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## **Influence Of Student Motivation And Art Making**

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### **ABSTRACT**

This research investigates the potential impacts of arts education on the academic engagement, sense of agency, and originality of rural middle schoolers in the eighth grade. This research aims to find out what eighth graders have to say and provide their voices a platform. What students think of the arts-based electives at their schools may be gleaned through hearing their stories, viewpoints, and opinions. Some of the main ideas that came out of this research are: The futures and careers of students in the arts; the relationship between creativity and arts education; the importance of arts education in fostering students' sense of self-efficacy. Students' responses to open-ended questionnaires and interviews suggested that students' motivation, self-efficacy, and creativity were influenced by their exposure to the arts in the classroom. The data and statements in this research come from both questionnaires and focus groups. In addition to discussing the limitations of the study and making suggestions for future research, the conclusion of this study also includes some recommendations.

**Keywords:** Art Education, Intrinsic Motivation, Student Autonomy, Self-Determination Theory.

### **INTRODUCTION**

Teachers of all grade levels and subjects struggle with the same issue: how to get their pupils excited about learning, and that includes the art classroom. Motivating kids is a hard topic, so I looked into what art professors do in the classroom to keep their pupils engaged. My research revealed that while art teachers often provide conflicting answers when asked how they motivate their pupils, they really have many replies in common. Connecting student artwork to kids' own interests was a common theme I heard throughout my research. Art teachers may foster their pupils' intrinsic drive by having them work on projects that have personal significance.

My study demonstrates that the most influential motivating technique was connecting art learning to students' personal interests, however several other tactics were also recognized as having motivational impact. My personal experiences in the classroom inspired this line of inquiry. My own students have challenges with effort, attention, and conduct at times. My personal elementary

school experiences provide as a foundation for my knowledge of my kids as a current educator at a suburban elementary school. It's been hard for me to get my head around the phenomenon of disinterested and uninspired kids in my classroom. My academic background provides me with a foundation for understanding intrinsic drives. I am confident in my academic abilities because of the many opportunities and support my parents offered me. My parents instilled in me a set of lofty standards supported by boundless adoration.

I've always known that my parents would love and support me no matter what I do, but it doesn't make disappointing them any easier. An uninterested student, without that internal drive or enforced high expectation, defies my comprehension since I have always 'cared' and never considered the alternative. In an effort to better comprehend what drove my pupils and what drove myself, I dove headfirst into the study of motivation. I thought, and still think, that if I can figure out what drives my students, then I can find ways to motivate them, then my teaching would improve. Motivating students is something I'm interested in, therefore I wanted to know, "What strategies do art teachers use in their daily classroom to motivate students?" I was curious as to the strategies used by modern art educators to keep their students' attention.

It is a teacher's great honor to help their pupils believe in themselves and their own academic potential. If a student can't recognize this in themselves, it's probably because they don't believe in their own talents or they don't believe they have any. Some could argue they have a definite point of view, that their sense of intellect and competence is unmovable. Early adolescence is a common time for pupils to lose confidence and, by extension, interest in the visual arts. Adolescents tend to be less creative than younger youngsters.

## **LITERATURE REVIEW**

**Prameswari, Nadia et.al (2020).** This study looked at how Art and Culture instructors' classroom environments and instructional strategies impacted their students' desire to learn at the middle school level. In Indonesia, students' lack of interest in Art and Culture is sometimes attributed to the widespread belief that it is simpler to study Art and Culture than it is to acquire an applied science. The significance of this study is enhanced by the fact that Art and Culture The preservation of Indonesia's artistic and cultural traditions is dependent on the knowledge and experience that people get as they study the country's traditions and customs. Based on the findings, investing in better classroom infrastructure might boost students' interest in learning about other cultures. Choosing the best approach can help pupils retain more of what they learn and speed up their progress. Student interest and engagement in the study of Art and Culture is positively and significantly impacted by the quality of learning resources and instructional practices. In addition, students' interest in learning may be affected

and strengthened by the availability of a suitable learning facility and the strong application of the learning technique.

**Triarisanti, R., et.al (2019).** Motivated students are the result of a well-designed learning process, which in turn leads to better performance in the classroom. The purpose of this study was to examine how students' levels of interest and motivation in the topic of Language and Art Appreciation affected their performance in the Korean Education Study Program at a public institution in Indonesia. The faculty feels it is important to instill in their pupils a love of literature and the arts, thus they have made this course mandatory. Students' final test scores in Language and Art Appreciation were analyzed in conjunction with a survey using a Likert-scale questionnaire consisting of 60 questions. Students' final test scores in the subject demonstrate that their level of interest and motivation significantly affected their learning outcomes. Thus, one may deduce that a high degree of curiosity and drive

**Junita Shariza et.al (2020).** The purpose of this research is to examine whether or not it is necessary to provide students with incentives, and whether or not the use of reinforcement rewards is beneficial in inspiring students to study art at the university level. The use of positive reinforcement is crucial in the classroom because it encourages desirable behaviors by providing a motivating stimulus (rewards). Teachers often choose lessons, lead activities, provide information, teach students, give feedback, and inspire and drive their growth. The purpose of this study is to determine whether or not rewarding students for their efforts and accomplishments in art class boosts their enthusiasm to continue studying the subject. The field of arts in education is often seen as a secondary concentration in educational institutions. As a result of the findings of this research, it is anticipated that the quality, performance, and motivation of students in art classes at universities would improve, and that the attention paid to art classes by curriculum design experts like those from Outcome Based Education (OBE) will increase. According to his findings, higher education institutions in Malaysia might benefit from adopting new teaching strategies. Incentives are often regarded as one of the most effective ways to encourage pupils to study Art. The sample size for this study was 242 college students majoring in the humanities. The majority of the participants in this research will be first-year students at the Faculty of Creative Multimedia.

**Akwasi Yeboah, et.al (2015)** Students' future educational and professional opportunities are heavily influenced by the courses they choose in high school. In Ghanaian Senior High institutions, however, the choice of electives is often male-driven and is more heavily weighted toward STEM disciplines at single-sex institutions than it is at mixed-sex schools. At the university level, women are at a severe disadvantage if they do not attend institutions that have more "male friendly" electives. A qualitative study was conducted with 180 respondents across

four selected Senior High Schools in Ghana's Ashanti Region to investigate the causes of the persistent gender gap in enrollment in elective Visual Arts courses and to determine whether or not this motivation has an impact on female students' performance in the Visual Arts' practical component. Based on the results, it seems that female students look down on the topics in which male students show an interest in the Visual Arts since they don't feel qualified to pursue them.

**Julia Morris (2018)** This study uses student engagement elements to probe how students' exposure to the arts outside of the classroom affects their confidence and enthusiasm for reacting to works of visual art. Building 21st century abilities like critical thinking and communication may be facilitated by include visual arts response in the curriculum, which entails learning about artists and artworks, decoding art, and making critical judgments. In this quantitative study, 266 students in Years 10-12 from 18 different schools in Western Australia (WA) volunteered to investigate variables that influence students' level of involvement with arts activities outside of school as well as with their current academic year. The results indicated that making art as a pastime outside of school does not seem to effect on intrinsic drive and self-efficacy, whereas appreciating art did. Questions concerning how to increase students' interest in responding were raised as a result of the study's findings.

## **METHODOLOGY**

A total of 200 eighth-graders from two different rural middle schools were included in the study's sample. In all, 92 students (34 men and 58 females) participated in the research before it was over. In each of the middle schools that took part, students may choose from a variety of art electives, including theater, band, chorus, and visual art. Of the students who responded, 59 had participated in the middle school theater program, 51 had joined the band, 55 had joined the chorus, and 70 had opted for visual art. To collect information from the students who took part in this study, the researchers used the qualitative approach of narrative inquiry. Forty students from both middle schools participated in the study by participating in focus groups and providing their thoughts, feelings, and personal stories to help inform the study. Questions asked in both one-on-one and focus-group settings, as well as interviewer diaries, were utilized alongside focus-group interviews to fill out the data for this research.

