

Influence of Arts Interest in Developing and Acquiring Art-Related Skills among Bachelor of Physical Education Students in City College of Angeles

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The purpose of the research is to describe the art-related skills influenced by the arts interest of selected Bachelor of Physical Education students in City College of Angeles. This study also determined the strengths and weaknesses in acquiring arts through the students' interests as posed to their art-related skills. These art-related skills include painting, sculpture, printmaking, photography, fashion and textiles, theater design, architecture, designing jewelry, furniture design, film and animation, graphic design and lastly multimedia design. Results indicate that there is significant relationship or correlation between the art interest of the respondents and the art-related skills. This study can be utilized by curriculum developers to improve arts related programs and courses.

Keywords: arts related skills, arts interests, artistic development

Background of the Study

Developing interest in the arts is a complicate nature of teaching and learning process. Kneen et al. (2020) postulated that differing practices suggest differing conceptions of subject knowledge and mastery of arts within an integrated curriculum. The Department of Education (DepEd), on one hand, made efforts in the inclusion of Arts in the K to 12 curriculum of Basic Education up to Senior High School through Republic Act No. 10533, otherwise known as the "Enhanced Basic Education Act of 2013." On the other hand, the Commission on Higher Education (CHED) decided to include Art Appreciation as one of the mandatory subjects in tertiary level under CHED Memorandum No. 80 series of 2017.

Here in the Philippines, the National Commission for Culture and the Arts, the main government arm in arts promotion as mandated by Republic Act 7356, ensures information availability among students, as well as provides opportunity to study some of the most important aspects of the society such as events in history and cultural traditions. Farrington et al. (2019) stated that arts learning experiences have the potential to promote young people's development of social-emotional competencies.

There is an obvious personal value to studying these subjects, and to developing these skills, because they can help people better understand themselves, the world around them, and what they might call 'the human experience'. Art education is significant in schools to produce cultural inheritance of behavior, practices, and structured objectives that may lead to competences of the individual for his creative, passionate desire on their future endeavor. Bachleda and Bennani (2016) mentioned that interest in the visual arts is associated with openness and sensation seeking.

Proponents of arts education have long asserted that creative training can help develop skills translating into other areas of academics; little research had been done to investigate the scientific component. Aspects of training in the arts, like motor control, attention and motivation, were studied by researchers, with some interesting results. In one four-year study, students undertaking regular music training were found to have changes in their brain structures helping them transfer their motor skills to similar areas (Deasy, 2002).

Educational theorist Pestalozzi represented a turning point in the history of the teaching of drawing because of his claim that drawing could be justified as an essential and integral part of every child's education and not merely as an extra activity (Ashwin, 1981). According to him, every child has to learn how to draw and without instruction in drawing there could be no harmonious human development. Inhelder (1948) argued that a child's drawing performance reflected the child's cognitive competence. Until a child reached the concrete operational stage of development, the child was tied to egocentric mental models of the world. Only when a child enters fully into the stage of concrete operations can he combine concepts of perpendicularity, parallelism, seriation and proportion with new ability to discriminate different viewpoints and selecting a viewpoint to depict and produce visually realistic drawings.

A good and appropriate learning process will motivate learners, and will eventually have an impact on improved learning outcomes (Triarisanti & Purnawarman, 2019). The researchers conducted an investigation into the influence of interest and motivation on learning outcomes of Korean Education Study Program students in a state university in Indonesia in the particular subject of Language and Art Appreciation. The compulsory subject is part of the faculty's mission to cultivate literary and art appreciation of its students. A survey employing a Likert-based questionnaire consisting of 60 items was carried out, and documentary analysis was conducted to the students' final exam grades in the subject of Language and Art Appreciation. The results show that interest and motivation had significant influence on students' learning outcomes, as shown by their final exam grades in the subject. It can be concluded then that a high level of interest and motivation determined the success of learning outcomes, especially in the subject of Language and Art Appreciation (Triarisanti&Purnawarman, 2019).

Specker et al. (2020) mentioned that being interested in art and having knowledge about art are arguably central dimensions in art experience and two of the most significant specific differences when measuring how people develop or respond to art. However, there is to date no consistent and validated measurement of these scopes. The arts subsidize unique acquiring experiences that aid students as individuals and representatives of society. Budiman et al. (2020) emphasized that educational tours have an influence on high school students' interest in learning art. The operative, exploratory nature of gaining information in the arts improves the quality of perception, grows attention, triggers learners to premeditate personal connections to the world, and develops working with someone to complete a task. The arts give vitality to the school environment, influence individual stimulation in learning, and assist student's associates with the community. With a highly concentrated attitude on establishing the senses, the arts help students become more knowledgeable of the natural and structured environments. Sensory connections with environment turn out to be specifically important in a world that is progressively ruled by improved technology and automation. The arts encourage creativity. As stated by Roger von Oech author of *Expect the Unexpected*, "creative thinking involves imagining familiar things in a new light, digging below the surface to find previously undetected patterns, and finding connections among unrelated phenomena.

As education policymakers increasingly rely on empirical evidence to guide and justify decisions, advocates struggle to make the case for the preservation and restoration of K-12 Arts education (Bamford, 2006). There are strong reasons to suspect that engagement in arts

education can improve school climate, empower students with a sense of purpose and ownership, and enhance mutual respect for their teachers and peers. Yet, as educators and policymakers have come to recognize the importance of expanding the measures used to assess educational effectiveness, data measuring social and emotional benefits are not widely collected. Future efforts should continue to expand on the types of measures used to assess educational program and policy effectiveness (Kisida & Bowen, 2019).

In order to understand the arts interest and skills development of future teachers, this study aims to explore the role of interest in art in enhancing and developing this skill among Physical Education students in City College of Angeles. Specifically, the following questions were answered:

1. What are the level of interest of the respondents in terms of:
 - i. Painting;
 - ii. Sculpture;
 - iii. Printmaking.
 - iv. Photography;
 - v. Fashion and Textiles;
 - vi. Theater Design;
 - vii. Architecture;
 - viii. Designing Jewelry;
 - ix. Furniture Design;
 - x. Film and Animation;
 - xi. Graphic Design; and
 - xii. Multimedia Design.
2. What are the strengths and weaknesses in various skills related to arts of the respondents?
3. Is there a significant relationship between the level of art interest and the skills in arts?
4. What is the implication of the results in this study in teaching art-related courses?

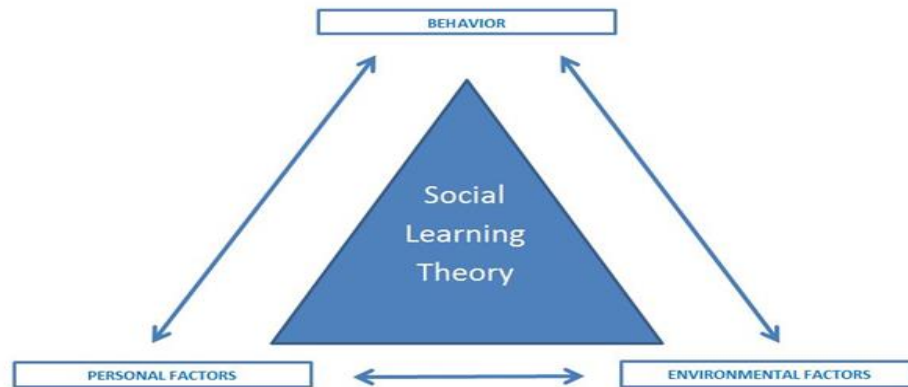


Figure 1. Theoretical Framework

According to the Social Learning Theory (SLT) of Albert Bandura, humans are active information processors and think about the relationship between their behavior and its consequences. Observational learning could not occur unless cognitive processes were at work. These mental factors mediate in the learning process to determine whether a new response is acquired. Therefore, this study of art interest and relationship between the art-related skills of individuals does not automatically observe the behavior of a model and imitate it. There is some thought prior to imitation, and this consideration is called mediational processes. This occurs between observing the behavior (stimulus) and imitating it or not (response).

In this research, SLT may occur in different phases depending on the surroundings of an individual. The example of this is when art interests are influenced by the surroundings, the more the art-related skills may enhance on that field. The creative process can be observed and described but its source remains obscure. Educational psychology's numerous philosophical orientations have each attempted a meaningful relationship with this "step child" with varying degrees of success. Art creation skills are complicated and difficult to memorize because problems such as long creation process, massive information, complicated computing, and the difficulty to learn from others' works (Liao & Ho, 2011) are difficult to understand.

Methodology

This study employed the quantitative method (survey type of research). An in-depth data gathering procedure was conducted among 1st and 2nd year Bachelor of Physical Education students. This study used a quantitative method to measure the level of art interest of the respondents and to know their strengths and weaknesses in various skills related to arts. These art-related skills are the following:

1. *Painting* – the process or art of using paint, in a picture, as a protective coating or as decoration
2. *Sculpture* – the art of making two- or three-dimensional representative or abstract forms, especially by carving stone or wood or by casting.
3. *Printmaking* – the activity or occupation of making pictures or designs by printing them from specially prepared plates or blocks
4. *Photography* – the art or practice of taking and processing photographs
5. *Fashion and Textiles* – a popular art trend, especially in styles of dress and ornament or manners of behavior

6. *Theater Design* –the design of the space in which a performance takes place. Theatre designers create stage pictures, that is to say, they design the space, costume and props that one sees when he watches a performance.
7. *Architecture* – the art or practice of designing and constructing buildings
8. *Designing Jewelry*–the art or profession of designing and creating jewelry. The art has taken many forms throughout the centuries, from the simple beadwork of ancient times to the sophisticated metalworking and gem cutting known in the modern day.
9. *Furniture Design* – Furniture can be a product of design and is considered a form of decorative art.
10. *Film and Animation* – captured on film as part of a series of moving images; making of a movie of (a story or event).
11. *Graphic Design* – the art or skill of combining text and pictures in advertisements, magazines, or books
12. *Multimedia Design*–the art of integrating multiple forms of media. It is used in video games, information kiosks, websites and many other interactive applications.

The main instrument used in this study was adapted from The Royal College of Art and University College of London. After seeking approval from the original author of the questionnaire, the researchers adjusted some few items and added other information appropriate to the cultural setting of the community. The questionnaire was then subjected to peer review, expert, and psychometrician validation on February 07, 2019. The questionnaire has three (3) parts: demographics, level of art interest and the strengths and weaknesses in acquiring art-related skills.

In demographics, the researchers included age, sex, year level, and civil status. The researchers included level of the art interest and the art-related skills. The researchers used the following scales about interest: extremely interested, very interested, interested and slightly interested with specified description capabilities. The last part of the questionnaire is about the strengths and weaknesses of the respondents in acquiring art-related skills.

In order to better facilitate a reliable questionnaire, the researchers conducted pilot testing. It is needed to point out any complications with the instructions of the survey questionnaire, instances where items are not clear, formatting and other typographical errors issues. The researchers conducted the pilot testing among Bachelor of Technical – Vocational Teacher Education students since the targeted respondents have the same characteristics as that of their student population. Ten (10) BTVTEd students participated in the pilot testing. After processing the results of the pilot test, the developed questionnaire was then improved accordingly.

Prior to data gathering, the researchers secured a written permit to float the questionnaire from the CCA Vice President for Academic Affairs and the Vice President for Research for protocol purposes. After given the permission, the researchers explained the purpose of the study to the selected 120 respondents who corresponded to their criteria, and then distributed the paper questionnaires. As for the sampling, the researchers utilized convenient sampling as a non-probability sampling technique where subjects are selected because of their convenient accessibility and proximity to the researchers. The selection criteria for the respondents were the following:

- Must be bona fide 1st year or 2nd year CCA students taking up Bachelor of Physical Education
- Can be irregular or regular students
- Must be 18 years old and above

Data were analyzed using the following methods: (1) Descriptive – The researchers identified the demographic profile, interests in arts, as well as strengths and weaknesses. Frequency, percentage and mean were used to measure the answers of the respondents on the questionnaire. (2) Inferential –independent T-test and analysis of variance were used to test the significant relationship between the level of the art interest and the art-related skills. The formula used is Pearson r to prove the following hypotheses:

1. There is significant relationship between the art interest and the art-related skills.
2. There is no significant relationship between the strengths and weaknesses in acquiring art-related skills of the respondents.

