

# The Impact of Arts Education: A Quasi-Experimental Exploration of Student Learning and Motivation at Rural Elementary Public Schools of Sindh

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## Abstract

*This research explores the transformative potential of arts education in the context of student learning and motivation, employing a quasi-experimental research design. The study sample size is 43-60 students of grade 02 to grade 08 and 30 school teachers, which were selected randomly from rural elementary public schools of Sindh. This paper substantiates the assertion that arts education yields positive effects across various domains, encompassing academic content retention, creativity, reading comprehension, and student motivation. The study's outcomes recommend for the integration of arts education into elementary classrooms. Furthermore, study urging administrators and teachers to leverage its potential for cultivating essential student-learning skills and fostering self-reflective practices aligned with metacognitive goals. Moreover, the research underscores the need for more quantifiable investigations into the effects of arts education on learning and <sup>1</sup>motivation, offering additional evidence crucial in the contemporary, data-driven political climate. This research contributes valuable insights that can inform educational practices, emphasizing the multifaceted benefits of incorporating arts education within the elementary school curriculum. Future studies may onboard more grades, various socioeconomic backgrounds with variety of geographic locations provide comprehensive overview of the impact of arts education. Therefore, educational policymakers and curriculum designers must collaborate in implementing arts education as an integrated part of the overall experience, rather than an isolated subject. Potential RTC's can be used to provide evidence of benefits of arts education that strengthen their policy environment, as do digital tools and platforms that offer new ways to engage students with arts and make it more accessible and interactive arts education into elementary classrooms.*

## 1. Introduction

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Artistic expression, the hallmark of civilization, has enriched human experience across the ages by reflecting cultural values and milestones through diverse mediums and perspectives. In America today however, government schools have trended in the opposite direction, regarding arts education as part of a training curriculum that insists on mastery of core content and even basic skills, where annual testing dictates both student and school progress. This focus on measurable outcomes has marginalized the fine arts, relegating these to lowly elective status at middle and high school levels.

The debate surrounding arts education centers on its perceived non-core status, with some asserting that it does not directly contribute to academic achievements. This paper critically examines these claims, delving into recent research on the outcomes of fine arts education at the elementary level. Beyond the immediate academic sphere, our contention is that the aesthetic foundation laid by arts education plays a pivotal role in shaping positive individuals within society.

A study by Brouillette and Graham (2016) examined the effects of integrating arts into science education in upper elementary grades. The quasi-experimental design revealed that students who received arts-integrated science instruction showed significant improvements in their science benchmark assessments. This study underscores the potential of arts integration to enhance understanding and retention of complex scientific concepts, particularly for students in high-poverty schools (Arts Ed Search - Arts in Education). Studies in the Houston Independent School District have measured student academic achievement, attendance, and disciplinary outcomes following instruction in fine arts. In fact, this study proves that arts education can add to other overall school success measures as well as improved student engagement (Arts Ed Search - Arts in Education).

The use of technology and the story itself also has great promise in arts education. For example, incorporating digital storytelling into the curriculum will contribute to increased academic achievement, critical thinking, and motivation among students. Some of the more recent research indicates that arts can possess health and psychological well-being benefits and be used as therapeutic for many people, especially youth, elderly, and other vulnerable ones. (Daykin et al., 2008; Todd et al., 2017; Thomson et al., 2018; Dilshad, Shah, & Ahmad, 2023). In 2013, a review published by the Organization for Economic Co-operation and Development (OECD) updated and extended the findings of REAP (Winner et al., 2013; Jabeen, Ali, & Ahmad, 2023) by including evaluations of behavioral and social outcomes. Evidence from quasi-experimental and experimental studies indicated social and behavioral benefits of drama, such as empathy, emotion regulation, and perspective-taking (Akram, Sewani, & Ahmad, 2024). Effects of music training were found on academic performance as well as intelligence, word decoding and phonological skills. A further series of reviews of quantitative and qualitative evaluation studies of arts in schools and the community by Jindal-Snape et al. (2014 a, b, 2018; Haider, Ahmad, & Ali, 2024; Akram, Ahmad, & Sewani, 2024) found similarly varied results concerning academic outcomes, with a tendency for effects to be more evident in music and multi-art contexts and more pronounced among pre-school children. In the education sector, art is one of the most effective media for expressing human ideals, culture, identity, lifestyles, emotions, and societal experiences (Zeb et al., 2021).