## **DATA ANALYSIS**

### **MOTIVATION AND ARTS EDUCATION**

This study's overarching inquiry is this: how do rural middle school pupils in eighth grade feel arts education could affect their own intrinsic drive to learn? By "motivation," we mean the students' and teachers' opinions on what drives them

to succeed in general education and arts-based discipline courses. Students completed a three-question questionnaire on a four-point scale before participating in the focus group interview. The first question that was posed of the students was: How have your experiences in middle school arts courses influenced your drive to succeed academically and develop artistically? There were 96 respondents, with 31.5 percent giving a "lot," 42.5 percent "somewhat," 19.5 percent "a little," and 6.5 percent "not at all" to the question. After responding to the question using the four-point scale, students were given the opportunity to elaborate on their responses. Table 1 on the next page displays student feedback gathered from the questionnaire. Student motivation in the arts was most often mentioned in relation to having a good time in class, succeeding academically, expanding one's worldview, expressing oneself creatively, excelling in other art classes, working harder in class, and planning for one's future.

**Table 1: Content Analysis of Questionnaire Responses on Arts Classes and Motivation**

Theme	Frequency
Fun in arts classes	13
Doing well in school	10
Broadening Horizons	8
Creativity and Expression	8
Doing well in other arts courses	5
Trying harder in school	4
Thinking about the future	4

Twenty students from each school were randomly selected to participate in focus groups after the completion of questionnaires. These responses came from a survey and conversations with student groups. Anna, a middle school student, had the following to say about her inspiration and the arts classes she took:

My arts classes drive me to do better in all of my classes because the people in them push me to keep going and study. We have fun in them and that shows me that just maybe learning and succeeding could pay off in the near future.

Chance continued his thoughts in the same vein, saying, "The arts help me know that I can learn new things, and that helps my motivation." When asked about the impact that art courses would have on his desire and ability to study, he said, "It helps in learning and opening my mind." The following is what Brooke and Isabel had to say about what inspires them to create art:

Brooke: When I take arts classes it makes me want to do well in school. Also, I have learned a lot from these classes, then other classes, because to me they are more interesting. 57 Isabel: Doing chorus helps me to look forward to something in school. I love to sing and also to act. It helps to broaden my horizons and to be a better-rounded student.

## STUDENT SELF-EFFICACY

the views of rural middle school eighth graders on the possible connections between arts instruction and academic confidence and performance. One definition of self-efficacy is "the conviction that one can accomplish what one sets out to do Confidence in one's own abilities is another name for self-efficacy; throughout this section, both terms will be used interchangeably. Students completed a three-question questionnaire on a four-point scale before participating in the focus group interview. The second item on the survey asked respondents to rate the degree to which their self-esteem had been boosted by their participation in middle school arts programs. Of the 96 students who participated in the survey, 33% replied with a very large amount, 39% responded with a moderate amount, 17% picked a little amount, and 11% selected no amount.

After responding to the question using the four-point scale, students were given the opportunity to elaborate on their responses. Table 2 below displays student feedback from our survey. Students' confidence in public performance, their sense of competence in arts classes, their ability to encourage themselves and others, their willingness to try new things, their ability to form and maintain friendships, and their resistance to destructive comparisons and rivalries were the topics most frequently mentioned.

**Table 2: Content Analysis of Questionnaire Responses on Arts Classes and Confidence**

Theme	Frequency
Performing in front of people	26
Feeling better about skills in arts classes	19
Encouragement of self and others	9
Individuality	7
Trying new things	5
Making friends	4
Comparison and rivalry	2

Students are more likely to take part in activities in which they believe they will excel. Young people will put in more effort, stay with a project longer, and be more dedicated if they know they will succeed. Anna, Pickle, and Tweetie gave the following responses when questioned about their experiences in art class and their sense of self-worth:

Anna: The arts affect my confidence because if I can have fun and succeed in those classes then that gives me the extra boost to do well in my other classes. These classes make me believe that I can do something.

Pickle: The arts will make you a lot more confident than core classes like math. Just saying a math problem in front of someone it doesn't really do anything; it's kind of boring. But then in arts classes you get to act and sing and it's really fun; you get to express yourself and show other people the real you.

Tweetie: Choir affects my confidence because I want to learn more because music isn't just about singing; it can be about instruments. Drama has affected my confidence because when I was little, I wanted to be an actor and I might try and strive for that goal, or not, it depends.

