e. that students be continually involved in the work, practice and the study required for effective and creative engagement in all four arts disciplines). The art helped them think outside the box. Therefore, teachers should provide situations for students like drama and dance to participate in group activities. Another technique for developing creativity is the inquiry-discovery or problem-solving approach, which is an indirect teaching method. In arts you can try new things and discover it. They can make something unique out of their potentials. To come up with something, you need to imagine and draw of what the teacher giving instruction 16 of what to draw.

### Learners' Performance in Art Education

Performance is one of the facets of student's effectiveness. It is the basis of teacher's evaluation and grading and a sort of information on student's weaknesses and strengths, the basis of student's learning skills in his or her study or activity. High-school

students enrolled in the arts are evaluated using Performance- Based Test according to the level of discussion, given worksheets, and modules by the Department of Education (Luistro 2010). According to Anderson (2004) a growing body of studies, including those in the research compendium Critical Links presents compelling evidence connecting student learning in the arts to a wide spectrum of academic and social benefits. These studies document the habits of mind, social competences and personal dispositions inherent to arts learning.

Additionally, research has shown that what students learn in the arts may help them master other subjects such as reading, math or social studies. Students who participate in arts learning experiences often improve their achievement in other realms of learning and life. In a well-documented national study using federal database over 25,000 middle and high school students, researchers from the University of California found that students with high arts involvement performed better on standardized achievement tests than students with low arts involvement. Moreover, the high arts-involved students who watched fewer hours of television participated in more community service and reported less boredom in school (Fall, 2000).

Reasoning ability, intuition, perception, imagination, inventiveness, creativity, problem- solving skills and expression are among the thought processes associated with study of the arts. The relationship between music and spatial-temporal reasoning as it pertains to mathematics skills was discussed earlier. Participation in other art forms, such as dance and visual arts, also lend itself to the development of thinking skills, as evidence in these examples, which also ask the question whether such skills transfer to other subjects (Catterall, 2002).

In an experimental research study of high school age students, those who studied dance scored higher than non dancers on measures of creative thinking, especially in the categories of fluency, originality and abstract thought. Whether dancers can use their original abstract thinking skills on other disciplines is an important area of exploration (Minton, 2002). Certain art activities promote growth in positive social skills, including self-confidence, self-control, conflict resolution, collaboration, empathy and social tolerance (Barry, 2007). Research evidence demonstrates these benefits apply to all students, not just the gifted and talented. As the studies described below demonstrates, however the arts can apply a key role in developing social competencies among educationally or economically disadvantaged youth, who are at greatest risk of not successfully completing their education (Catterall, Chaplean, &Iwagana, 2002).

Courses in the arts might foster creativity, but there are times that teachers in these disciplines can also tear children down if too many rules and negative attitudes are placed on the students' work. Instead of shattering it, the arts should foster the creativity of youth. Art education is also believed to have potential to aid mental, emotional, and creative development of young people in schools which they involved to after-school arts classes, the arts disciplines raise their confidence as well as their creativity and excel in academic areas.

Deasy (2002) stated that art education, benefits both students and society. It benefits student because it cultivates the whole child, gradually building many kind of literacy while developing intuition, reasoning imagination, and dexterity into unique forms of expression and communication. Unfortunately, the desired objective is not being met at all since that art education is regarded only as a set of minor subjects and sometimes disregard and the students who enrolled with it are few. They think that joining this curriculum is too much expensive and the parents are not eventually informed about the program.

Furthermore, according to Santos (2008), there are schools now which are already implemented the said program yet there are only few who are enrolled on it because some of the requirements and facilities needed cannot afford by the parents. In addition, they think that arts education is regarded as recreational not as academic. The process requires not merely an active mind but a trained one. The child will only think inside in his own box if he or she is not exposing to his or her skill. His or her self-confidence and creativity will become limitless because of lack of motivators and implementations to encourage them (Freedman, 2006). It is then the feeling of the researcher that to determine art education has its relationship to self-efficacy and creativity of students which is the first step and the right direction that helps them develop their self esteem, self-discipline, cooperation, and creativity necessary for the success of life. To give realization to this desire rationalizes this present research study.

Weinert (2001) relates the term to the Greek notion of arete, meaning excellence, in the sense of being the best; also with the Latin term *virtus*, a kind of moral excellence, while it is generally understood as being concerned with 'what people can do rather than what they know'. The concept applies to individuals, social groups or institutions, and the words 'competence' and 'competency', or its plural form 'competencies', are often used interchangeably. This use neglects the large variety of meanings of 'competence', that can be captured by the terms 'ability', 'aptitude', 'capability', 'effectiveness' and 'skill'. Resulting from this over generalization, the notion of competence, and its plural 'competences', has been replaced by the narrower version of 'competency', or the plural form 'competencies' recently. The latter denote discrete skills and activities that individuals can perform (Allan, 2011).