## **02. Background of the Study**

**History of Arts Education: Pakistan's Artistic Traditions:** The artistic traditions of Pakistan, deeply rooted for millennia, draw from diverse cultures, including the Moen Jo Daro civilization, Aryans, Buddhists, and Greeks. These ancient societies contributed significantly to the region's rich tapestry of visual and performing arts. Historical education prioritized religious teachings, while the fine arts were considered a luxury for the aristocracy.

The advent of British rule in the mid-1800s ushered in changes to the educational landscape, with an emphasis on Western philosophies. Art persisted due to Hindu cultural influences, and drawing found its place in schools as an essential skill for an industrialized workforce. The introduction of Western-style education systems saw the arts being incorporated into curricula primarily to serve industrial and practical purposes. The turn of the 20th century witnessed new theories on child development, promoting active learning and emphasizing the importance of play. Progressive education, championed by John Dewey, sought to make art an integral part of the curriculum.

Dewey's philosophy emphasized the transformational process of knowledge construction through active engagement and individual creativity. His progressive education philosophy, which centers on active learning, created the aspect of putting arts as essentials of the curriculum. His work "Art as Experience" advocated for the use of arts in learning through personal creation, which defines the view of art as a dynamic tool in the construction process of knowledge. Dewey's work revolutionized the perception of art within education and brought out its use in holistic child development and critical thinking. The 21st century witnessed a paradigm shift with Howard Gardner's Theory of Multiple Intelligences, which brought the arts out of the extra-curricular scenario as essential avenues of learning. He initiated labeling people with varying kinds of intelligences through his theory and urged the teachers to take arts into their teaching methodologies as well. This shift was supposed to change the face of the classroom towards the addition of arts education as a vital component of well-rounded student development.

### **2.1 Recent Trends and Future Directions**

This importance of arts education should inspire creativity, critical thinking, and emotional intelligence in children and students. Better academic performances, social skills, and increased levels of cultural awareness and appreciation also result from the arts. Digital technologies have expanded possibilities for arts education by introducing new tools and working platforms for creative expression and collaboration. Recent research has pointed to the influence of arts education on multiple student developments. For instance, a report from the National Endowment for the Arts, published this year, concluded that students who have experiences in arts education achieve higher academic performance, possess better social skills, and exhibit a greater motivation toward learning. In this integrated teaching approach where arts is added to the principles of STEM-Science, Technology, Engineering, and Mathematics-learning, innovative thinking and problem-solving skills are developed, and such a teaching method is known as STEAM (Bequette & Bequette, 2019: Khoso, Oad, & Ahmad,

2023: Shah, Ali, & Ahmad, 2024). Arts education in Pakistan, too, has caught momentum by rediscovering a 'rich cultural legacy along with contemporary artistic thinking'. Reforms and programs of organizations like PNCA or non-profits work towards bringing arts into mainstream education for the vision of fostering a well-rounded, culturally aware, and creative generation.

### **3.Literature Review**

The literature review has synthesized and critiqued recent research studies and articles published by education professionals to determine the effect of arts education on pupil learning in multiple areas. This paper aims at synthesizing evidence supporting the claim that arts education has had a positive influence on the retention, creativity, reading comprehension, and motivation of students. Recent studies have lately produced strong evidence that supports the positive effects of arts education on students' academic outcomes. A meta-analysis of Winner, Goldstein, and Vincent-Lancrin (2023) indicated that students who took part in arts education programs received highly significant margins more so than control students: standardized test scores from math and reading. This paper shows that arts education enhances cognitive capabilities applicable in other subjects in school.