Alex described the self-assurance she gained in band as well as its potential transfer to her other academic pursuits:

You learn how to stand up and talk in front of people and when you stand up and show people your work or you play an instrument and how well you can do that, it actually helped me do presentations in front class in my regular (core) classes. Because if you have the confidence to show someone what you have made then you should have confidence to tell people about something that you have learned

Students Ellen and Mumble shared their feelings of accomplishment after participating in the school Christmas play.

Ellen: Playing a lead role in the drama Christmas play helped boost my confidence. Also being in the play and band performances makes me want to do well in other things as well. Also, I want to prove that I can do lots of things and do well in all of them.

Mumble: Drama is my favorite because it gives you just a sense of relief after you have memorized a monologue or something you have that sense of relief that you did it and you accomplished that, I was recently in the Christmas play and we rehearsed it for a long time and after we did that you just got this really great feeling that you did something in front of the

whole school and it gives you a confidence boost after you have done it for a long time.

## **CREATIVITY AND ARTS EDUCATION**

what do rural middle school students in the eighth grade think about the connections between arts education and their ability to be innovative in the classroom and with their homework? In this analysis, creativity is defined as the ability to utilize or develop innovative thinking as a result of participating in one of a school's 70 arts-based courses. In this part, imagination is used interchangeably with creativity. The last set of questions on the Likert scale questionnaire focused on participants' creative abilities. The pupils were prompted to reflect on the impact that their exposure to the arts in middle school had on their ability to think creatively. Participating students gave responses ranging from "a lot" (40.5%) to "somewhat" (37%), "a little" (17%), "not at all" (5.5%). After responding to the question using the four-point scale, students were given the opportunity to elaborate on their responses. Table 3 below displays student feedback from our survey. As can be observed, the most often cited benefits of arts education and the creative process for students include improved performance in arts-related courses, the generation of novel ideas, expanded perspectives, fresh inspiration, originality, risk-taking, self-expression, and the like.

**Table 3: Content Analysis of Questionnaire Responses on Arts Classes and Creativity**

<b>Theme</b>	<b>Frequency</b>
<b>Being better in arts-based classes</b>	<b>14</b>
<b>Creating new ideas</b>	<b>13</b>
<b>Looking at things in a different way</b>	<b>12</b>
<b>Inspiration</b>	<b>9</b>
<b>Thinking outside of the box</b>	<b>8</b>
<b>Individuality</b>	<b>6</b>
<b>Expression of self</b>	<b>6</b>

Teachers can foster more innovative thinking by providing pupils with stimulating classroom settings. Young individuals are less prone to engage in destructive or harmful behaviors when they are engaged in constructive ones (Gasman & Anderson-Thompkins, 2003; Vicario & Chambliss, 2001). Those chances for imaginative growth may be found in the arts. Young people's ability to break



through concepts and thoughts that may have been stagnant or stuck is greatly enhanced when they are given opportunities to exhibit their imagination and creativity. They have the ability to go beyond the status quo and provide innovative solutions. Students in middle school have the opportunity to let their thoughts wander for a bit (Goldberg, 1997; Greene, 2007). Jasmine, Burt, Gumm drop, and Mumble all shared their experiences of discovering this kind of independence in their art lessons during our focus group interviews.

Jasmine: Band showed me that music, art, and anything in life is more than just doing what is right in front of you. That there's more to everything. You make the exact note highly depressing or bright and cheery.

Burt: Art helped me to grow as an artist and think differently. One day we had to sketch a tree and then the next day we actually went outside and re-drew it. It made me look at the tree differently.

Gummdrop: I think the arts classes let you be unique and let you be who you really want to be right then and like in math you have to do what everybody else is doing its just numbers, but in the arts, you can do whatever.

Mumble: From sixth to eighth grade, I have always liked drama and art. Every year I love that I do something new in those classes. I feel that taking these classes for three years have given me lots of creativity.

"I wasn't very creative to begin with," Chance said, "but band has widened my mind so I can think about different things." Chance's comments regarding his creativity and the possible impact of his arts courses are interesting. Kitty continued along the same lines, saying, "All of the arts classes that I've taken have helped me be more creative." They provoke deeper and more varied thought.