### Statement of Problem

This study attempted to find out self- efficacy and creativity of learner in art education in Camabu National High School, Schools Division Office of Urdaneta City during the school year 2025-2026.

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

1. What is the demographic profile of the Grade 7 learners?
2. What is the effect of art education towards self-efficacy and creativity of the Grade 7 learners?
3. What is the level of Grade 7 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 7 learners in art education?
5. Based in the findings, what intervention program can be proposed to improve the self- efficacy and creativity of learner in art education?

### METHODOLOGY

This chapter presents the method and procedure employed to answer the research problems identified in the study. More specifically, it discusses the research design, sources of data, instrumentation and data collection and tools for data analysis.

#### Research Design

In this study, the researcher used the descriptive correlative method of research. It described the the interplay of self-efficacy and creativity in art education and its impact on Grade 7 learners academic performance.

**Sources of Data**

The respondents of the study were all one hundred fourteen (114) Grade 7 learners of Camabu National High School, Schools Division Office of Urdaneta City.

**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 learners 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 Schools Division Superintendent requesting permission to conduct this study.. After request granted, she arranged the schedule to conduct the study to select Grade 7 learners. Then she 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, she immediately retrieved them. Finally, she extended her 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 7 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**

This chapter was devoted to the presentation, analysis and interpretation of the data gathered relative to sub-problems in the study.

It analyzes, and interprets the data regarding the self-efficacy and creativity in art education and its relationship to the academic performance of students.

**Table 1**  
**Demographic Profile of the Grade 7 Learners**

	f	%
A. Age		
13-14	112	98
15-16	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		
Municipal	52	46
School	62	54

Table 1 presents the demographic profile of the Grade 7 learners in art education.

The data show that 61% of the Grade 7 learners belong to the age range of 13-14 with 112 or 98%; and 2 or 2% belong to 15-16 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 7 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-efficac 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>B. Creativity</b>		
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	<b>4.08</b>	<b>Agree</b>
Overall Mean	<b>4.21</b>	<b>Agree</b>

n=114

Table 2 presents the effect of students 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 trainings (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 7 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			<b>Proficient</b>

The table 3 presents the academic performance of Grade 7 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 jGrade 7 learners performed well in different areas of art education. The result of the study is parallel to the findings of Santos (2010), that many learners in music class excel in their performances and academic areas rather than others, it is because they are much exposed to competitions and there are a lot of opportunities inside and outside the country.

**Table 4. Relationship between the Effect of Art Education toward Self-efficacy and Creativity and Academic Performance of the Grade 7 Learners**

Variables	Pearson r	Extent of Relationship	p-value	Remarks
<input type="checkbox"/> Dance				
Effect	-0.188	Negligible	0.471	Not Significant
Performance				
<input type="checkbox"/> Music				
Effect	0.048	Negligible	0.767	Not significant
Performance				
<input type="checkbox"/> Media arts				
Effect	-0.109	Negligible	0.612	Not Significant
Performance				
<input type="checkbox"/> Theater arts				
Perspective	-0.214	Slight Negative Correlation	0.427	Not Significant
Performance				
<input type="checkbox"/> 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 junior students 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.

**Summary**

This study aimed to determine the levels of self-efficacy and creativity in art education and examine their relationship to the academic performance of Grade 7 learners. Specifically, it sought to describe the demographic profile of the learners, assess the influence of art education on their self-efficacy and creativity, determine their level of academic performance in art education, and identify whether a significant relationship exists between academic performance and the variables of self-efficacy and creativity.

The study employed a descriptive-correlational research design. This approach enabled the researcher to describe the influence of art education on learners' self-efficacy and creativity and to examine the relationship between these variables and academic performance. The respondents were Grade 7 learners enrolled in art education.

A structured questionnaire was utilized to gather the necessary data. The instrument consisted of two major parts: the first part focused on the learners' demographic profile, while the second part examined the perceived influence of art education on their self-efficacy and creativity. Prior to data collection, formal permission was secured from the Schools Division Superintendent.

Upon approval, the researcher personally administered the questionnaires, explained the objectives of the study to the respondents, and provided sufficient time for them to complete the instrument.

After retrieval, the data were organized, tabulated, analyzed, and interpreted using appropriate statistical tools, including frequency distribution, weighted mean, and the Pearson Product–Moment Correlation Coefficient to determine the relationship between academic performance and the identified variables. A five-point scale was used to describe the perceived influence of art education on learners' self-efficacy and creativity.

1. Majority of the Grade 7 learners in terms of age, are between 13-14 years old; specializing music, 38% and participating school activities with 64%.