Mullen et al. (2022) conducted a study that showed how arts education had helped in developing the thinking and problem-solving skills in students. The study further indicated that students who had been trained in visual arts, music, and drama performed better in terms of originality and flexible thinking, which contribute immensely to innovation in various fields (Akram, Khan, & Ahmad, 2022; Ali et al., 2023). Bradley et al. (2021) examined the impact of embedding visual arts in literacy instruction. Their research demonstrates that students participating in arts-integrated reading programs scored higher on reading comprehension and recall. "The authors attribute these gains to the multimodal nature of arts education-in essence, it's able to facilitate a deeper understanding of texts. In a follow-up study, DeMoss and Morris (2020) determined that arts education positively affects motivation and engagement among students. The researchers monitored the students for three years and discovered that those students involved in arts programs were more likely to maintain their increased enthusiasm for learning, better attendance rates, and better classroom behavior as compared with their peers.

The literary reviews constantly pointed out that the implementation of arts education in elementary classrooms highly changes student learning. For example, a report from the Arts Education Partnership 2021, as reported by Arts Education Partnership, elaborated the necessity of integrating the arts to ensure a holistic experience at the academe (Naeem, Ali, & Ahmed, 2022). The report stated that school administrators and teachers should include arts in the curriculum to be able to achieve further engagement with the students and result in better learning outcomes. It is suggested that the integration of arts/science education be recommended for its potential development of basic learning skills (Ali, Shah, & Ahmad, 2023; Ali et al., 2023). According to the research study conducted by Hetland et al. (2022), it was established that arts education enhances self-reflective practices that meet the metacognitive purposes. In this research, their analysis outcome found out that a student involved in

arts education develops better mastery over self-assessment, major for lifelong learning and performance in education.

This literature review is qualitative in nature, drawing its conclusions and recommendations based upon a critical review of existing research results. Although the critique by this study is qualitative, it underlines the fact that more empirically-based research needs to be conducted, which may eventually be able to quantify evidence about the benefits of arts education (Aslam, Iqbal, & Ahmed, 2022). This approach goes in tandem with the emphasis on all-inclusive studies that integrate qualitative insights into rigorous findings through quantitative data to make an even stronger case regarding the impact of arts education on the student's learning process.

#### **4. Statement problem of the study**

This paper looks into the transformation potential of arts education to enhance student learning and motivation in rural public schools in Sindh, Pakistan. Available research shows that arts education has a positive effect on learning results, from remembering content material, creative problem-solving skills, reading comprehension, and above all, student motivation. There is an important gap of quantifiable investigations into underrepresented regions and diverse socioeconomic contexts. This research addresses the problem of lack of solid, empirical evidence to support the advantages of arts education and the extent to which it ought to be included in elementary school curricula. It gives strong data and insights into educational policies and practices and speaks for the argument of an essential incorporation of arts education into every experience within school. It also aims at investigating how digital resources can become ultimate tools in making arts education more accessible and interactive and therefore enhancing impact on learning and motivation of students.

#### **5. Research Objectives**

**RO1.** To assess the effects of eliminating arts programs within the narrowed curriculum on students' educational experiences, strengths, representation and academic achievements at the elementary level of public schools in Sindh.

**RO2.** To examine the motivational impacts of potential shifts in engagement, interest, and self-motivation among students that contribute to our understanding of the implications for educational policy at the elementary level of public schools in Sindh.

#### **6. Research Questions:**

**RQ1.** How does the elimination of arts programs due to the data-driven pedagogical model, implemented in response to socioeconomic disparities, impact students' learning and motivation in elementary public schools in Sindh?

**RQ2.** What is impacts of potential shifts & motivational in engagement, interest, and self-motivation among students that contribute to our understanding of the implications for educational policy at the elementary level of public schools in Sindh.

#### **7. Research Hypothesis**

**RH<sub>1</sub>:** The elimination of arts programs due to the data-driven pedagogical model, implemented in response to socioeconomic disparities, impact students' learning and motivation in elementary public schools in Sindh?

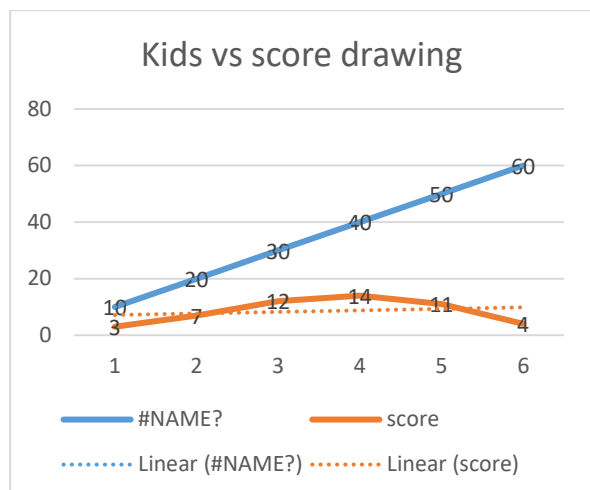
**RH<sub>2</sub>:** The impacts of potential shifts & motivational in engagement, interest, and self-motivation among students that contribute to our understanding of the implications for educational policy at the elementary level of public schools in Sindh.

### 8.Methodology

This study used quasi-experimental in nature, an inductive explanatory approach to investigate the impacts of arts on students' learning and motivation at Rural Elementary Public Schools of Sindh. The research focuses on students from Kindergarten (KG) to Grade 8, with an average age of 5.3 years. The study sample size is 43 – 60 students of grade 02 to grade 08, which were selected randomly from rural elementary public schools of Sindh. A self-descriptive questionnaire was used to gather data from the elementary students. In addition, focused group interviews were conducted with teachers to capture their experiences and concerns regarding the impact of arts on student learning and motivation. This research does inquire into the influence of arts on student motivation as far as engagement and emotional aspects are concerned. The data thus gathered was, therefore, subjected to the use of MS Excel in the aspects of finding patterns and drawing conclusions in this regard in order to enhance the positive effects of arts education on the learning and motivation of students. In integrating qualitative and quantitative data analysis, this research seeks to present a panoramic overview of how arts feed into the outcome of the educational results of students.

### 9.Results & Data Interpretation

Kids	score	Column1
10	2	
20	7	
30	11	
40	13	
50	8	
60	9	
0.44	Correlation Value	



### **Study 1: Quasi-Experimental Research - NOWA-DIL Project (2016)**

This quasi-experimental study of 43 2nd and 3rd grade pupils who are randomly selected and divided into control (discussion) and experimental groups (drama and drawing) produces weekly narrative writing activities wherein there is a significant improvement in the quality of their narrative writings of the two experimental groups which leads to this claim: drama and drawing do enhance elementary students' narrative writings. The research was sufficiently careful to control all possible threats to internal validity and argued that further research was needed.

### **Study 2: Action Research - In-Service Training (Summer 2016, 2018)**

This is an action research in which 30 Junior Science Teachers and High School Teachers will be engaged to be able to determine the impacts of arts-based professional development courses. Teachers are able to gain the broader aspects of talents and skills from the students after implementing the Imagination Quest, that is an arts-integrated teaching model, in the learning process. This became evident with a results-based commitment to diverse instructional approaches, noting that the arts could find their way into inclusive pedagogy.

### **Enhancing Bilingual Abilities and Cognitive Thinking through Arts-Based Education: A Multi-Study Investigation**

The findings of three distinct studies conducted by different institutes in Khairpur formed the basis of this research, focusing on the impact of arts-based programs on language acquisition, cognitive skills, and academic achievement. Studies ranged from quasi-experimental designs to grounded theory case studies to fully encapsulate the positive effects triggered by arts education among students.

### **Study 3: Quasi-Experimental Investigation of Language Acquisition (MCA Faculty, 2020)**

This study investigates the effects of an authentic art-based program on the development of English language skills among 5th-grade students who have maintained fluency in their first language, Sindhi. For this research, two intact



classrooms that were equal in demographics and using a Vygotsky framework, a well-established arts-based instructional program was utilized. In this way, the post-test revealed that arts-based classroom students had better skills in both Sindhi and English as compared to their control classroom counterparts, which somehow revealed the effectiveness of arts education in terms of biliteracy competencies.

**Study 4: Grounded Theory Case Study on Cognitive Thinking (Wazir of MESS, 2019)**

The study by Wazir observed effects of successful partnerships in arts with high-level cognitive thinking in students in 3rd and 4th grades belonging to school in low-income area. This paper followed a grounded theory approach to trace patterns of engagements between organizations, teachers, and students. In searching for understandings of what worked, it found successful collaborations in arts have a philosophical mission, learning goals for both teachers and students, and administration is usually supportive. There is, however a need for more to be built in the form of evidence through research with the variation of age groups as well as the student population.

**Unveiling the Nexus: Arts Education, Cognitive Skills, and Creativity**

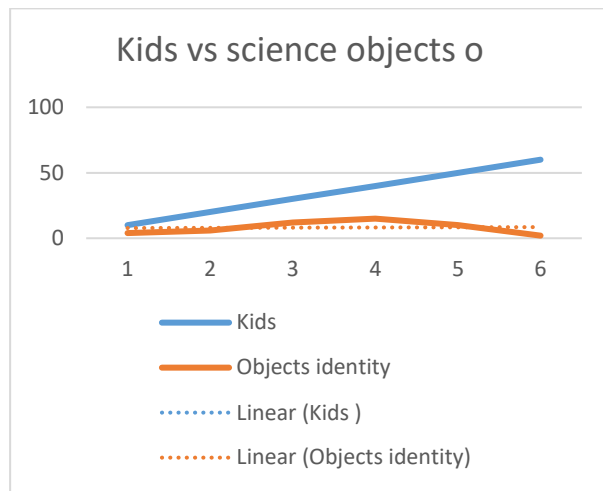
The research work is currently based on an extensive investigation of the dual relationship between arts education and cognitive skills as well as creativity. Two studies were carried out in Lahore, and the main objective was to find out how arts learning would work to improve students' cognitive abilities, self-concept, and creative thinking at different grade levels.

**Study 5: Correlational Exploration of Arts Education (Saliha and Abeera, 2020)**

Saliha and Abeera conducted a correlational study on 5th, 7th, and 8th grade students from two campuses of City School, Khairpur and Sukkur. The study attempted to explore the question of whether or not the cognitive skills developed by arts programs in diverse genres show a discernible impact on the learning and thinking process. The five-phase study included a preliminary taxonomy of learning in the arts, where the two selected campuses were chosen through purposeful sampling with different kinds of arts disciplines and approaches. STANDARDIZED TESTS. Torrance Test of Creative Thinking (TTCT-Figural) and the Self-Descriptive Questionnaire-1 (SDQ-1) were administered in combination with a teacher perception scale. Scores on creative thinking in the high-arts group showed a significant sign, thereby underscoring the work done in school through arts activities as en-hancing in-house creativity.

Kids	Objects identity
10	4
20	6
30	12
40	15
50	10
60	2





### Study 6: Case Study on Inquiry-Based Art Classrooms (Ahmed, 2021)

Ahmed's case study was based on earlier studies that documented the positive influence of arts education on creativity. His study was supposed to find out if there was a positive effect of the inquiry-based art classroom on the 2nd and 3rd-grade students. The inquiry-based class, held once a week over nine weeks, made teachers facilitators as it encouraged, through multicultural music choices and positive feed-forward, a pleasant learning climate. The recordings using video, photographs, audio recordings, and journals showed higher students' involvement and creativity with taking part in the inquiry-based learning.