Many students connected their passion projects with their innate inventiveness. In a class that they looked forward to attending, students were more comfortable taking risks in terms of their creativity and expression. Young people place a premium on the ability to enjoy the work they do. Time is required to develop an interest in a subject, but the result may be a rewarding opportunity for self-discovery and artistic fulfillment. The creative process in the classroom may include failure, success, collaboration, and thought, but it will never be dull. It's thrilling to use your imagination The following are the words of three students regarding the pleasure they found in participating in arts electives:

Lashay: Arts classes helped me to improve myself in what I love doing. I know how to draw, sing, and act better than I used to. Now I am better at it and would love to make a job out of it.

Annalesh: I now have opened my eyes to all possibilities. I love to act, draw, and sing. I love to write songs and sing them. My drawing has improved I no longer just draw the same darn thing every single day.

Scooby: In drama they show you change in the world of how it used to be. They put you where you pretend to be a character from the sixteenth or eighteenth century still and you can tell that their lives were a lot different from ours. No matter what they were. You're just a whole different person in a whole different world and they put you into that and it's just so much fun. Because you're not just reading a textbook the whole time. You can express yourself openly and express someone from the past.

### **STUDENTS' FUTURES AND CAREERS IN THE ARTS**

Taking art classes in school does not guarantee a future profession in the arts for any given kid. Some of the students in this research may go on to pursue careers in the arts, but it does not mean that all of them will. Student motivation, self-efficacy, and creativity may all improve with exposure to the arts; aren't these qualities that many industries would seek in an employee? Many supervisors, heads of departments, and company directors would benefit from having employees that are inspired, self-assured, and inventive. The students in this section of the research were given two questions. The first asked if they planned to increase their enrollment in the arts department once they reached higher education. A large percentage of pupils said "yes." They had taken some art classes in middle school and liked them so much that they wanted to do more in high school. Below, you'll find more in-depth replies from students:

Pollyanna: I want to take as many as I can because I really like art. I like it a lot. I took it in sixth grade and at my old school. I really like it.

Caliey: Drama. They are really fun at the high school. I want to take drama there and when I go to college. Jasmine: I think I want to join drama too. The teacher is spontaneous and cool. Their art teacher is really amazing.

Alex: I want to take art because they have three art classes. I would like to all of those. I would like to do yearbook too.

Josh: I'm going to continue band and I want to take an art class. The art teacher here has really given me an interest in it.

A certain John did not want to continue with his arts education:

John: I am not. I am planning on getting through high school as fast as I can without taking any exploratory classes so that I can graduate early. I might take some in college. I am studying to be a surgeon

This individual has taken painting lessons before and found them rewarding. He also found that they boosted his inspiration, confidence, and originality. He had concluded that skipping the arts in high school would allow him to graduate sooner. He did not want to pursue a career in the arts as a means to an end. After examining the data from the focus groups, I asked the kids if there were any subjects, they were interested in studying but that were not currently being taught in the public school system. There was a wide range of responses. Students who regularly attended dance courses expressed a desire to have dance and choreography taught at the secondary level. Many actors and actresses have wished for a technical theatrical course. Painting, sculpting, pastels, photography, photo editing, and clay were all topics of conversation among the visual arts majors. The young musicians really hoped guitar lessons were available to them. Some students wished there was a high school course in fashion or interior design.

## **CONCLUSION**

Participating in an extracurricular activity, such as dance, music, chorus, theater, or art, is the only reason many kids gave me for coming to school every day. The arts have been linked to increased student motivation, confidence in one's own abilities, and originality. My personal investment in this issue makes it difficult to maintain objectivity in my study, but I'm certain that my expertise and enthusiasm in the field will provide more credible findings. Middle schools in rural regions should make an effort to include the arts into their curriculum. The children included in this study provide compelling evidence that exposure to the arts in the classroom may have a beneficial effect on pupils. The students' enthusiasm, self-assurance, and creativity all increased. These are the kinds of qualities that make a huge difference in the classroom and should be fostered constantly. As a professor who also does academic research

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