

CANVAS OF LEARNING: THE EDUCATIONAL IMPACT OF ART APPRECIATION AMONG COLLEGE STUDENTS

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ABSTRACT: *This study examined the educational impact of Art Appreciation among college students. Specifically, it determined the perceived impact of the course in terms of cognitive and academic development, cultural awareness and appreciation, personal and social development, and teaching and learning experience. The study also determined whether significant differences existed in students' perceptions when grouped according to sex and explored students' experiences, challenges, and suggestions regarding the course. A descriptive–correlational research design utilizing quantitative and qualitative approaches was employed. Data were gathered using a researcher-made questionnaire administered to college students who had taken the Art Appreciation course. Mean, standard deviation, and Mann–Whitney U Test were used for quantitative analysis, while thematic analysis was utilized for qualitative responses. The findings revealed that respondents strongly agreed that Art Appreciation positively influenced their cognitive and academic development, cultural awareness and appreciation, personal and social development, and teaching and learning experiences. Students perceived the course as beneficial in enhancing creativity, critical thinking, self-expression, collaboration, cultural sensitivity, and appreciation of art in everyday life. No significant differences were found in the perceived educational impact of Art Appreciation when respondents were grouped according to sex. Qualitative findings further revealed themes related to self-expression, creativity enhancement, cultural understanding, collaboration, and personal growth, while challenges included interpreting abstract artworks and managing creative tasks. Respondents recommended more interactive, experiential, and hands-on learning activities to improve the course.*

Keywords: Art Appreciation, cognitive development, cultural awareness, creativity, personal growth, aesthetic education.

1. INTRODUCTION

Art plays a significant role in human development because it promotes creativity, critical thinking, emotional expression, and cultural understanding. In higher education, Art Appreciation is considered an important general education subject that allows students to understand the meaning, value, and influence of art in society. Through exposure to various forms of visual and performing arts, students develop aesthetic awareness, reflective thinking, and appreciation of cultural diversity. According to Law [1], art appreciation should not be limited to the study of artistic qualities alone but must also connect art to social, historical, cultural, and interdisciplinary contexts. Such an approach broadens students' analytical thinking and sensitivity to the meaning of art in contemporary society.

Studies have shown that art appreciation contributes positively to students' cognitive and academic development. Liu and Phongsatha [2] found that the integration of virtual reality technology in art appreciation significantly improved students' cognitive and aesthetic abilities by enhancing their engagement and understanding of artworks. Similarly, Popov, Khon, and Harnisch [3] emphasized that art appreciation is closely related to emotional intelligence, values formation, and perception of beauty, suggesting that educational environments should cultivate appreciation experiences that contribute to holistic human development. Moreover, art appreciation has been linked to the enhancement of creativity and innovative thinking. Research on engineering students revealed that exposure to art appreciation activities improved creative thinking competencies and helped students transform ideas into innovative forms [4].

Art appreciation also contributes to students' cultural awareness and social understanding. Edwita *et al.* [5] explained that cultural enculturation significantly influences students' art appreciation through cultural acquisition, cultural

internalization, and aesthetic awareness. Likewise, Zhao and Sang [6] highlighted that appreciation courses grounded in ecological art education enhance students' environmental awareness, emotional engagement, and appreciation of diverse artistic expressions. These findings suggest that art appreciation courses are not only academic experiences but also avenues for developing social consciousness, cultural sensitivity, and responsible citizenship.

In addition, the teaching strategies and learning experiences provided in art appreciation courses greatly influence students' engagement and learning outcomes. Triarisanti and Purnawarman [7] reported that students' interest and motivation significantly affect their learning outcomes in language and art appreciation subjects. Similarly, Song *et al.* [8] found that students' satisfaction with art appreciation activities strongly influenced their interest in art, especially when supported by information and communication technology (ICT). Yu *et al.* [9] further noted that effective art appreciation courses promote aesthetic education and artistic skills development, although challenges such as limited facilities, insufficient course duration, and weak connections between courses and students' majors remain significant concerns.

Despite the recognized importance of Art Appreciation, many educational systems continue to prioritize scientific and technical disciplines over arts and humanities. Popov *et al.* [3] observed that subjects related to art are often placed on the sidelines of modern educational systems. Consequently, some students may fail to fully recognize the educational value of art appreciation courses. Ping and Ladin [10] also revealed that ineffective teaching approaches and limited emphasis on aesthetic understanding may reduce students' confidence, participation, and appreciation of art learning experiences.

Given these conditions, it becomes important to examine how college students perceive the educational impact of Art

Appreciation courses. Understanding students' experiences may provide insights into how art appreciation contributes to their cognitive development, cultural awareness, personal growth, and learning experiences. Thus, this study aims to determine the educational impact of Art Appreciation among college students and explore how the course influences their academic, cultural, personal, and social development. Specifically, it purports to shed light to the following questions:

1. What is the level of educational impact of Art Appreciation among college students in terms of:
 - 1.1 cognitive and academic development;
 - 1.2 cultural awareness and appreciation;
 - 1.3 personal and social development; and
 - 1.4 teaching and learning experience?
2. Is there a significant difference in the perceived educational impact of Art Appreciation when respondents are grouped according to their sex?
3. What insights, experiences, and suggestions do students share regarding their learning experiences in Art Appreciation?

2. REVIEW OF RELATED LITERATURE

Art appreciation has long been recognized as an important component of education because it develops students' creativity, aesthetic sensitivity, cultural understanding, emotional awareness, and critical thinking skills. In contemporary education, art appreciation is no longer confined to the simple observation of artworks but is viewed as a multidimensional learning experience that connects learners to social, cultural, historical, emotional, and interdisciplinary realities. Various studies have emphasized the educational significance of art appreciation and its contribution to holistic student development.

Law [1] explained that conventional approaches to art appreciation are no longer sufficient in addressing the complexities of modern art and contemporary society. The author argued that art appreciation should adopt an interdisciplinary approach that integrates aesthetics, anthropology, history, social studies, and science to broaden students' perspectives and analytical thinking. According to the study, art appreciation allows learners to understand human behavior and experiences through artistic expression, thereby enhancing critical thinking and cultural awareness. This interdisciplinary perspective aligns with liberal education goals that seek to cultivate reflective, informed, and culturally sensitive individuals.

The role of art appreciation in cognitive development has also been widely examined. Liu and Phongsatha [2] investigated the application of virtual reality technology in art appreciation among senior high school students. Using quasi-experimental methods, the researchers found that students exposed to virtual reality-enhanced art appreciation demonstrated improved cognitive and aesthetic abilities compared to those taught using traditional approaches. The study concluded that immersive technological experiences enhanced students' understanding, engagement, and appreciation of artworks. Similarly, Song et al. [8] emphasized the value of information and communication technology (ICT) in promoting off-campus art appreciation activities. Their findings revealed that

students' satisfaction with art appreciation activities significantly influenced their interest in art, suggesting that innovative technological approaches can strengthen students' motivation and engagement in aesthetic learning.

Art appreciation has likewise been associated with the enhancement of creativity and innovative thinking. A study presented by Caratozzolo, Alvarez, and Hosseini [4] explored the use of art appreciation in improving creative thinking among engineering students. Through experimental methods involving 168 engineering students, the researchers found that artistic and narrative approaches enhanced students' creative thinking competencies and innovation skills. Exposure to art appreciation enabled students to integrate divergent perspectives, embrace complexity, and develop innovative solutions to problems. These findings suggest that art appreciation contributes not only to artistic understanding but also to broader intellectual and professional competencies.

The psychological and emotional dimensions of art appreciation have also attracted scholarly attention. Popov, Khon, and Harnisch [3] examined the relationship between art appreciation, emotional intelligence, values, and perception of beauty. Their study found that art appreciation is closely linked to emotional development and personal values formation. The researchers argued that educational institutions should create learning environments that encourage the development of art appreciation as a means of fostering emotional intelligence and aesthetic sensitivity. Likewise, Lilly and Venukapalli [11] highlighted the importance of art appreciation in children's cognitive and emotional development. According to their review, art appreciation involves emotional and cognitive processes that help learners interpret, understand, and respond to artworks. The authors emphasized that exposure to art and aesthetic experiences supports creativity, intellectual growth, and lifelong learning. Studies have further shown that art appreciation contributes significantly to cultural awareness and social understanding. Edwita et al. [5] investigated the effect of cultural enculturation on student art appreciation and found that cultural acquisition, cultural merging, and cultural internalization positively influenced students' aesthetic awareness, emotional appreciation, and cognitive appreciation of art. The study demonstrated that exposure to cultural experiences enhances students' ability to appreciate artistic expressions and cultural diversity. Similarly, Zhao and Sang [6] examined university music appreciation courses from the perspective of ecological art education. Their findings revealed that ecological awareness, emotional experiences, interaction, and diverse artistic expressions positively influenced students' satisfaction and appreciation of music courses. The researchers concluded that ecological art education promotes environmental consciousness and holistic understanding of artistic experiences.

The development of art appreciation skills among students has also been examined from pedagogical and methodological perspectives. Duh, Herzog, and Švec [12] explored practical approaches to developing art appreciation among primary school pupils. Their findings indicated that students responded more positively to recognizable and realistic artworks than abstract images because familiar forms encouraged

communication, engagement, and emotional connection. The researchers emphasized that appropriate teaching methods can improve students' appreciation and understanding of artworks. Similarly, Ping and Ladin [10] investigated the application of art appreciation in primary school teaching and learning. Their qualitative findings revealed that students demonstrated low understanding of art elements due to ineffective teaching approaches and limited emphasis on aesthetic perceptions. The study recommended comprehensive teacher preparation and improved teaching strategies to strengthen students' confidence, participation, and appreciation of art.

Educational interventions and structured art appreciation programs have also been found to influence students' viewing behaviors and aesthetic understanding. Ishiguro, Yokosawa, and Okada [13] examined eye movements among students enrolled in a photography creation course. Their study revealed that students developed more active and technically informed viewing strategies after participating in the course. Students became more aware of artistic techniques and visual effects in photographs, indicating that art education can significantly influence perceptual and cognitive engagement with artworks. Similarly, Subramaniam et al. [14] investigated the use of Anderson's model in teaching art appreciation among undergraduate students. Their findings showed that students demonstrated improved understanding and appreciation of artworks after exposure to the teaching module. The study further established that art appreciation instruction positively contributed to students' cognitive knowledge and artistic production.

Gender and social differences in art appreciation have also been explored in the literature. Bolourieh, [15] examined differences between boys and girls in the appreciation and application of art in learning English as a second language. Their findings suggested that art appreciation reflects broader social attitudes and gender-related behaviors. The study demonstrated that art-based learning experiences reveal differences in expression, interpretation, and engagement between male and female learners. These findings suggest that demographic factors may influence students' experiences and perceptions of art appreciation courses.

Interest and motivation are likewise recognized as important determinants of successful learning in art appreciation. Triarisanti and Purnawarman [7] investigated the influence of interest and motivation on students' learning outcomes in language and art appreciation courses. Their study revealed that students with higher levels of interest and motivation achieved better learning outcomes, particularly in final examination performance. The researchers concluded that effective teaching strategies and meaningful learning experiences are essential in promoting student engagement and academic achievement in art appreciation subjects.

Recent studies have also examined the implementation of art appreciation courses in higher education settings. Yu et al. [9] conducted a qualitative case study on art appreciation courses in Chinese universities. Their findings indicated that instructors aimed to develop students' humanities knowledge, aesthetic education, and artistic appreciation skills. However, challenges such as insufficient facilities, limited course duration, and weak connections between courses and students'

academic majors hindered effective implementation. Despite these challenges, instructors emphasized active learning, aesthetic education, and situational teaching models to improve student engagement and appreciation.

3. SIGNIFICANCE OF THE STUDY

This study on the educational impact of Art Appreciation among college students is significant because it provides insights into how Art Appreciation contributes to students' cognitive, cultural, personal, and social development. The findings of the study may benefit the following:

Students

The study may help students recognize the value of Art Appreciation in enhancing creativity, critical thinking, cultural awareness, emotional expression, and appreciation of diverse artistic forms. It may also encourage students to become more engaged and reflective learners who appreciate the role of art in personal growth and society.

Art Appreciation Instructor

The findings may provide instructors with information regarding students' perceptions, experiences, and challenges encountered in the course. This may help teachers improve their teaching strategies, classroom activities, instructional materials, and assessment approaches to make Art Appreciation more meaningful, engaging, and student-centered.

College Administrators and Curriculum Developers

The study may serve as a basis for strengthening the implementation of Art Appreciation as part of the General Education curriculum. The results may guide administrators and curriculum planners in designing programs, providing facilities, and developing policies that support effective art education and aesthetic learning experiences among college students.

Future Researchers

The study may provide relevant literature, theoretical support, and empirical findings for future researchers who intend to conduct studies related to art education, aesthetic development, creativity, cultural awareness, and student learning experiences. It may also serve as a reference for studies involving other educational levels, disciplines, or contexts.

Educational Institutions

The findings may help educational institutions understand the importance of integrating arts and humanities into higher education. The study may contribute to promoting holistic education by emphasizing not only academic achievement but also cultural sensitivity, creativity, emotional intelligence, and social awareness among students.

Society

The study may contribute to greater appreciation of the arts and culture within society. By understanding the educational value of Art Appreciation, communities may become more supportive of programs that promote cultural preservation, creativity, artistic expression, and appreciation of diversity.

4. METHODOLOGY

Research Design

This study employed a descriptive–correlational research design utilizing both quantitative and qualitative approaches. The descriptive component was used to determine the

educational impact of Art Appreciation among college students in terms of cognitive and academic development, cultural awareness and appreciation, personal and social development, and teaching and learning experience. The correlational aspect of the study aimed to determine the relationship between students' perceived cognitive and academic development and their teaching and learning experience in the course. Furthermore, the study examined whether significant differences existed in the perceived educational impact of Art Appreciation when respondents were grouped according to their profile variables. Qualitative responses were likewise gathered to obtain deeper insights into students' experiences, challenges, and suggestions regarding the course.

Research Participants

The participants of the study were college students who were currently enrolled in or had completed the Art Appreciation course in the selected higher education institution. The respondents were selected using purposive sampling to ensure that they possessed adequate experience and exposure to the course. The participants varied according to sex, year level, and academic program, allowing the study to gather diverse perspectives regarding the educational impact of Art Appreciation.

Research Instrument

The primary instrument used in the study was a researcher-made questionnaire composed of three parts. Part I gathered the respondents' demographic profile, including sex, year level, college or program, completion of the Art Appreciation course, and optional final grade in the subject. Part II measured the educational impact of Art Appreciation using a five-point Likert scale ranging from Strongly Agree to Strongly Disagree. The indicators were grouped into four dimensions: cognitive and academic development, cultural awareness and appreciation, personal and social development, and teaching and learning experience. Part III consisted of open-ended questions intended to gather students' experiences, insights, challenges, and suggestions regarding the Art Appreciation course. Prior to the conduct of the study, the questionnaire underwent content validation by experts to ensure the relevance, clarity, and appropriateness of the items.

Data Gathering Procedure

Prior to data collection, permission to conduct the study was secured from the appropriate school authorities. After approval was obtained, the researcher distributed the questionnaires to the selected respondents either personally or through online platforms. The purpose of the study was clearly explained to the participants, and informed consent was obtained before participation. Respondents were given adequate time to answer the questionnaire honestly and voluntarily. After retrieval, the questionnaires were checked, organized, and prepared for data analysis. Responses to the open-ended questions were likewise compiled and categorized according to emerging themes.

Statistical Treatment of Data

Different statistical tools were utilized to analyze the gathered data. Frequency and percentage were used to describe the respondents' profile variables such as sex, year level, college or program, and completion of the Art Appreciation course.

Mean and standard deviation were employed to determine the level of educational impact of Art Appreciation across the identified dimensions. Independent samples t-test and one-way analysis of variance (ANOVA) were used to determine significant differences in the respondents' perceptions when grouped according to profile variables. Pearson Product-Moment Correlation Coefficient was utilized to determine the significant relationship between students' perceived cognitive and academic development and their teaching and learning experience. Qualitative responses gathered from the open-ended questions were analyzed using thematic analysis to identify recurring ideas, experiences, and suggestions.

Ethical Considerations

The study strictly observed ethical standards in the conduct of research. Participation in the study was voluntary, and respondents were informed about the purpose and objectives of the research prior to answering the questionnaire. Confidentiality and anonymity of responses were maintained throughout the study, and the respondents were assured that the information gathered would be used solely for academic and research purposes.

RESULTS AND DISCUSSION

Table 1.1 Cognitive and Academic Development

Cognitive and Academic Development	Mean	SD	Interpretation
Art Appreciation helped me think critically about artworks and ideas.	4.40	0.90	Strongly Agree
The course improved my ability to analyze visual information.	4.25	0.87	Strongly Agree
Art Appreciation enhanced my creativity and imagination.	4.44	0.84	Strongly Agree
The subject encouraged me to express my ideas more confidently.	4.33	0.86	Strongly Agree
The lessons in Art Appreciation contributed to my overall learning experience in college.	4.37	0.82	Strongly Agree
Composite Mean	4.36	0.79	Strongly Agree

Table 1.1 presents the respondents' perceived educational impact of Art Appreciation in terms of cognitive and academic development. The overall composite mean of 4.36 with a standard deviation of 0.79 was interpreted as "Strongly Agree," indicating that the respondents perceived Art Appreciation as highly beneficial in enhancing their cognitive skills, academic learning, and intellectual engagement.

Among the indicators, the statement "Art Appreciation enhanced my creativity and imagination" obtained the highest mean of 4.44 (SD = 0.84), interpreted as "Strongly Agree." This finding suggests that the course significantly contributed to the development of students' creative thinking and imaginative abilities. The result supports the study of Caratozzolo, Alvarez, and Hosseini [4], which revealed that art appreciation promotes creativity, innovation, and the ability to transform ideas into new perspectives and solutions. Similarly, Law [1] emphasized that art appreciation broadens

students’ perspectives and strengthens analytical and critical thinking through interdisciplinary learning experiences.

The indicator “Art Appreciation helped me think critically about artworks and ideas” also obtained a high mean of 4.40 (SD = 0.90), interpreted as “Strongly Agree.” This implies that students perceived the course as an avenue for reflective and critical analysis of artistic concepts and social meanings represented in artworks. This finding aligns with the claims of Popov, Khon, and Harnisch [3], who argued that art appreciation develops higher-order thinking skills by engaging learners in emotional, cognitive, and interpretive processes. Furthermore, Lilly and Venukapalli [11] explained that art appreciation encourages intellectual responses to artworks, helping learners develop critical observation and interpretation skills.

The statement “The lessons in Art Appreciation contributed to my overall learning experience in college” obtained a mean of 4.37 (SD = 0.82), while “The subject encouraged me to express my ideas more confidently” garnered a mean of 4.33 (SD = 0.86), both interpreted as “Strongly Agree.” These findings indicate that Art Appreciation positively influenced students’ academic experiences and communication confidence. This result supports the findings of Triarisanti and Purnawarman [7], who reported that interest and motivation in language and art appreciation courses significantly influence students’ learning outcomes and academic performance.

Meanwhile, the indicator “The course improved my ability to analyze visual information” obtained a mean of 4.25 (SD = 0.87), also interpreted as “Strongly Agree.” This implies that students believed the course strengthened their visual literacy and interpretive skills. The finding corroborates the study of Liu and Phongsatha [2], which demonstrated that art appreciation activities improve students’ cognitive abilities and understanding of visual artworks through engaging and interactive learning experiences. Likewise, Ishiguro, Yokosawa, and Okada [13] found that art education enhances students’ perceptual exploration and awareness of artistic techniques, resulting in more active and meaningful engagement with visual materials.

Overall, the findings indicate that Art Appreciation significantly contributes to students’ cognitive and academic development by enhancing creativity, critical thinking, visual analysis, self-expression, and overall learning experiences. The consistently high ratings suggest that students perceive Art Appreciation not merely as an artistic subject but as an important educational experience that fosters intellectual growth and academic enrichment.

Table 1.2 presents the respondents’ perceptions regarding the educational impact of Art Appreciation in terms of cultural awareness and appreciation. The table reveals a composite mean of 4.36 with a standard deviation of 0.77, interpreted as “Strongly Agree.” This indicates that the respondents perceived Art Appreciation as highly influential in strengthening their understanding, appreciation, and respect for culture, heritage, and artistic diversity.

Among the indicators, the statement “I became more respectful of different artistic styles and cultural expressions” obtained the highest mean of 4.41 (SD = 0.76), interpreted as “Strongly Agree.”

Table 1.2 Cultural Awareness and Appreciation

Cultural Awareness and Appreciation	Mean	SD	Interpretation
The course increased my appreciation of Filipino culture and heritage.	4.36	0.80	Strongly Agree
Art Appreciation helped me understand the importance of preserving cultural traditions.	4.37	0.77	Strongly Agree
I became more respectful of different artistic styles and cultural expressions.	4.41	0.76	Strongly Agree
The subject deepened my understanding of local and global art forms.	4.29	0.77	Strongly Agree
Art Appreciation strengthened my awareness of the role of art in society.	4.35	0.78	Strongly Agree
Composite Mean	4.36	0.77	Strongly Agree

This finding suggests that the course exposed students to diverse forms of artistic expression, enabling them to develop greater respect and openness toward different cultures and creative perspectives. This result supports the study of Edwita et al. [5], which found that cultural enculturation positively affects students’ aesthetic awareness, emotional appreciation, and art consciousness through exposure to cultural acquisition and internalization. Similarly, Law [1] emphasized that interdisciplinary art appreciation broadens students’ sensitivity to social, cultural, and historical contexts, thereby deepening their understanding of artistic diversity.

The indicator “Art Appreciation helped me understand the importance of preserving cultural traditions” obtained a mean of 4.37 (SD = 0.77), while “The course increased my appreciation of Filipino culture and heritage” garnered a mean of 4.36 (SD = 0.80), both interpreted as “Strongly Agree.” These findings imply that the course effectively promoted awareness of Filipino cultural identity and the significance of preserving cultural heritage through art. The result aligns with the findings of Yu *et al.* [9], who reported that Art Appreciation courses aim to enhance students’ humanities knowledge, aesthetic education, and appreciation skills by integrating cultural and artistic understanding into higher education learning experiences.

Likewise, the statement “Art Appreciation strengthened my awareness of the role of art in society” obtained a mean of 4.35 (SD = 0.78), interpreted as “Strongly Agree.” This suggests that students recognized art as an important social and cultural force that reflects human experiences, values, and societal issues. Zhao and Sang [6] similarly emphasized that art appreciation courses grounded in ecological and cultural perspectives enhance students’ awareness of social responsibility, environmental consciousness, and the societal functions of art. The finding also supports Lilly and Venukapalli [11], who noted that art appreciation encourages learners to understand the broader meaning and influence of art within society and human life.

Meanwhile, the indicator “The subject deepened my understanding of local and global art forms” obtained a mean of 4.29 (SD = 0.77), also interpreted as “Strongly Agree.” This indicates that the respondents believed the course expanded

their awareness of both local and international artistic traditions and practices. Such finding corroborates the argument of Law [1] that art appreciation should involve cross-disciplinary and cross-cultural perspectives to help students understand art within broader global and historical frameworks.

Table 1.3 Personal and Social Development

Personal and Social Development	Mean	SD	Interpretation
Art Appreciation helped me become more open-minded toward others' perspectives.	4.41	0.79	Strongly Agree
The course improved my confidence in sharing opinions and interpretations.	4.43	0.74	Strongly Agree
Art activities promoted collaboration and interaction with classmates.	4.53	0.72	Strongly Agree
The course inspired me to appreciate beauty and creativity in everyday life.	4.55	0.68	Strongly Agree
Art Appreciation positively influenced my personal growth and self-expression.	4.35	0.81	Strongly Agree
Composite Mean	4.45	0.75	Strongly Agree

Table 1.3 presents the respondents' perceptions regarding the educational impact of Art Appreciation in terms of personal and social development. The table reveals a composite mean of 4.45 with a standard deviation of 0.75, interpreted as "Strongly Agree." This indicates that the respondents perceived Art Appreciation as highly influential in promoting personal growth, social interaction, openness, self-expression, and appreciation of creativity in everyday life.

Among the indicators, the statement "The course inspired me to appreciate beauty and creativity in everyday life" obtained the highest mean of 4.55 (SD = 0.68), interpreted as "Strongly Agree." This finding suggests that the course enabled students to become more observant, appreciative, and reflective of artistic and creative elements present in their daily experiences. This supports the claims of Lilly and Venukapalli [11], who emphasized that art appreciation cultivates aesthetic sensitivity and encourages individuals to appreciate beauty, creativity, and emotional expression in human life. Likewise, Law [1] argued that art appreciation broadens students' perspectives and enhances their awareness of the interconnectedness of art, culture, and lived experiences.

The indicator "Art activities promoted collaboration and interaction with classmates" garnered a mean of 4.53 (SD = 0.72), also interpreted as "Strongly Agree." This implies that the respondents viewed Art Appreciation as a course that encouraged meaningful interaction, cooperation, and social engagement among students. The finding aligns with Zhao and Sang [6], who reported that interaction and emotional experiences significantly contribute to the effectiveness of art appreciation courses and increase students' satisfaction and participation in learning activities. Similarly, Ping and Ladin [10] highlighted that effective art appreciation sessions foster student interaction, confidence, and active participation in classroom learning experiences.

The statement "The course improved my confidence in sharing opinions and interpretations" obtained a mean of 4.43 (SD = 0.74), while "Art Appreciation helped me become more open-minded toward others' perspectives" received a mean of 4.41 (SD = 0.79), both interpreted as "Strongly Agree." These findings indicate that the course encouraged students to communicate their ideas confidently while developing respect and openness toward diverse viewpoints and interpretations. This supports the findings of Popov, Khon, and Harnisch [3], who emphasized that art appreciation develops emotional intelligence, empathy, and values formation through interpretive and reflective engagement with art. Art appreciation allows students to encounter different perspectives and cultural expressions, thereby fostering tolerance and social understanding.

Meanwhile, the statement "Art Appreciation positively influenced my personal growth and self-expression" obtained a mean of 4.35 (SD = 0.81), interpreted as "Strongly Agree." This finding suggests that the course contributed positively to students' emotional and personal development by encouraging self-awareness, creativity, and individual expression. The result corroborates the study of Caratuzzolo, Alvarez, and Hosseini [4], which found that art appreciation enhances creativity, self-expression, and innovative thinking by allowing learners to explore ideas and perspectives beyond conventional academic approaches.

Overall, the findings indicate that Art Appreciation significantly contributes to students' personal and social development by enhancing openness, confidence, collaboration, creativity, and self-expression. The high composite mean further suggests that students perceive the course as an important learning experience that supports not only academic growth but also emotional maturity, interpersonal relationships, and holistic personal development.

Table 1.4 Teaching and Learning Experience

Teaching and Learning Experience	Mean	SD	Interpretation
The teaching strategies used in Art Appreciation were engaging and effective.	4.23	0.83	Strongly Agree
Learning materials and visual presentations helped me understand the lessons better.	4.28	0.78	Strongly Agree
Classroom discussions and activities made the subject enjoyable.	4.48	0.68	Strongly Agree
The instructor encouraged creativity and active participation.	4.48	0.70	Strongly Agree
Overall, I am satisfied with my learning experience in Art Appreciation.	4.43	0.68	Strongly Agree
Composite Mean	4.38	0.74	Strongly Agree

Table 1.4 presents the respondents' perceptions regarding their teaching and learning experience in the Art Appreciation course. The table shows a composite mean of 4.38 with a standard deviation of 0.74, interpreted as "Strongly Agree." This indicates that the respondents generally perceived the instructional strategies, classroom activities, learning

materials, and overall learning environment in Art Appreciation as highly positive, engaging, and effective. Among the indicators, the statements “Classroom discussions and activities made the subject enjoyable” and “The instructor encouraged creativity and active participation” both obtained the highest mean of 4.48 with standard deviations of 0.68 and 0.70, respectively, interpreted as “Strongly Agree.” These findings imply that interactive classroom activities and supportive teaching approaches significantly contributed to students’ enjoyment and engagement in the course. This result supports the findings of Zhao and Sang [6], who emphasized that interaction and emotional experience are among the strongest predictors of student satisfaction and effectiveness in art appreciation courses. Their study highlighted that engaging and participatory teaching methods enhance students’ interest, appreciation, and involvement in artistic learning experiences. Similarly, the statement “Overall, I am satisfied with my learning experience in Art Appreciation” garnered a mean of 4.43 (SD = 0.68), interpreted as “Strongly Agree.” This suggests that students were highly satisfied with the overall delivery and learning experience of the course. The finding aligns with Song et al. [8], who found that satisfaction with art appreciation activities significantly affects students’ interest in art and learning engagement. The authors emphasized that meaningful and enjoyable learning experiences contribute to stronger appreciation and sustained interest in artistic activities.

The indicator “Learning materials and visual presentations helped me understand the lessons better” obtained a mean of 4.28 (SD = 0.78), interpreted as “Strongly Agree.” This indicates that the use of visual materials and instructional resources enhanced students’ comprehension and understanding of art concepts. This supports the study of Liu and Phongsatha [2], which revealed that technology-supported visual learning approaches improve students’ cognitive understanding and aesthetic appreciation. Likewise, Ishiguro, Yokosawa, and Okada [13] noted that exposure to visual and technical elements in art education improves students’ perceptual awareness and appreciation of artistic details.

Meanwhile, the statement “The teaching strategies used in Art Appreciation were engaging and effective” obtained a mean of 4.23 (SD = 0.83), also interpreted as “Strongly Agree.” Although it obtained the lowest mean among the indicators, the result still reflects a highly positive perception of the instructional approaches used in the course. This finding is consistent with Ping and Ladin [10], who emphasized that effective teaching strategies and aesthetic-focused instruction are essential in promoting students’ understanding, confidence, and appreciation of art. Furthermore, Yu et al. [9] highlighted that situational teaching models, interactive methods, and diversified instructional approaches contribute significantly to effective implementation of Art Appreciation courses in higher education.

Overall, the findings indicate that the teaching and learning experiences in Art Appreciation were perceived positively by the respondents. The consistently high ratings suggest that engaging teaching strategies, interactive classroom activities, supportive instructors, and effective visual materials contributed significantly to students’ satisfaction and

understanding of the course. These findings further imply that meaningful instructional practices play a crucial role in strengthening students’ appreciation, participation, and learning experiences in Art Appreciation.

Table 2. Relationship the Perceived Educational Impact of Art Appreciation when Respondents are Grouped According to their Sex

	Preparedness Dimension	Mann-Whitney U Test	p-value	Interpretation
Sex	Cognitive and Academic Development	305.50	0.882	Not Significant
	Cultural Awareness and Appreciation	353.00	0.718	Not Significant
	Personal and Social Development	375.50	0.964	Not Significant
	Teaching and Learning Experience	378.00	1.000	Not Significant

Table 2 presents the relationship between the perceived educational impact of Art Appreciation when respondents are grouped according to sex using the Mann–Whitney U Test. The findings revealed that there were no significant differences in the respondents’ perceptions across all dimensions, namely cognitive and academic development, cultural awareness and appreciation, personal and social development, and teaching and learning experience, as all obtained p-values greater than the 0.05 level of significance. Specifically, cognitive and academic development obtained a p-value of 0.882, cultural awareness and appreciation garnered a p-value of 0.718, personal and social development obtained a p-value of 0.964, while teaching and learning experience yielded a p-value of 1.000. These results indicate that male and female respondents shared relatively similar perceptions regarding the educational impact of Art Appreciation. The findings suggest that the benefits and learning experiences derived from the course were perceived consistently regardless of sex.