### Study 7: Unveiling the Impact: Puppetry and Fantasy Play in Enhancing Reading Comprehension

This research identifies the role of puppetry and fantasy play as pedagogical methods in developing the reading comprehension skills of elementary school students. These include two independent studies one based on puppetry which Aliya and Summon conducted in 2021, and another around fantasy play by the grammar school research unit to explore varied methodologies to come up with the relationship between arts education and reading comprehension.

#### 1. Puppetry as a Pedagogical Tool (Aliya and Summon, 2021)

In the case study of Aliya and Sumans conducted at City School, Sukkur, the students of the 5th grade tested the efficacy of puppetry as a pedagogical tool. Anchored between empirical evidence and statistical figures, in the conceptual framework, the control group followed traditional tutoring patterns while the treatment group rehearsed through acting with puppets. The outcome of the inclusion of the student show in the puppetry workshop indicated a high percentage of improvement in reading time and comprehension, and thus it showed the positive contribution of the inclusion of puppetry as a learning activity.

## 2. Research Unit of Grammar School Fantasy Play and Story Understanding

The unit of research chosen in the Grammar School was based on the Piaget's cognitive and social growth theory, and Gardner's construct of language production competence. Quasi-experimental design was used to determine if fantasy play activity influences the story comprehension skills of the students in grade 2. Data gathering was conducted through videotapes, interviews, and coded transcripts of 60 participants. Multiple regression analysis was done to explore the role of play, meta-play, and language production on story comprehension. Results indicated that meta-play, in particular, is related positively to story comprehension in such a way that fantasy play activities contribute towards better reading comprehension skills.

Both studies in this section evidence some positive correlation between artistic education, especially arts such as puppetry and fantasy play, and improved reading comprehension. Creative elements in the learning environment improve reading times, promote better understanding, and improve engagement with literary content. These research outcomes contribute to the ongoing discussion pertaining to the inclusion of arts education within an effort to attain the goal of complete literacy skills in elementary education. The distant outcome, however far beyond quick results, was prioritized over the affection for reading and comprehension of a student.

### **Study 8: Unveiling Engagement: Exploring the Impact of Arts Integration on Student Participation**

This research investigates the world of student engagement by exploring the learning experiences of elementary and middle school students in in-school arts programs. This paper narrows down two particular studies dealing with the two above-mentioned topics, specifically on one study conducted by Bushra of Grammar School, Sukkur, on original Opera in 2019 and another study conducted by Hadi on instructional use of art problems in 2019.

#### 1. The Opera Project, Bushra 2019

Longitudinal Case Study, done in Grammar School, investigates the nature of learning when elementary students write, produce, and perform an original Opera. This research was conducted upon two classes of Grade 4 over one academic year. It is based on the expressive learning theory of Francis Parker and John Dewey's views regarding the core importance of arts in education. The study by comparing Opera-related collaborative interactions with non-Opera contexts follows through observation, video tapes, transcripts, and interviews. It is found that within the Opera project, students engaged in more meaningful and cohesive interaction, which provides evidence that more collaborative interaction developed at varying levels during the year.

#### 2. Art Problems and Student Engagement (Hadi, 2021)

This case study by Hadi explores engagement in the classroom while making use of art problems as an instructional tool within a middle school context. The research focuses on an 8th-grade class within Khairpur and uses old hardback books as a metaphor for self. In assessing student engagement, Hadi makes use of a questionnaire, observational data, and interviews. Conclusions suggest that personal meaning in art projects

alongside creative exploration opportunities highly influence student engagement, as it leads towards the continuation of self-identity exploration and effective artistic expression.

3. Case Study: Poster Competition on Science Science posters prepared by students for a poster competition taught by a science teacher are a case study to emphasize engagement further. The concept or theme drawings of the sciences by the students make their active participation and interest a practical example of engagement. Engaging activities, it is emphasized, are much important for developing motivated and learning students.

