

CULTURE AND ARTS STUDENTS' VIEWS TOWARD THE USE OF PHOTOGRAPHY IN TEACHING ARTS

Natividad, Eric-Roland¹, Andalahao, Jhonathan^{*2}, Calisang, Jeremiah³ and Cabangcala, Cathy⁴

Bachelor in Culture and Arts Education Department^{1,2,3}, Integrated Laboratory School⁴

College of Teacher Education, Western Mindanao State University

Normal Rd., Baliwasan, Zamboanga City, 7000 Philippines

For Correspondence: andalahaojhonathan@gmail.com*

ABSTRACT. *Technological advancements lead 21st-century teachers to investigate a variety of educational resources, including the use of photography in teaching. Teaching arts with the use of photographs increases student interest and attention by establishing the sensory connection between them and their studies and helps learners to develop higher levels of visual literacy. However, it has been noted in numerous studies the limited investigation of the views of the learners specifically in culture and arts towards the utilization of photography in teaching. Hence, it is important to contribute and produce new studies about the transformation of learning materials into pictures in the field of art. This study focuses on the views of the learners towards the use of images or pictures as a medium of instruction in teaching arts. This study will focus on the students from the College of Teacher Education of Western Mindanao State University, taking culture and arts education (BCAEd). This study employed a quantitative-descriptive research design through survey questionnaires. Results reveal that the respondents are in favor of the utilization of images and pictures as a medium of instruction. However, some significance of the use of photographs in teaching did not exhibit the same high results. Further, no significant difference has been established when respondents are grouped according to gender. However, using photography as a tool in facilitating the expression of ideas, perspectives, and messages significantly differ across gender. Finally, the findings of the study show that the learners agree on the use of images and pictures produced by photography in teaching arts.*

Keywords: photography, Instructional materials, teaching arts, students' views, culture, and art learners

I. INTRODUCTION

The utilization of photography in teaching has various effects on learning that allow learners to acquire information and abilities that cannot be developed in the numerous fields of art [1]. Teaching arts with the use of photographs increases student interest and attention by establishing a visual connection between them and it will develop a higher level of visual literacy. Teaching Arts in the classroom can present difficult concepts visually, but with the use of visual representation and appropriate instructional materials, it will be easier for the learners to understand. Teaching with the use of photography has a lot of similarities with the other instructional materials, most of the knowledge from the use of photographs is acquired from studying the content and meaning of the picture rather than the physical aspects of the photograph [2].

Photography as an instructional material in teaching, art history, proves that the use of pictures in teaching encourages the interest of learners and it enhances their skills in the subject. The use of photography in teaching art history created connections between the subject and the students' real world by bringing their experiences to art historical studies [3]. Using photography in teaching and writing will enhance students' literacy skills because it is stimulating their interest and motivation [4]. Photography is very beneficial for prospective teachers to see reality and to become conscious of the things that build their practical knowledge [5]. Teachers' utilization of photography as a medium of instruction is designed as a reference [6]. In the medical field, high-quality photography has been acknowledged as an effective, timely, and affordable way of learning [7]. In the European Journal of Dental Education, there are positive responses from health practitioners toward the use of clinical images and pictures in teaching clinical indications, which implies that photography is an important tool in teaching [8]. Indeed, the use of photography in teaching is very beneficial

not only for learners but also for teachers. However, these studies were focused on history, writing, and the medical field and there are limited investigations on the views of culture and arts learners toward the utilization of photography in teaching. Hence, it is important to contribute and produce the latest study about the use of images or pictures as a product of photography in teaching in the field of culture and arts.

This study's focus is on views toward the use of images and pictures as instructional material in teaching arts, specifically among college learners of Western Mindanao State University, taking Bachelor of Culture and Arts Education (BCAEd). The aim of this investigation is to know the views of BCAEd learners on the utilization of photography as a medium of instruction. In addition, this investigation also ventures to resolve the effect of gender to impart discoveries to the study.

Research Questions

These questions will serve as guides for the investigation:

1. What are the views of BCAEd students from Western Mindanao State University toward the utilization of photography as the medium of instruction in art classes?
2. Is there a significant difference in the views of BCAEd learners toward the utilization of photography in teaching arts across genders?

II. METHODOLOGY

Research Design

The investigation will incorporate a combination of descriptive and quantitative design to determine the views of the culture and art learners toward the use of photography in teaching. The collection of numerical data that are analyzed using statistical analysis in a quantitative research strategy [9]. The researcher gathered data with the use of survey questionnaires that are analyzed using statistical analysis. Additionally, this study employed a descriptive design, which

includes gathering data that will enable an objective analysis of a specific occurrence [10].

The data gathering in this study was executed through survey questionnaires, which are often utilized in quantitative-descriptive research, especially studies that include psychological research that explores human behavior and other variables that determine interest [11].

Respondents

The respondents in the study are students from Western Mindanao State University taking up a culture and arts education (BCAEd). The researcher employed a random sampling technique, and the respondent of the study composed of 50 students. In terms of gender, the females are (25 or 50%). The age range of respondents is from 18-22 years $M = 4.08$, $SD = 0.56$.

Instruments

To determine the perception of the culture and art learners toward the utilization of images and photos in teaching arts, the present investigation adopted the instrument of Vogrinc (2008). The survey questionnaire is homogenous and contains 13 positive statements, which are necessary to obtain responses from students. The questionnaire utilized a 5-point Likert-type scale. Respondents will be chosen based on the descriptors: 5 for Strongly Agree, 4 for Agree, 3 for Neutral, 2 for Disagree, and 1 for Strongly Disagree. The instrument has a reliability coefficient of 0.917. It was tested using Cronbach's alpha to offer an acceptable degree of instrument reliability.

Data Gathering Procedure

After validation, research tools were finalized and digitized through Google Forms. The adopted research instrument was digitized and sent through a link that automatically directs to the online survey questionnaire. Prior to the actual data gathering, the respondents were selected and afterward contacted using various social media and communication platforms, notably Facebook and Messenger. The online survey was employed because the COVID-19 pandemic was still widespread during the conduct of the study. The link was provided to all culture and arts students. Overall, 73 BCAEd students communicated and received the link. However, only 40 responded due to time constraints. This survey was administered in the school year 2022-2023 during the second semester of data collection and was done anonymously and voluntarily from January 20, 2023, until January 23, 2023.

Data Analysis Procedure

The responses were coded to analyze the data gathered. For the demographics (1 for the male, 2 for the female) and year level (1 for the first year, 2 for the second year, 3 for the third year, and 4 for the fourth year). The instrument contains 13 positive statements. Responses are coded as 5 for Strongly Agree, 4 for Agree, 3 for Neutral, 2 for Disagree, and 1 for Strongly Disagree. Moreover, descriptive statistics were used to determine the views of the respondents, and the independent sample t-test was used to determine differences in gender categories.

III. RESULTS AND DISCUSSION

Views of the learners towards the utilization of photography in teaching arts

In examining the respondents' perspective toward the utilization of photography in teaching arts, the responses were exported using descriptive statistics. Moreover, statements were ranked from the top three and the least three items. Table 1 provides an analysis and the ranking of the statements.

Table 1.0

“The Importance of Photography in Students' Visual Culture

Item No.	Statement	M	SD	Rank
Q9	Photography encourages the development of visual perception.	4.48	0.61	1
Q11	Photography correlates with other areas of art: painting, sculpture, architecture, applied arts and design, and new media.	4.42	0.75	2
Q13	Photography facilitates the expression of thoughts, feelings, experiences, opinions, and values.	4.38	0.85	3
Q12	Photography encourages visual, critical, and creative thinking.	4.34	0.87	4
Q4	Understanding photography is of utmost importance in the visual culture of students.	4.26	0.85	5
Q10	Photography encourages interest and care for cultural and natural heritage.	4.26	0.72	6
Q8	Photography encourages imagination, to the same extent or even to a larger extent than the traditional areas of art (drawing, painting, sculpting, printmaking).	4.10	0.78	7
Q6	The ability to use photographic tools is a competence that can be important for further education of students.	4.06	0.79	8
Q5	Photography is closer to students than traditional fields of art and techniques (drawing, painting, sculpting, printmaking).	3.90	0.95	9
Q7	The ability to use photographic tools is a competence that can be important for employment.	3.90	0.93	10
Q1	Photography is one of the most important means of communication today.	3.76	0.82	11
Q3	Photography is suitable for the adoption of moral and educational values.	3.74	0.80	12
Q2	Knowledge of photography is important for students' success in education.	3.46	0.83	13

Scale: 1.0 to 1.79- Strongly Disagree, 1.8 to 2.59- Disagree, 2.6 to 3.39- Neutral, 3.4 to 4.19- Agree and 4.2 to 5.0- Strongly Agree

The data presented in Table 1, shows that the top three statements are item 9 ($M=4.48$, $SD=0.61$), item 11 ($M=4.42$, $SD=0.75$), and item 13 ($M=4.38$, $SD=0.85$) and the least statements are item 2 ($M=3.46$, $SD=0.83$), item 3 ($M=3.74$,

SD-0.80) and item 1 (M-3.76, SD-0.82). Based on the description, the respondents strongly agree with the top three statements (item 9, item 11, and item 13). On the other hand, it shows that the respondents are neutral in the least three statements (item 2, item 3, and item 1).

Item number 9 was first in the ranking as shown in the table 1, this suggests that most of the respondents strongly agree that photography can be a contributing factor to the development of the learners' visual perception. Item number, which is in the second rank, implies that the respondents strongly agree that photography is also connected to various forms of art and it can be also beneficial in discovering and learning in the various field of art. Third in the ranking is item number 13, which means that the respondents strongly agree that photography can be a tool for expressing.

However, the last item implies that the respondents also agree with these statements, but not as highly with the other items. Item number 2, which is the least in the ranking shows that the respondents agree with requiring the learners to acquire knowledge in photography for them to be successful in life, the description of the statement suggests that knowledge of photography is beneficial, but it is not important in the student's success. The second last item, ranking number 12 is item number 3, This indicates that the respondents agree when it comes to acquiring moral and educational values with the means of photography, it shows that photography is suitable in terms of adopting morals and values. In item number 1, It was ranked number 11 which is also included in the least item, the learners agree in the belief that photography is the most essential tool of communication in this generation. It means that photography can be a tool to express ourselves and to deliver our thoughts, but it is not the most important tool of communication.

The results in the abovementioned table revealed the learners agree on the importance and the benefit of photography in teaching arts. This can aid educators in developing their audiovisual literacy [12]. Based on the top statements, it shows that Photography has the capability to create a sense of urgency that motivates individuals [13]. The learners also agree that Images can preserve the memory for future purposes. Photography provides access to a range of data that are difficult to communicate in words, and photography is regarded as a great educational research instrument [14]. The respondents also agree that photography can incorporate morals, values and as a requirement to achieve educational success.

Learners' views towards the use of photography in teaching arts across gender

To determine if there are gender differences in the views of the learners towards the utilization of photography as a medium of instruction in teaching arts, was treated with T-test for the independent sample.

Table 2.0

Learners' views towards the use of photography in teaching arts across gender

Statement	Gender	M	SD	Sig
Q1. Photography is one of the most important means of communication today.	Male	3.84	0.68	0.497
	Female	3.68	0.94	
Q2. Knowledge of	Male	3.32	0.80	0.241

photography is important for students' success in education.	Female	3.60	0.86	
Q3. Photography is suitable for the adoption of moral and educational values.	Male	3.68	0.85	0.603
	Female	3.80	0.76	
Q4. Understanding photography is of utmost importance in the visual culture of students.	Male	4.12	0.88	0.250
	Female	4.40	0.81	
Q5. Photography is closer to students than traditional fields of art and techniques (drawing, painting, sculpting, printmaking).	Male	3.84	1.02	0.661
	Female	3.96	0.88	
Q6. The ability to use photographic tools is a competence that can be important for further education of students.	Male	3.92	0.86	0.216
	Female	4.20	0.70	
Q7. The ability to use photographic tools is a competence that can be important for employment.	Male	3.76	0.96	0.293
	Female	4.04	0.88	
Q8. Photography encourages imagination, to the same extent or even to a larger extent than the traditional areas of art (drawing, painting, sculpting, printmaking).	Male	4.00	0.64	0.376
	Female	4.20	0.91	
Q9. Photography encourages the development of visual perception.	Male	4.36	0.63	0.170
	Female	4.60	0.57	
Q10. Photography encourages interest and care for cultural and natural heritage.	Male	4.08	0.75	0.078
	Female	4.44	0.65	
Q11. Photography correlates with other areas of art: painting, sculpture, architecture, applied arts and design, and new media.	Male	4.32	0.80	0.356
	Female	4.52	0.71	
Q12. Photography encourages visual, critical, and creative thinking.	Male	4.24	1.01	0.423
	Female	4.44	0.71	
Q13. Photography facilitates the expression of thoughts, feelings, experiences, opinions, and values.	Male	4.08	0.95	0.012
	Female	4.68	0.62	

Table 2.0 provides the Culture and art students' views toward the use of photography in teaching arts when grouped by gender. The T-test analysis shows that the probability values of items 1, item 2, item 3, item 4, item 5, item 6, item 7, item 8, item 9, item 10, item 11, and item 12 respectively are all greater than alpha 0.05. As gathered from the data, this implies both males and females did not differ in item 1 to item 12. Therefore, gender does not significantly affect or determine the views of the learners towards the use of photography in teaching, this further implies that whatever

the gender of the learner, their views do not significantly differ.

However, in item 13 (p-value=0.012) its probability value is less than alpha 0.05, this Item shows a notable difference between male and female respondents. It implies that the views on the use of images and pictures as a tool in facilitating the expression of ideas, perspectives, and messages significantly differ across gender.

Gender has become a concern and has remained a research interest. In this study, the objective of determining whether gender differences exist is rooted in the idea that creativity that contributes to learning is feminized. [15] Creativity among women is higher than aesthetic perceptions of men, as they have demonstrated their ability to influence learners. The findings can serve as a determinant in the views of the female learners in the use of photography in teaching arts and their perceptions may be higher than the males. When the views of the learners were examined, it was determined that gender is not a factor in the views of the respondents towards the use of images and pictures in teaching arts. However, item 13 in Table 2 shows a notable difference between males and females when it comes to the utilization of photography to facilitate the thoughts, feelings, experiences, and values of the learners.

IV. CONCLUSION

With the advancement of technology, 21st-century teachers have explored various instructional materials, including the utilization. It was found that the participants strongly agree that photography can be a contributing factor to the development of the learners' visual perception, and it can be a tool for expressing ideas, stories, and experiences. The participants also agree that photography is also connected to various forms of art, and it can be also beneficial in discovering and learning in the various field of art.

However, the investigation also exhibited the least answer that implies that the respondents also agree with the importance of the use of photography in teaching but not as high with the other statements, the result shows that the respondents also agree with requiring the learners to acquire knowledge in photography for student success and in acquiring moral and educational values with the means of photography and it is also considered as one of the most essential tools of communication in this generation.

Using photography to express thoughts, experiences, and values, the findings show that gender is a factor that differentiates the respondents in this concept. It implies that the views of the respondents on the use of pictures as a tool in facilitating the expression of ideas, perspectives, and messages significantly differ across gender. The views of the learners on the utilization of photos in teaching imply that photography has a contributing factor to the learners. The utilization of photography in teaching can stimulate the interest of the learners and improve their visual literacy. With the compelling result, this study has emphasized the views of the culture and art learners toward the use of images, and pictures in teaching and this can contribute to and produce the latest study in the field of art, which is beneficial and relevant

to the upcoming research concerned with the use of photography as instructional material.

V. REFERENCES

- [1] S. Y. E. Subaşı, "Examination of the contribution of the multi-field art education method to the pictorial creativity of 7th-grade students according to the gender variable," *Elektronik Sosyal Bilimler Dergisi*, 2016.
- [2] Pierce, "The State of the Art. Sign System Studies.," *Semiotics of Photography*, 1986.
- [3] D. Mannay, "Métodos visuales, narrativos y creativos en investigación cualitativa.," *Ministerio de Educación, Cultura y Deporte.*, 2017.
- [4] R. E. A. Kronhaber, "Ethical implications of digital images for teaching and learning purposes: An Integrative Review," *Journal of Multidisciplinary Healthcare Vol. 8.*, 2015.
- [5] E. Eisner, "What can Education Learn from the Arts about the Practice of Education?," *Journal of Curriculum and Supervision*, pp. vol. 18, No. 1:p4-6, 2002.
- [6] R. E. A. Czerninski, "Clinical photography: Attitudes among dental students in two dental institutions," *Eur J Dent Educ.*, 2019.
- [7] A. R. L. Cuenca, "CuePhotography as a System for Representing the Teacher's Theories and Beliefs. In: Bautista García-Vera, A. Photographic Elicitation and Narration in Teachers Education and Development.," *Photographic Elicitation and Narration in Teachers Education and Development.*, 2023.
- [8] A. Bautista, " Miradas de la antropología audiovisual al estudio de las funciones de las herramientas simbólicas y materiales en educación intercultural.," *In A. Bautista & H. M. Velasco (Coords.), Antropología audiovisual: medios e investigación en educación*, pp.112-136, 2011.
- [9] E. H. S. Seiber, " A Guide for Teachers. Second Edition.," *Teaching with Objects and Photographs*, 2012.
- [10] J. M. Martikainen, ""Making Pictures, Writing about Pictures, Discussing Pictures and Lecture-Discussion as Teaching Methods in Art History.," *Art History Pedagogy & Practice 2*, 2017.
- [11] C. & G. I. Burke, "The school I'd like.," *Routledge Falmer.*, 2004.
- [12] E. L. & C. Fields, "The Power of Photography as a Catalyst for Teaching Informational Writing," *Childhood Education 90(2)*, 2014.
- [13] O. B. Adedoyin, "Quantitative Research Method," 2020.
- [14] M. Bayat, "A Guide to Managing Research," *Juta Publications*, p.45, 2007.
- [15] J. Ponto, "Understanding and Evaluating Survey Research," *Journal of the Advance Practitioner Oncology*, 2015.