For the age of the respondents, 110 of them (91.67%) were 18 to 22 years old while the remaining 10 (8.33%) were 22 years old and above. For the sex of the respondents, 67 of them (55.8%) were male while the remaining 53 (44.2%) were female. For the distribution of the respondent in terms of their year levels, 93 of them (77.5%) were first year students while the remaining 27 (22.25%) were second year students.

This study focused on knowing the capacity of the individual students in arts activities and performances. It is also focused on their different levels of perception in terms of arts-related skills which promote the intellect capacity in arts study. This study did not intend to classify the capacity of each student into levels or expertise. This study mainly identified and assessed factors that affect the art skills vis-à-vis their art interest.

Table 1. Demographic information of respondents

Age	No. of Students	Percentage
18-21	110	91.67%
Above 22	10	8.33%
Sex		
Male	67	55.8%
Female	53	44.2%
Year level		
1 st year	93	77.5%
2 nd year	27	22.5%

Results and Discussion

Students' art-related skills and level of interest are very significant because the higher the mean of each art-related skill is, the higher the level of interest will be, and the lower the mean of each art-related skill is, the lower the interest will be. According to Triarianti (2019), a good and appropriate learning process will motivate learners, and will eventually have an impact on improved learning outcomes. High levels of interest and motivation determined the success of learning outcomes, especially in the subject of Language and Art Appreciation (Triarianti (2019). The said findings support the current study in terms of how the interest influences the respondents' interested field of arts.

Table 2. Perceived art-related skills of the respondents

Art-Related Skill	Mean	Level of Interest
Painting	2.54	Very Interested
Sculpture	2.03	Interested
Print-making	2.32	Interested
Photography	3.16	Very Interested
Fashion and Textiles	2.71	Very Interested
Theater Design	2.45	Interested
Architecture	2.29	Interested
Designing Jewelry	2.21	Interested
Furniture Design	2.33	Interested
Film and Animation	2.63	Very Interested
Graphic Design	2.41	Interested
Multimedia Design	2.54	Very Interested

In Table 3, the art-related skills and the age of the respondents are compared to each other. From this table, it can be concluded that students aged 23 and above have more art-related skills compared to the other age bracket. According to Chan and Zhao (2003), there was substantial correlation between drawing skill and artistic creativity among children, adolescents, and young adults. Drawing skill contributed most significantly to the prediction of artistic creativity throughout the years at different stages of development, but artistic involvement became more important, especially in young adulthood.

Most of the respondents with AgeAbove 22 have a description of the very interested compared with younger though the older respondents have a higher percentage of Photography interest. Most of the above 22 years old are more interested in Fashion and Textiles compared to younger respondents. Results from this study indicate that older respondents have already acquired and developed the art-related skills since they are very interested compared to the younger respondents. In theater design, most of the older respondents have a description of very interested while younger respondents have description of interested only. Furnham and Walker (2001) argued that conservatism, sex, familiarity and certain measures of prior exposure to art were strongest predictors of preference.

Respondents aged 23 and above are very interested in film and animation while the other age group (18-22 years old) was interested in sculpture. As stated by McManus and Furnham (2006), more aesthetic activity was associated with music and art education, whereas science education had a substantial negative relationship with aesthetic activity, both directly and also indirectly via reduced art education. More aesthetic activity was particularly related to higher scores on the personality factor of openness, and also to lower scores on agreeableness and conscientiousness. Higher parental social class was also associated with more aesthetic activity, as also was lower age. Sex had no relationship to aesthetic activity, as neither did masculinity–femininity. Positive aesthetic attitudes were also related moderately to aesthetic activity, but were particularly strongly related to openness to experience, and somewhat less to extraversion. Class, age and sex had no direct relationship to aesthetic attitudes (McManus and Furnham, 2006).

Table 3. Perceived art-related skills of the respondents vis-à-vis their age

Art-related Skills	18-22	Above 22
<i>Painting</i>	Very Interested (2.51)	Very Interested (2.90)
<i>Sculpture</i>	Interested (2.00)	Interested (2.30)
<i>Print-making</i>	Interested (2.29)	Very Interested (2.60)
<i>Photography</i>	Very Interested (3.15)	Very Interested (3.30)
<i>Fashion and Textiles</i>	Very Interested (2.70)	Very Interested (2.80)
<i>Theater Design</i>	Interested (2.45)	Very Interested (2.50)
<i>Architecture</i>	Interested (2.26)	Very Interested (2.60)
<i>Designing Jewelry</i>	Interested (2.17)	Very Interested (2.60)
<i>Furniture Design</i>	Interested (2.26)	Very Interested (3.10)
<i>Film and Animation</i>	Very Interested (2.62)	Very Interested (2.80)
<i>Graphic Design</i>	Interested (2.41)	Interested (2.40)
<i>Multimedia Design</i>	Very Interested (2.54)	Very Interested (2.60)

The next table shows the relationship between the interest in art-related skills and the sex of the respondents. It reveals that male respondents are more engaged in the arts compared to their female counterparts. According to Proudfoot, Kay, and Koval (1997), both men and women associated creativity with stereotypically “masculine” traits—independence, daring—more than with “feminine” traits, such as cooperativeness and sensitivity.

Most of the respondents are male. In terms of painting, paintmaking, and theater design, male respondents showed higher interest compared to female respondents. However, in terms of jewelry design, female respondents showed higher interest compared to male respondents. In designing jewelry, the female led more than male by giving a description of interest.

Table 4. Perceived art-related skills of the respondents vis-à-vis their gender

Art-related Skills	Male	Female
<i>Painting</i>	Very Interested (2.60)	Interested (2.47)
<i>Sculpture</i>	Interested (2.06)	Interested (1.98)
<i>Print-making</i>	Interested (2.34)	Interested (2.28)
<i>Photography</i>	Very Interested (3.25)	Very Interested (3.04)
<i>Fashion and Textiles</i>	Very Interested (2.73)	Very Interested (2.68)
<i>Theater Design</i>	Very Interested (2.54)	Interested (2.34)
<i>Architecture</i>	Interested (2.34)	Interested (2.23)
<i>Designing Jewelry</i>	Interested (2.10)	Interested (2.34)
<i>Furniture Design</i>	Interested (2.25)	Interested (2.43)
<i>Film and Animation</i>	Very Interested (2.64)	Very Interested (2.62)
<i>Graphic Design</i>	Interested (2.42)	Interested (2.40)
<i>Multimedia Design</i>	Very Interested (2.64)	Interested (2.42)

Table 5 shows the relationship between the level of the interest of the year level of respondents and art-related skills. This table concludes that most of the second year students are more engaged; it has seven (7) out of 12 replies very interested while the first year has four (4) out of 12 answers very interested. In other words, comparing this to indicators of the year level, second year students are more interested in art skills than the first year.

First year students dominated the population. First year students showed higher interest compared to second year students in terms of printmaking, fashion and textile, and photography. On the other hand, second year students showed higher interest in terms of sculpture.

Furthermore, second year students showed higher interest in theater design, furniture design, and multimedia design compared to the lowe year level. Graphic design received the lowest interest among the respondents.

Table 5. Perceived art-related skills of the respondents vis-à-vis their year levels

Art-related Skills	First Year	Second Year
<i>Painting</i>	Interested (2.49)	Slightly Interested (1.04)
<i>Sculpture</i>	Interested (2.01)	Very Interested (2.70)
<i>Print-making</i>	Interested (2.28)	Interested (2.07)
<i>Photography</i>	Very Interested (3.14)	Interested (2.44)
<i>Fashion and Textiles</i>	Very Interested (2.66)	Very Interested (3.22)
<i>Theater Design</i>	Interested (2.42)	Very Interested (2.89)
<i>Architecture</i>	Interested (2.27)	Very Interested (2.56)
<i>Designing Jewelry</i>	Interested (2.15)	Interested (2.37)
<i>Furniture Design</i>	Interested (2.27)	Interested (2.41)
<i>Film and Animation</i>	Very Interested (2.57)	Very Interested (2.56)
<i>Graphic Design</i>	Interested (2.37)	Very Interested (2.85)
<i>Multimedia Design</i>	Very Interested (2.52)	Very Interested (2.56)

Table 6 indicates the strengths and weaknesses of the respondents in terms of acquiring arts-related skills. A high mean score in an item signals that the respondents agree to such, making it their strength. A low mean score in an item signals that the respondents disagree to such, making it their weakness. According to Hande (2014), one strength of art students is learning some of the materials independently which helped thme to apply the learning in a more facilitated learning environment.

Table 6. Perceived art-related strengths and weaknesses of the respondents

Strength and Weaknesses	Mean	Description
I acquire my talent from drawing through observation.	2.77	Agree
I can draw using my imagination.	2.79	Agree
I can use perspective, shadow, shading and techniques when I draw.	2.63	Agree
I can use of contrast and tone when I draw.	2.37	Disagree
I can come up with a technical drawing.	2.30	Disagree
I can use color for copying and mixing.	2.73	Agree
I can use color for aesthetic effect.	2.67	Agree
I can draw two dimensions through visual composition.	2.47	Disagree
I can interpret technical drawings of 3D objects	2.34	Disagree
I can make a sculpture	2.03	Disagree
I can feel and touch the texture of sensitivity of materials	2.43	Disagree
I can draw three dimensions through visual compositions.	2.14	Disagree
I can mentally rotate objects to see them from other positions.	2.41	Disagree
I can draw objects to solve verbal problems	2.27	Disagree
I can use hand tools such as chisels to craft objects	2.31	Disagree
I can draw using machines and mechanical tools.	2.26	Disagree
I can see objects in novel and unusual ways.	2.29	Disagree
I can use materials and objects in novel ways	2.29	Disagree
I can use words in novel and unusual ways.	2.29	Disagree

Table 7. Perceived art-related strengths and weaknesses vis-à-vis age

Strength and Weaknesses	18-22	Above 22
<i>I acquire my talent from drawing through observation.</i>	Agree (2.79)	Agree (2.60)
<i>I can draw using my imagination.</i>	Agree (2.82)	Agree (2.50)
<i>I can use perspective, shadow, shading and techniques when I draw.</i>	Agree (2.64)	Agree (2.60)
<i>I can use of contrast and tone when I draw.</i>	Disagree (2.35)	Agree (2.50)
<i>I can come up with a technical drawing.</i>	Disagree (2.29)	Disagree (2.40)
<i>I can use color for copying and mixing.</i>	Agree (2.72)	Agree (2.90)
<i>I can use color for aesthetic effect.</i>	Agree (2.65)	Agree (2.90)
<i>I can draw two dimensions through visual composition.</i>	Disagree (2.45)	Agree (2.70)
<i>I can interpret technical drawings of 3D objects</i>	Disagree (2.34)	Disagree (2.40)
<i>I can make a sculpture</i>	Disagree (2.04)	Disagree (1.90)
<i>I can feel and touch the texture of sensitivity of materials</i>	Disagree (2.40)	Agree (2.70)
<i>I can draw three dimensions through visual compositions.</i>	Disagree (2.15)	Disagree (2.10)
<i>I can mentally rotate objects to see them from other positions.</i>	Disagree (2.39)	Agree (2.60)
<i>I can draw objects to solve verbal problems</i>	Disagree (2.25)	Agree (2.50)
<i>I can use hand tools such as chisels to craft objects</i>	Disagree (2.27)	Agree (2.70)
<i>I can draw using machines and mechanical tools.</i>	Disagree (2.23)	Agree (2.60)
<i>I can see objects in novel and unusual ways.</i>	Disagree (2.25)	Agree (2.80)
<i>I can use materials and objects in novel ways</i>	Disagree (2.28)	Disagree (2.40)
<i>I can use words in novel and unusual ways.</i>	Disagree (2.27)	Agree (2.50)

Table 8. Perceived art-related strengths and weaknesses vis-à-vis gender

Strength and Weaknesses	Male	Female
<i>I acquire my talent from drawing through observation.</i>	Agree (2.82)	Agree (2.72)
<i>I can draw using my imagination.</i>	Agree (2.82)	Agree (2.75)
<i>I can use perspective, shadow, shading and techniques when I draw.</i>	Agree (2.67)	Agree (2.58)
<i>I can use of contrast and tone when I draw.</i>	Agree (2.52)	Disagree (2.17)
<i>I can come up with a technical drawing. (Geometry and Engineering)</i>	Disagree (2.31)	Disagree (2.28)
<i>I can use color for copying and mixing.</i>	Agree (2.73)	Agree (2.74)
<i>I can use color for aesthetic effect.</i>	Agree (2.63)	Agree (2.72)
<i>I can draw two dimensions through visual composition.</i>	Disagree (2.45)	Agree (2.49)
<i>I can interpret technical drawings of 3D objects</i>	Disagree (2.13)	Disagree (1.89)
<i>I can make a sculpture</i>	Disagree (2.46)	Disagree (2.38)
<i>I can feel and touch the texture of sensitivity of materials</i>	Disagree (2.18)	Disagree (2.09)
<i>I can draw three dimensions through visual compositions.</i>	Disagree (2.43)	Disagree (2.38)
<i>I can mentally rotate objects to see them from other positions.</i>	Disagree (2.31)	Disagree (2.21)
<i>I can draw objects to solve verbal problems</i>	Disagree (2.24)	Disagree (2.40)
<i>I can use hand tools such as chisels to craft objects</i>	Disagree (2.28)	Disagree (2.23)
<i>I can draw using machines and mechanical tools.</i>	Disagree (2.38)	Disagree (2.23)
<i>I can see objects in novel and unusual ways.</i>	Disagree (2.34)	Disagree (2.23)
<i>I can use materials and objects in novel ways</i>	Disagree (2.37)	Disagree (2.19)
<i>I can use words in novel and unusual ways.</i>	Disagree (2.34)	Disagree (2.23)

Table 9. Perceived art-related strengths and weaknesses vis-à-vis year level

Strength and Weaknesses	First year	Second year
<i>I acquire my talent from drawing through observation.</i>	Agree (2.81)	Agree (2.63)
<i>I can draw using my imagination.</i>	Agree (2.85)	Agree (2.67)
<i>I can use perspective, shadow, shading and techniques when I draw.</i>	Agree (2.63)	Agree (2.59)
<i>I can use of contrast and tone when I draw.</i>	Disagree (2.40)	Agree (2.63)
<i>I can come up with a technical drawing.</i>	Disagree (2.27)	Disagree (2.26)
<i>I can use color for copying and mixing.</i>	Agree (2.71)	Disagree (2.41)
<i>I can use color for aesthetic effect.</i>	Agree (2.63)	Agree (2.81)
<i>I can draw two dimensions through visual composition.</i>	Disagree (2.44)	Agree (2.78)
<i>I can interpret technical drawings of 3D objects</i>	Disagree (2.32)	Agree (2.56)
<i>I can make a sculpture</i>	Disagree (2.05)	Disagree (2.41)
<i>I can feel and touch the texture of sensitivity of materials</i>	Disagree (2.39)	Disagree (1.93)
<i>I can draw three dimensions through visual compositions.</i>	Disagree (2.13)	Agree (2.56)
<i>I can mentally rotate objects to see them from other positions.</i>	Disagree (2.38)	Disagree (2.19)
<i>I can draw objects to solve verbal problems</i>	Disagree (2.22)	Agree (2.52)
<i>I can use hand tools such as chisels to craft objects</i>	Disagree (2.23)	Agree (2.44)
<i>I can draw using machines and mechanical tools.</i>	Disagree (2.19)	Agree (2.59)
<i>I can see objects in novel and unusual ways.</i>	Disagree (2.25)	Disagree (2.48)
<i>I can use materials and objects in novel ways</i>	Disagree (2.26)	Disagree (2.44)
<i>I can use words in novel and unusual ways.</i>	Disagree (2.23)	Disagree (2.41)

Table 10. Significant correlation of art interest among the respondents

Art-Related Skill	r
<i>Painting</i>	.413**
<i>Sculpture</i>	.407**
<i>Print-making</i>	.396**
<i>Photography</i>	.222*
<i>Fashion and Textiles</i>	.314**
<i>Theater Design</i>	.321**
<i>Architecture</i>	.417**
<i>Designing Jewelry</i>	.307**
<i>Furniture Design</i>	.388**
<i>Film and Animation</i>	.351**
<i>Graphic Design</i>	.495**
<i>Multimedia Design</i>	.475**

*Correlation is significant at .05 level

** Correlation is significant at .01 level

This art-related skill is very weak correlation in art interest among BPE students. Sculpting is more difficult to do without the help of an expert. Most of the BPE student's strengths in acquiring art-related skills are drawing by observation and imagination. The low correlation or the weaknesses of the students are making sculpture and using machines and mechanical tools, the film and animation than second-year students. In graphic design, the second year respondents have a higher percentage of interest in the art-related skill of graphic design. The art interest is a powerful motivational process that energizes artistic learning, visual academic career. Art interest of every respondent is based on the specific field of art they have chosen. About 43% of respondents stated that their very interest among the field of arts includes the painting, photography, fashion and textiles, film and animation, multimedia design. This field of arts having a mean of 2.50 in above that respondent reaction is very interesting. About 57% of the respondents based on the result are reply interested only that means by interested respondents among BPE is not really engaged in that particular field of arts but their interest. Respondents interested to the field of arts included: sculpture, printing-making, theater design, architecture, designing jewel

In terms of lower percentage of the respondents answered graphic design. This art-related skill is very weak correlation in art interest among BPE students. Sculpting is more difficult to do without the help of an expert. Most of the BPE student's strengths in acquiring art-related skills are drawing by observation and imagination. The low correlation or the weaknesses of the students are making sculpture and using machines and mechanical tools.

In the table of art interest correlation there are significant relationships between the art interest of the respondent and in the field of arts. Based on the result, the relationship has very significant means that the asterisk of one which has a 99% significant correlation to between the art interest and the influence on fields of arts. About 95% is the two asterisks which has a significant correlation between the two variables. The variables are the interest of the art field in influencing the strength and weakness.

Conclusions and Recommendations

The study identified the significant relationship between art interest and skill in arts of BPE students among first year and second year students. Particularly, it obtained data about the respondents' their demographics, level of art interest and their strengths and weaknesses in acquiring art-related skills. The demographics including age, sex, year level, and the civil status donot correlate to the skills, only to the level the art interest. Based on the general findings, the researchers conclude that:

1. There are more first year respondents compared to second year respondents. Males tend to have better perception in art-related skills compared to females.
2. The higher the art interest is, the higher percentage the art skill will be. In other words, the relationship between the level of the art interest and the art-related skills is very significant.
3. There is weak evidence on the relationship between the strengths and weaknesses tool and the arts-related skills.
4. Further evidence is needed to establish the relationship between the strengths and weaknesses of the respondents and their arts-related skills.

The following recommendations are presented to reserve a better understanding and appreciation of the research:

1. It is better to use a qualitative method so that the data would be more accurate and reliable.
2. Formulate another tool in order to gather more data that may help the variables: demographics profile, level of art interest, strengths and weaknesses in acquiring art-related skills. The tool may be better if the data collected are not perceived data.
3. It is better to include more variables such as ethnicity, from urban or rural etc. that may affect the correlation between art interest and art-related skill so that the data can be utilized and analyzed better.
4. It is also recommended to include students from other programs.
5. For BPE students as an elective in art education, the findings of the study can be used to determine that their level of art interest is based on them like the most art-related skills.
6. For BPE teachers, the data collected on the study can be used to determine the students' performance during art class by simply measuring their level of art interest.
7. It is also recommended to conduct seminar for arts or cultural month
8. Elective courses on sculture and graphic design may be included in the curriculum of Bachelor of Physical Education program.

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