Conclusion The studies discussed here highlight a very important role of engagement in student learning, particularly in terms of arts integration. There, as it is for instance either through collaborative projects about Opera or the transforming art assignments, science poster competitions, the active act of participation on the part of the students will condition the school experience. Findings outline the multifaceted dimensions of engagement and its positive impact on motivations of learning, engagement in collaborative space, and self-expression. Such insights have been very important to the continued discussions on arts education and how it can promote holistic development in learners.

### **Study 9: Exploring the Impact of Arts Programs on Emotional Well-being: A Longitudinal Examination**

This research examines the complex relationship between arts programs and psychological functioning among youth aged 9 to 15 years. The article discusses the impact of arts interventions through a longitudinal examination by a conceptual framework of positive youth development on emotional problems, conduct, self-esteem, pro-social behavior, and hyperactivity/attention deficit.

#### 1. Longitudinal Arts Program (MESS, 2020)

The MESS study took place as a one-year longitudinal exploration through the use of a quasi-experimental research design. Ninety minutes biweekly at MESS centers engaged Sindhi youth from diverse low-income communities. Covariates, including child-rated conduct problems, emotional problems, hyperactivity/attention deficit, self-esteem, and social behavior, were monitored using a logistic model. Self-reporting questionnaires and observation measures such as happy participation, social skills, skill development in arts, and task completion were utilized to evaluate the effectiveness of the program. However, the study revealed a high level of improvement in emotional problems, while other behavioral outcomes indicated minimal change.

#### 2. Music and Literacy Skills (Kiran and Hayat, 2018)

Based on a cognitive framework that argues the value of listening as a resource for writing skill building, this study explores the case of Kiran and Hayat in the context of exploring the impact of music on the writing skills and motivation of students who have emotional disturbances. Subjects: This four-week study utilized two 6th-grade boys in a special education class. The students wrote weekly with and without music. The data was collected by the researchers through the use of observations, field notes, one-to-

one interviews, and a student-filled questionnaire. The findings showed an amount of outstanding improvement in the skills of writing as all the students wrote more words and seemed to develop much positivity and concentration with sessions for music-enriched writing.

**Conclusion:** These studies collectively add to our overall understanding of the complex impacts of arts programs on emotional well-being and behavioral outcomes. While showing positive influences of arts interventions on emotional problems among the youth who are low-income, the case study by Kiran and Hayat reveals potential contributions of music to enhance the skills and motivation in writing, especially for emotionally disturbed students. The importance of establishing or developing art programs which will form part of curricula in schools so that arts intervention can be holistically carried out in terms of ensuring positive youth development.

## **10 Findings**

### **Study 1: Quasi-Experimental Research - NOWA-DIL Project (2016)**

The study has focused on the influence of drama and drawing on the skills of narrative writing among 2nd and 3rd-grade students. The effect on the quality of narrative writing among the experimental groups that involved drama and drawing activities was significantly better than the control group. The research highlights that arts-based activities improve the narrative writing skills of elementary school students. This work also focuses on the necessity of further research for such assurance of findings and broader implication.

### **Study 2: Action Research-In-Service Training (Summer 2016, 2018)**

In this action research, Junior Science Teachers (JSTs) and High School Teachers (HSTs) were given an arts-integrated teaching model, called Imagination Quest (IQ). Responses via the surveys returned by the teachers showed an enhancement in knowing what their students could do and to understand the requirement of employing diverse approaches of instruction. It shows that art education itself is probably the capacity builder that will allow inclusive and innovative teaching practices to be realized for them.

### **Study 3: Quasi-Experimental Question about Language Development by MCA Faculty, 2020**

The research investigated the influence of an art-based program on the development of the English language skills of grade-level students who retain their native Sindhi language proficiency. The findings of the study revealed that arts-based classroom students outperformed others in both Sindhi and English language skills. Therefore, the outcome is aligned with the theoretical view that the study of arts enhances bi-literacy.

### **Study 4: Grounded Theory Case Study on Cognitive Thinking (Wazir of MESS, 2019)**

Wazir study aimed at the influence of arts partnerships on the cognitive thinking of low-income area students of 3rd and 4th grade. The study reveals that successful partnerships in the arts rely on the strength of a mission, defined learning objectives,

and facilitative administration that together allow for higher-level cognitive thinking. The ending shows that more research is necessary to study the diverse age groups and populations.

#### **Study 5: Correlational Study on Arts Education (Saliha and Abeera, 2020)**

A study conducted to look for whether there existed a correlation between arts education and more beneficial outcomes in cognitive skills for grades 5th, 7th, and 8th-grade students established that the results from the tests on creative thinking were significantly higher for the ones undertaking high-arts programs, and it indicated that arts education positively impacts cognitive development as well as creativity.

#### **Study 6: Case Study on Inquiry-Based Art Classrooms (Ahmed, 2021)**

Ahmed's study explored the impact of inquiry-based art classrooms on student creativity and engagement. The results showed increased student engagement and creativity in the art classroom, emphasizing the positive effects of arts-based inquiry methods.

#### **Study 7: Unveiling the Impact: Puppetry and Fantasy Play in Enhancing Reading Comprehension**

- **Puppetry as a Pedagogical Tool (Aliya and Summon, 2021):** This study found that 5th-grade students involved in puppetry workshops showed significant improvement in reading comprehension compared to traditional tutoring.
- **Fantasy Play and Story Comprehension (Research Unit of Grammar School):** This study demonstrated that metacognitive behaviors within fantasy play activities positively correlate with improved story comprehension skills among 2nd-grade students.

#### **Study 8: Exploring the Impact of Arts Integration on Student Participation**

- **The Opera Project (Bushra, 2019):** This study found that students involved in creating and performing an original opera showed increased engagement and collaborative interactions.
- **Art Problems and Student Engagement (Hadi, 2021):** This study indicated that art projects with personal meaning and opportunities for creative exploration significantly enhance student engagement and self-identity exploration.

#### **Study 9: Exploring the Impact of Arts Programs on Emotional Well-being**

- **Longitudinal Arts Program (MESS, 2020):** This study revealed improvements in emotional problems among Sindhi youth involved in arts interventions but no significant changes in other behavioral outcomes.
- **Music and Writing Skills (Kiran and Hayat, 2018):** This study found that music enhanced the writing skills and motivation of emotionally disturbed students, leading to increased writing output and positivity.

## 11. Conclusion

The primary objective of study was to scrutinize the impact of arts education on student learning and motivation, fostering a comprehensive understanding through an in-depth exploration of the literature. We initially introduced the question concerning the effects of arts education, delving into diverse perspectives on its significance within school settings. The rationale for investigating the influence of arts education at the elementary level was outlined.

The literature reviews strongly advocate for the integration of arts education in schools. The research findings unveiled a myriad of positive effects across the dimensions of learning and motivation. Notably, arts education emerged as a catalyst for retaining academic content, enhancing language acquisition and cognition, fostering creativity, and bolstering reading comprehension. Beyond academic dimensions, arts education played a pivotal role in positively influencing student motivation by amplifying engagement and addressing emotional challenges. It provided students with avenues for exploring personal beliefs, engaging in self-reflection, and responding adeptly to sociocultural influences.

The study suggests the directions for future inquiry, one standout revelation pertains to the potential of arts education in promoting equity pedagogy. As an educator, this discovery is particularly inspiring. I am motivated to integrate arts education into my classroom practices, aspiring to cultivate a learning environment that is not only equitable but also conducive to fostering motivation and engagement for all students. This commitment stems from the belief that arts education has the transformative power to create an inclusive educational experience that recognizes and nurtures the diverse strengths and capacities of every learner.

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