ARTS EDUCATION AND STUDENT’S ACADEMIC PERFORMANCE IN SCHOOLS

by:
Eulalio L. Agano Jr.
Head Teacher III

The most outstanding scientists are artists as well (Root-Bernstein & Root-Bernstein, 2010). It supports the concept that most problem-solving skills and knowledge acquisition start from images, inspirations, and insights, which mirrors how some artists draw their masterpieces. Art subjects are not given enough weight compared to other subjects because the school is more focused on the standardized test of the learners, which encompasses academic topics. However, the efficacy of art education is proven a long time ago, but there are instances that some educational institutions forget its importance (Kisida & Bowen, 2019).

Art class is highly related to the student's ability in school. Lee and Lee (2021) justify that most students who joined the visual art education program develop emotional and social knowledge. The learners establish confidence in themselves, building a high level of self-esteem. Moreover, they also learn to participate and communicate in every activity of the school. Hence, emotional and knowledge skills are critical to the younger generation, for they are in the developmental stage wherein there is an essential factor in as much as their social engagement is a concern.

Moorefield-Lang (2014) highlights that arts have a solid connection for the self-motivation and efficacy of the students in middle school. It was upheld that the exposure of middle-class learners to art classes promotes encouragement to perform better not only in arts but also in other subjects. It was found that when they start to build their self-trust, they perform well in their academic activities. Furthermore, students exemplify self-efficacy, which means the confidence of a person to accomplish an objective (Hopper, 2019). In
other cases, some students start to offer aid, tutorials and help to other struggling students once they have mastered the craft.

It capsulizes Gardiner et al. (1996) claim that learners who participated in music and visual arts classrooms significantly impacted their attitudes towards their studies. Furthermore, once the student found their motivation towards a skill, they started developing enthusiasm in learning the craft. It is also argued that, by learning arts, the cognitive aspect of a person develops a sort of mental stretching, which is essential in learning Mathematics.

On the other hand, Sompayrac (2002) pointed out six (6) major types of advantages linked to learning arts and learners' accomplishments in school. These advantages are reading and language skills, Mathematics skills, thinking skills, social skills, motivation to learn, and a positive school environment. These benefits sum up almost all aspects of the learning process of an individual and have a significant impact on a student’s performance, depending on how the school handles the situation.

Supported by Punzalan (2018), it is affirmed that the integration of visual arts into the teaching strategy of other academic subjects provides a significant development to students. They happen to be more participative and engage than the utilization of the traditional method of teaching. Moreover, their self-discipline and patience towards learning other topics resemble a positive outlook than the learners that undergo the usual way of lecture-discussion.

Learning art is part of the education curriculum for it imparts compelling ways in a person's learning process. It enhances one’s perspective towards learning a skill. Exposing students to art education gives momentous development in social and emotional intelligence. They learn to establish motivation to study academics, for they find pleasure in these topics through art. Academic, fundamental, and comprehensive learning aspects resonate as students benefit through art experiences. These categories
comprise thinking to social skills, which is imperative to advancing a child’s learning process. The concern on how to sustain the value of art education of students needs to be addressed. Art classes need to be given much attention to adopt in the 21st-century learning and stay relevant amidst challenging times. Educational institutions and school leaders should continuously utilize this valuable craft to enhance learner’s accomplishments.

References: