Factors Affecting MAPEH Students' Performance in Integrated Art Education

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ABSTRACT

This study aims to find out the factors that hinder the students in learning Integrated Art Education. A descriptive research design was utilized in the conduct of the study. The researcher prepared a questionnaire with 15 closed-ended- questions that could be answered objectively. The study discovered that the students would learn more when they feel that they belong to a certain group. Interests in a subject also matter, that the more you are interested in a particular subject, the more you will learn the material. Parent support marks an impact on the student's interest in learning Arts. Therefore, personal interest in a subject must be given attention and managed properly. Parent's support also plays a vital role in reinforcing the students on what to pursue in order to maintain their motivation.

Keywords: Integrated art education, MAPEH student's performance, Performance factors.

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INTRODUCTION

Integrated Art Education is a subject that leads MAPEH students toward the understanding and appreciation of Arts. It helps to develop an individual's creativity and aesthetic sensibilities.

Article IX, Section 33. The cultural and Arts Program refers to the set of activities designed to provide opportunities to develop and enhance talents, abilities, and values for appreciation, promotion, and conservation of national culture and multi-cultural heritage. (CHED Memorandum Order No. 9, 2013).

Researchers like Akanbi (2000) and Eto (2001) found out only a few students are usually interested in Arts; it is also possible that there are some factors such as home environment, school, instructional strategies, vocational anticipation, socio-cultural and socio-economic backgrounds influence students. Some other factors could be individual differences and often social and emotional matters. These factors would determine the students' attitude toward learning, their ability to direct their learning, and their engagement in learning activities.

STATEMENT OF THE PROBLEM

To determine the factors affecting MAPEH students' performance in Integrated Art Education

Sub-problem

Factors Affecting MAPEH students' performance in Integrated Art Education

Significance of the Study

The benefit of this study to the administration is for them to realize the adjustments they will make, particularly what materials they should provide regarding Arts. For the students, it is for them to appreciate and be motivated to engage in Arts. For the stakeholders, for them to move and give attention to Arts. To future

researchers is to gain more ideas and be inspired to pursue the study.

DEFINITION OF TERMS

Aesthetic- of or relating to art or beauty, set of ideas about beauty and art

Art is something created with imagination and skill and that is beautiful or expresses important ideas or feelings.

Factors- something that helps produce or influence a result, one of the things that cause something

Integrated- having different parts working together as a unit

Performance- the execution of an action

Vocation- a strong desire to spend your life doing a certain kind of work, persons engaged in a particular occupation

REVIEW OF RELATED LITERATURE

Some studies based on the results or the outcome, Mbahi (2000) and Mamza (2008) losing of interest in Arts might be the effect of the improper application of suitable and inappropriate teaching methods and also the use of strategies by the teachers as well as the insufficient supply of Art materials. How society perceives the subject, how people around influence and parental support merely affect the state of learning art. Social relationships are also

included in the reported factors. The overall atmosphere of the student's preferred environment to carry out learning teacher's involvement in students' state of learning is all included as social factors by Hurwitz, C. and Day (2007).

To develop students' artistic talents, creativity, and expression towards arts, acquisition of cultural repertoire and aesthetic perception are some of the lists to achieve the goals and objectives of the school curriculum. To stimulate an individual's thinking and arouse the interest of the theoretical and practical areas, particularly as they influence or may affect the teaching of arts in school, are also some of the aims to withstand the use of arts. Developing and inculcating the right attitudes, national unity, and the advancement of the society and cultural understanding of the common viewpoint of cultural differences are also relevant functions of Art (NPE, 2004).

According to Olorukooba (2006), promotion and introduction of creativity and artistic development and improvement in learners are some of the uses of most instructional methods and strategies. Some of them include Audio-visual materials like compact discs, a television set for reminiscing past art events like exhibitions, a projector, excursions, and art competitions. These are some of the mediums or ways of planning and strategizing Art related topics.

Most of the statements were extracted from Lowenfeld (2009) and Newick (2002), who stated that art is a kind of activity that unifies something, generalize the overall concept of something and is ever-changing in different form and usage. According to Lowenfeld, training and catering to the young appropriately to gain and acquire the qualities needed in Arts could be achieved in an art education program where the children are reinforced to share equipment; views are repeatedly oriented and improved to be more creative and self-reliant. Art can be generalized in that it usually deals with enhancing and developing human senses.

Welch (2000) states that one of the methods that children could explore or solve a problem is by drawing, and in clarifying problems for the children, discussion plays a major role. Most children think that the product or things they have designed for them are the only possible solution.

A study by Nilson, C., Fetherston, C., and McMurray, A. (2013) stated that this study was formed having the hypothesis that there is a connection between critical thinking and aesthetics, specifically the idea that arts education that young age has a positive impact to the critical thinking skills or disposition. And it is stated that having participation in creative arts has a positive impact on developing their confidence using their artistic decisions.

From the book of Hill, K. (2013) that the information that was gathered through the study in engaging art or cultural activities, can promote better health benefits and strong satisfaction in life.

In the idea of Donegan, R. et al. (2014) that the respondents of this study are 191 residents, artists, arts groups, and social services organizations. The main goal of the research was to "gain a better understanding of how residents engage with arts at the community level, explore barriers to arts access and identify ways to strengthen local arts engagement.

According to Litunya (2006) that the school administration has a vital responsibility to provide or ensure the availability of arts and design resources and facilities in the school.

RESEARCH METHODOLOGY

The respondents of this study are from the Visayas State University students with a course program in Bachelor of Secondary Education major in MAPEH. The research study was carried out on the school campus (Visayas State University) located in Visca, Baybay City Leyte.

Descriptive research refers to the type of research questions, design, and data analysis that is applied to a given topic. The researcher prepared a questionnaire with 15 closed-ended- questions that could be answered objectively. Most of the questions are related to arts, which leads to the factors that commonly affect the MAPEH students' performance. There are 66 respondents from the fourth-year MAPEH students. The collected data will be plotted into a table and graph to chart the results.

RESULTS

This chapter presents the results of the data collected with the questionnaires. Analysis of the data is discussed in line with the research questions and objectives of the study. A group of respondents was involved in the investigation. These were the MAPEH 4th-year students involved in the Integrated Arts Education subject at the Visayas State University. The responses are presented in tables of frequencies and percentages and illustrated with graphical presentations where necessary.

Demographic Distribution of the Respondents

Demographic variables that were considered are sex, age and course, and year. 66 MAPEH students were involved in the study.

Factors affecting MAPEH students' performance in Integrated Art Education

Eight variables were examined about the factors affecting MAPEH students' performance in Integrated Art Education in the Visayas State University. These were the interest of the students in the subject, parent support, teaching quality, class atmosphere, practice, student preference, financial issues, and available resources. These variables were analyzed along with the research questions of the study, respectively.

Research Questions:

• *Which of the following do you prefer to engage in Arts?*
This question has options like Visual Arts (Graphic Arts and Sculpture), Mosaic, Paintings, and Drawings.

Table 1 shows that the majority of the respondents prefer to engage in painting. Thirty-two respondents chose painting. Out of 100 %, 48.48 % were in favor of painting.

• *Choose one material that you prefer to use in engaging Arts?*
There are options like Pencil, Paint, Pastel, and Crayons which are used as a medium in engaging arts.

In Table 2, most of the students preferred to use pencils in engaging arts; 46.97% out of 100% chose pencils as useful material in arts.

• *How do you intend to go about the use of Arts?*
The students are asked to choose their preference or their intention in Arts.

In Table 3, most of the students answered that their intention in Arts is for recreational purposes. 54.55% out of 100% were in favor of recreational.

This Table 4 shows their ratings of the activities in Arts.

Table 4: The data is combined from questions 4 and 5, asking for the rating of students' skill level and knowledge level in Arts. Both levels show that majority of the students are Good in each. 50% for the skill out of 100% and 57.58% for the knowledge out of 100% in Arts.

This Table 5 presents the students' perception of Arts.

In Table 5., the data shows that majority of the student's perceptions and interests are favored as agreed. Only one question is directed into a No option. So, the question that Arts is an important part of the curriculum garnered 100% shows that Arts has been given attention. Accessibility of the relevant Art materials is favored by many that they have their materials, 87.88% out of 100%. In this question, 69.70% answered that they haven't been to a competition related to Arts. 80.30% agreed that their school has an Art room. 65.15% of them agreed that they have access to books related to Arts.

• *Preferred Learning Style*

This graph presents the different learning styles designed for every student.

Graph 1 shows that most of the respondents are Visual learners,

whereas 25 students favored and admitted that they are Visual learners.

• *Preferred Multiple Intelligences.*

This graph shows the multiple different bits of intelligence acquired by every student.

In Graph 2., most of the respondents answered that they are body smart. Twenty respondents favored being smart kinesthetically.
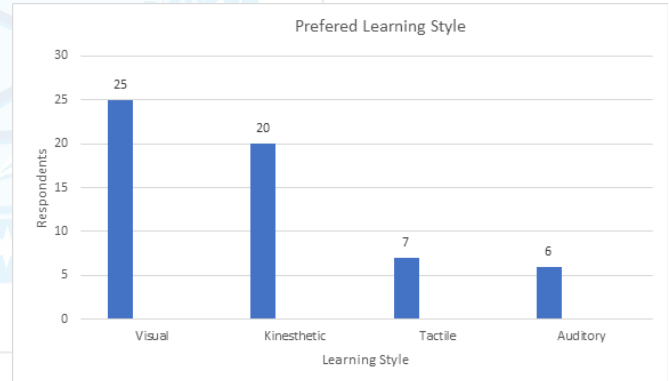
• *Factors affecting students.*

This graph presents the different factors that possibly affect the students.

Graph 3 shows the students' interests in the subject matter, and thus it is the main factor that greatly affects the learners to engage in arts. It also means that once a student is forced into something he/she might do terrible things other than what he/she wanted to engage with. And if a student is given the freedom to choose such things they might be at their best at all times. It also shows that the availability of resources doesn't matter all the time. Insufficiency of materials could be aided in a period. Only one chose unavailability of resources as his/her greatest factor as a problem. Seventeen students favored that interest in a subject is a big deal once it calls for skill level.
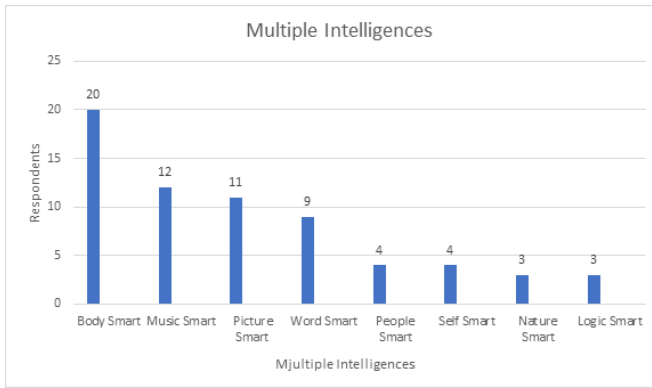
• *Preferred places to engage arts.*

This graph shows the different options of places which students wanted to engage with.

In Graph 4, The majority of the respondents preferred to engage arts in the Arts room, and 22 respondents favored the Arts room as

Table 1: Art Preference

Activities	Frequency	Percent
Visual Arts	12	18.18%
Mosaic	7	10.61%
Paintings	32	48.48%
Drawings	15	22.73%
Total	**66**	**100%**

Table 2: Preference in Art Materials

Materials	Frequency	Percent
Pencil	31	46.97%
Pastel	9	13.63%
Paints	23	34.85%
Crayons	3	4.55%
Total	66	100%

Table 3: Purpose in Engaging in Arts

Intention	Frequency	Percent
Recreational	36	54.55%
Academic	6	9.09%
Entertainment	24	36.36%
Total	66	100%

Graph 1: Preferred Learning Style

Table 4: Art Rating

Activities	Very Good		Good		Fair		Limited		Total	
	Freq.	Per.	Freq.	Per.	Freq.	Per.	Freq.	Per.	Freq.	Per.
Skill in Arts	8	12.12%	33	50%	19	28.79%	6	9.09%	66	100%
Knowledge in Arts	12	18.18%	38	57.58%	13	19.69%	3	4.55%	66	100%

Table 5: Students' Perception towards Arts

Arts' Perception	Yes		No	
	Frequency	Percent	Frequency	Percent
Do you see arts as an important part of the school curriculum?	66	100%	0	0
Do you have access to art's relevant materials?	58	87.88%	8	12.12%
Have you ever tried a competition related to Arts?	20	30.30%	46	69.70%
Does your school have an Art room?	53	80.30%	13	19.70%
Do you have access to books related to Arts?	43	65.15%	23	34.85%

Graph 2: Multiple Intelligences
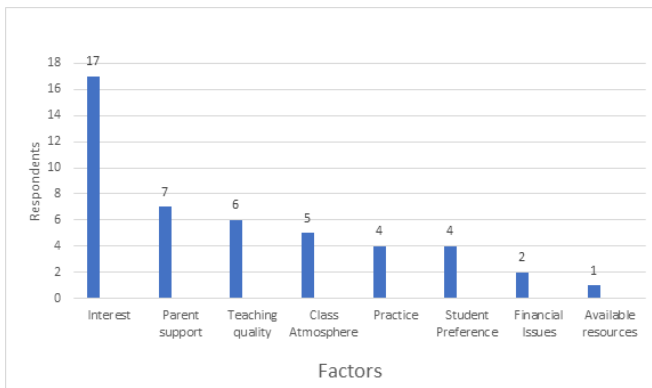
Graph 3: Identified Potential Factors
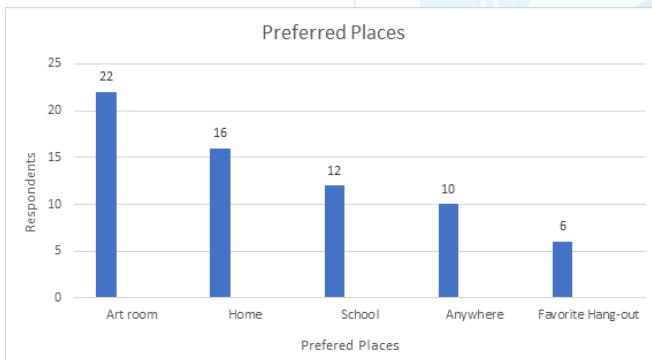
Graph 4: Preferred Places to Engage Arts

Graph 5: Preferred Companion while doing Arts

a place for doing activities related to Arts. Six respondents answered that they wanted to do relating to arts in their favorite hang-outs.
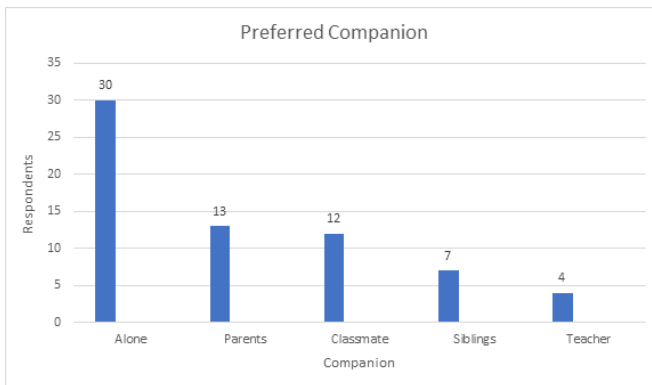
- *Preferred companion in engaging arts.*

This graph presents the different preferred companions where the students wanted to be.

Graph 5., the graph shows that 30 respondents agreed that they wanted to engage in Arts when they're alone, and only four respondents chose a teacher as their companion in engaging in arts.

SUMMARY OF FINDINGS

The study discovered that the students would learn more when they feel that they belong to a certain group. Interests in a subject also matter that the more you are interested in a particular subject, the more you learn the material. Parent support also impacts the student's state of learning Arts, where the parent also serves as a basis if you would pursue doing a particular thing. They would be the ones to push you on something you wanted to do. Class atmosphere plays a vital role also in the process where students learn a certain topic. The feeling that you are not threatened with any shame is a positive reorientation of yourself. Practice and students' preferences also walk an important role in learning Arts.

According to Uzoagba (2008), because of the lack of interest shown in art by school authorities, more students drop the subject as they advance in their studies, and this has created an unfavorable attitude among the students, parents, and society in general towards art education.

According to Palmer (2004), if appropriate approaches and methods are used, such as art festivals, art publications, art exhibitions, excursions to museums and galleries, film shows, seminars, debates, and quiz competitions that, students contact within the range of art forms or experiences, these would form a greater part of their educational experiences.

CONCLUSION

From the data analysis and findings of the study, the following conclusions were derived: that personal interest in a subject must be given attention and managed properly. As a student, we must set priorities and be certain of what we are going to do. Parent's support also plays a vital role in reinforcing the students on what to pursue to avoid uncertainties in every activity that they will engage in the class Atmosphere also must be controlled and adjusted so that the students would love to participate and interact in a positive environment. Practicing a certain skill also matters. It counts how good you are by the time will come; this is the only weapon to being good at what you want to do.

RECOMMENDATIONS

There is a need for the respondents to analyze and understand Integrated Art Education to be equipped already by the time they study the material. Reinforcement also encourages the students to be applied to make the material much more presentable.

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APPENDICES

Factors Affecting MAPEH Students' Performance in Integrated Art Education
Visayas State Univesity
Institute of Human Kinetics
College of Education

Name: _____   **Sex:** _____
Course and Year: _____   **Age:** _____
Instructions: Put a checkmark on the given choices that would best fit your answer.

1. *Which of the following do you prefer to engage in Arts?*
   ( ) Visual Arts (Graphic Arts and Sculpture)   ( ) Mosaic
   ( ) Paintings   ( ) Drawings

2. *Choose one material that you prefer to use in engaging Arts?*
   ( ) Pencil   ( ) Paints
   ( ) Pastel   ( ) Crayons

3. *How do you intend to go about the use of Arts?*
   ( ) For recreational   ( ) Entertainment
   ( ) Academic

4. *How would you rate your skill in Arts?*
   ( ) 1 (Very good)   ( ) 2 (Good)
   ( ) 3 (Fair)   ( ) 4 (Limited)

5. *How would you rate your knowledge of arts?*
   ( ) 1 (Very good)   ( ) 3 (Fair)
   ( ) 2(Good)   ( ) 4(Limited)

6. *Do you see arts as an important part of the school curriculum?*
   ( ) Yes   ( ) No

7. *Do you have access to art's relevant materials? (Example: Coloring Materials)*
   ( ) Yes   ( ) No

8. *Have you ever tried a competition related to Arts? (Example: Poster Making)*
   ( ) Yes   ( ) No

9. *Does your school have an Art room?*
   ( ) Yes   ( ) No

10. *Do you have access to books related to Arts?*
    ( ) Yes   ( ) No
    Instructions: Rank the following in numerical form.

11. *Preferred learning style.*
    ( ) Visual learner   ( ) Auditory learner
    ( ) Kinesthetic learner   ( ) Tactile learner

12. *Preferred multiple intelligences.*
    ( ) Body smart   ( ) Music smart
    ( ) Picture smart   ( ) People smart
    ( ) Self smart   ( ) Word smart
    ( ) Nature smart   ( ) Logic smart

13. *Factors affecting students.*
    ( ) Interest   ( ) Teaching quality
    ( ) Practice   ( ) Class atmosphere
    ( ) Student's preference   ( ) Available resources
    ( ) Parent's support   ( ) Financial Issues

14. *Preferred places to engage arts.*
    ( ) School   ( ) Home
    ( ) Art room   ( ) Favorite hang-out
    ( ) Anywhere

15. *Preferred companion in engaging Arts.*
    ( ) Parents   ( ) Siblings
    ( ) Teacher   ( ) Classmates
    ( ) Alone