2. The effect of art education toward self-efficacy got a mean of 4.08, while in creativity the mean is 4.08 described as agree. Overall, the effect of art education toward self-efficacy and creativity of the learners obtained a mean of 4.21 described as agree.

3. The Grade 7 learners are outstanding in music with a grade point average (GPA) of 90.02; while in visual arts, their average is 89.79 described as proficient.

4. There is no significant relationship between the perspectives of Grade 7 learners and the academic performances. Moreover, the extent of relationship between the variables is negligible.

### Conclusions

Based on the findings of this study, the following conclusions were discussed:

1. Majority of the junior students belong to the age range of 13- 14; specializing music and have joined school competitions.
2. Art education provides positive effect toward self-efficacy and creativity of the Grade 7 learners.
3. The Grade 7 learners performed well in different areas of art education.
4. The self-efficacy and creativity of the students does not rely on their academic performance in art education

### Recommendations

On the basis of the findings of this study and the conclusions drawn, the following are hereby recommended:

1. The school head and the administration should encourage the learners to enroll and provide resources for students 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.

### REFERENCES

- Bandura, A. (2008). Self-efficacy: Toward a Unifying Behavioral Change. *Social psychology*, Stanford University pp.34-56
- Barry, N. H. (2007). Motivating the reluctant student. *The American Music Teacher*, 56(5),23-27
- Bartley, M. Spoonley, G., & Hanley, A. (2004). If I could have said it, I would have. *Dancing the data* (pp.90-104). New York: Peter Lang.
- Catterall, J. S., Chappleau R., & Iwanaga, J. (2009). Involvement in the arts and human development: General involvement and intensive involvement in music and theater arts. In E. B. Fiske (Ed.), *Champions of Change: The impact of arts on learning* (pp. 1-18). Washington, DC: Arts Education Partnership.
- Cowan, F., Clover, G., Deis, M. (1991) *Arts Discipline*. New York: Basic books.
- Davis, T., & Rimm, U. (2005). *Teachers as an actor*. Cambridge University: MA
- Deasy, R. J. (2002). *Critical Links: Learning in the Arts and Student Achievement and Social Development*. Washington DC.: AEP
- Fall, M. (2000). *Academic Transfer*. Milwaukee, Wisconsin: Bruce Publishing Company.
- Gardner, H. (2003). *Frames of mind: The theory of multiple intelligences*. New York: Basic books.
- Goldberg, M.R. (2007). *Arts and learning: an integrated approach to teaching and learning in multicultural and multilingual settings*. White Plains, NY: Longman
- Jensen, E. (2001). *Arts with the brain mind*. Alexandria, V. A: Association for Supervision and Curriculum Development.
- Minton, J. (2002). *Naturalistic Inquiry: Abstract*. Beverly Hills, CA: Sage Ramey, L. K. (2005). Examination of the impact of involvement in the arts on students' decision to stay in school. Dayton, OH: Wright State University. (ERIC Document Reproduction Service No. ED490785. 40
- Renzulli, J. S. (2002). A general theory for the development of creative productivity through the pursuit of ideal acts of learning. *Gifted Child Quarterly*, 36,170–182
- Schunk, S. (2001). *Self-efficacy outcomes in school*. National Bookstore
- Stockrocki, M. (2005). *Interdisciplinary art education: Building bridges to connect disciplines and cultures*. Reston, VA: National Art Education Association.
- Thompson. C. M. (2007). Teaching art in elementary and secondary schools: Shared responsibilities and distinctive roles. *Arts education policy review*, 99(2) 15-21.
- Torrance, N. (2011). *Develop discipline*. New York: McGraw-Hill Tschannen, M., & Woolfolk, H. (2001). *Conceptualizing from the inside: Advantages, complications, and demands on insider personality*. The Qualitative Report, Washington, DC
- Treffinger D. J. (2010). *Encouraging creative learning for the gifted and talented*. Ventura, CA: Ventura County Schools/LTI
- Toledo, R. (2007). *Conception of teaching Art as Creativity*. *Philippine Studies in Art Education*, Sining pp.35
- Trombetta, J. (1992). *The Arts and Social Inclusion: Support for Learning*. New York: Arts and Psychology, 1997 Pp.201-211.

- Wilhelm, J. (2002). Reaching is seeing: using visual response to improve the literary reading of reluctant readers. New York: Dell Publishing, 2002 pp.106
- Wolf, S. A. (2004). Learning to act/acting to learn: Children as actors, critics and characters in classroom theatre. *Arts in the teaching of English*, 28(1), 7-44,
- Ali, A. (2010). Arts in Philippine Culture: Crossing, Carrying on. *Agung* Vol. XV, No. 2, March –June 2010 ISSN 0119-5948
- Betts, M., David, J., & Reid, M. (2010). Arts Education for Self-improvement. *Journals and Readings for Arts and development New York Vol. I No.5* 41
- Burrows, R. (2007). "Reframing-reforming" Arts Education: Taking bold steps toward radical change in the Los Angeles Unified School District. *The New England Conservatory Journal for Music in Education* 1-2, 133-5.
- Costa, D., & Kallick B. (2005). Philippine No Child Left Behind Act. *Journals* pp.8
- Darby, H. (2004). Drama and drawing for Narrative writing. In R. J. Deasy (Ed.), *Critical Links: Learning in the arts and student academic and social development* (pp. 58-63) Washington, DC: Arts Education Partnership.
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2005). *Handbook for qualitative research* (2nd ed.). Thousand Oaks, C.A: Sage. Fernandez, L. (2007). Arts and curriculum, *Philippine Journal*, Rex Publishing House
- Jermyn, A, Monde, C. & Gughe, N. (2001) *The Social Issues on Arts and Humanities*. Western Journals Arts & Humanities, Western Publishing House, Europe Vol. XI No. 4 55567
- Luistro, A. (2010). Editorial. *The Philippine Inquirer*. April 2010 Obama, B. (2011). Lifestyle Section; Culture and Arts. *The Philippine Inquirer*. September 2011
- Santos, D. (2010). Arts Curriculum in the Philippines in the Philippines in the 21st Century. *Agong Journal* 2010 Vol. XXII C. Published and
- Anderson, T. (2004). Why and how we make art, with implications for art education. *Arts Education Policy Review*, 105(5), 31-38.
- Allinder J. (2004). The impact of art integration as an intervention to assist learners' visual perception and concept in understanding education. Florida Atlantic University. (Proquest AAT 3136133)
- Baum, S (2007). Transferring individual self-regulation process from arts to academics. *Arts Education Policy Review*, 98(4), 32-39
- Boyes, L.C., & Reid, I. (2005). What are the benefits for pupils participating in arts activities? *Research in Drama Education*, 73, 1-14.
- Catterall, J. S. (2002). Research on drama and theater education. In R. J. Deasy (Ed.), *Critical Links: Learning in the arts and student academic and social development* (pp. 58-63) Washington, DC: Arts Education Partnership. 42
- Darby, H. (2004). Drama and drawing for Narrative writing. In R. J. Deasy (Ed.), *Critical Links: Learning in the arts and student academic and social development* (pp. 58-63) Washington, DC: Arts Education Partnership.
- Freedman, K. (2006). Leading creativity: Responding to policy in arts education. Paper presented at the UNESCO World Conference on Arts Education. March 6-9 Lisbon Portugal.
- Goodman, J. (2002). A Naturalistic Study of the Relationship between Literacy Development and Dramatic Play. In R. Deasy (Ed.), *Critical Links: Learning in the arts and student academic and social development* Washington, DC
- Hughes, J., & Wilson K. (2004). Playing a part: the impact of youth theatre on young people's personal and social development. *Research in Drama Education*, 9(1), 57-72.
- Moore, B., Aragon, F. Tregg, N. (2002). Changes in Children's selfcompetence and values: Gender and domain differences across grades one through twelve. *Child Development*, 73(2), 509-527.
- Moorefield-lang, H. (2010). *Arts Voices: Middle School Students and the Relationship of the Arts to their Motivation and Self efficacy*. University Of North Carolina, Chapel Hill, North Carolina USA. V 15 no. 1-17 Taylor, J. &
- Walls K. (2002). The role of the fine and performing arts in high schools dropout prevention. In R. Deasy (Ed.), *Critical Links: Learning in the arts and student academic and social development* Washington, DC
- Waklorf, L. (2002). Chicago Arts Partnership in Education (CAPE): Evaluation summary. In R. Deasy (Ed.), *Critical Links: Learning in the arts and student academic and social development* Washington, DC
- Winner, A. (2000). Promising signs of positive effects: Self-efficacy on art education. *Psychology on art*. In R. Deasy (Ed.), *Critical Links: Learning in the arts and student academic and social development* Washington, DC
- Zashrow, C. (2004). Reading and Drawing: active engagement. *Psychology on art*. In R. Deasy (Ed.), *Critical Links: Learning in the arts and student academic and social development* Washington, DC D. Webliography <http://www.jessieerans-dongray.com>  
<http://portal.unesco.org/culture/en.com> <http://www.ncca.gov.ph>

### Copyright & License:



© Authors retain the copyright of this article. This work is published under the Creative Commons Attribution 4.0 International License (CC BY 4.0), permitting unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.