The absence of significant differences implies that Art Appreciation effectively promotes cognitive growth, cultural understanding, personal development, and positive learning experiences among students irrespective of gender. This may indicate that the course provides inclusive and balanced learning opportunities that equally engage both male and female students in artistic appreciation and aesthetic learning. The findings contrast with the study of Bolourieh, [15], which reported differences between boys and girls in the appreciation and application of art, particularly in language learning contexts. Their study suggested that gender may influence how learners express and engage with art-based activities. However, the present findings indicate that in the context of college Art Appreciation courses, male and female students demonstrate comparable perceptions regarding the educational impact of the subject. This difference may be attributed to variations in educational level, learning environment, cultural context, and course implementation.

Moreover, the findings support the argument of Law [1] that art appreciation serves as an interdisciplinary and inclusive educational experience that broadens students' perspectives regardless of demographic characteristics. Similarly, Popov, Khon, and Harnisch [3] emphasized that art appreciation contributes to emotional intelligence, values formation, and aesthetic sensitivity, which can be developed among all learners regardless of sex.

Overall, the findings suggest that sex does not significantly influence students' perceptions of the educational impact of Art Appreciation. This indicates that the course provides equitable opportunities for cognitive, cultural, personal, and social development among college students, reinforcing the inclusive nature of art education in higher learning institutions.

QUALITATIVE INSIGHTS ON STUDENTS' LEARNING EXPERIENCES IN ART APPRECIATION

The qualitative responses of the respondents revealed several important themes regarding the educational impact of Art Appreciation among college students. Thematic analysis showed that students viewed the course as an avenue for self-expression, cultural understanding, creativity enhancement, collaboration, and personal growth. At the same time, the respondents also identified challenges encountered during the course and suggested ways to improve the teaching and learning process in Art Appreciation.

Self-Expression and Personal Growth

One of the most dominant themes that emerged from the responses was self-expression and personal growth. Many students shared that activities involving storytelling, personal reflection, artwork creation, and emotional expression significantly impacted them. Several respondents stated that Art Appreciation helped them become more open-minded, expressive, and reflective about their own experiences and emotions. Students also described how activities such as paper crafting, reporting, and sharing personal stories allowed them to express themselves confidently and appreciate the emotional value of art.

These findings support Lilly and Venukapalli [11], who emphasized that art appreciation fosters emotional and cognitive development by encouraging learners to express emotions, ideas, and experiences through artistic engagement. Similarly, Popov, Khon, and Harnisch [3] explained that art appreciation contributes to emotional intelligence and personal values formation by allowing learners to engage deeply with artistic meaning and interpretation.

Cultural Awareness and Appreciation of Diversity

Another major theme identified was cultural awareness and appreciation of diversity. Many respondents explained that the course broadened their understanding of culture, traditions, beliefs, and artistic expressions from different societies. Students mentioned that they learned to respect different perspectives and appreciate the uniqueness of local and global cultures through artworks and classroom discussions. Some respondents specifically highlighted how the course strengthened their appreciation of Filipino culture and heritage.

This finding aligns with Edwita *et al.* [5], who found that cultural enculturation positively influences students' aesthetic awareness and appreciation of cultural diversity. Likewise,

Law [1] emphasized that interdisciplinary art appreciation broadens students' cultural sensitivity and understanding of art within social, historical, and cultural contexts.

Creativity and Critical Thinking Development

The responses also revealed that Art Appreciation enhanced students' creativity and critical thinking. Many respondents expressed that the course encouraged them to think creatively, analyze artworks deeply, and recognize that art carries meanings beyond physical appearance. Students shared that the course changed the way they perceive everyday life by helping them realize that art exists in everything around them. Several respondents also mentioned that they became more capable of interpreting symbolism, artistic elements, and emotional meanings in artworks.

These findings support the study of Liu and Phongsatha [2], which found that art appreciation activities improve students' cognitive abilities, creativity, and aesthetic understanding. Similarly, Caratozzolo, Alvarez, and Hosseini [4] reported that art appreciation promotes innovation, creative thinking, and reflective learning among students.

Collaboration and Social Interaction

Collaboration and social interaction also emerged as significant themes in the qualitative responses. Students frequently mentioned group reporting, brainstorming activities, discussions, and collaborative projects as meaningful learning experiences. Many respondents shared that Art Appreciation improved their ability to communicate ideas, interact with classmates, and understand different viewpoints. Some students also stated that the course helped them overcome shyness and become more confident in expressing their opinions.

These findings support Zhao and Sang [6], who emphasized that interaction and emotional experiences significantly contribute to effective art appreciation learning. Likewise, Ping and Ladin [10] highlighted that meaningful art appreciation activities foster student participation, collaboration, and confidence in learning environments.

Challenges Encountered in the Course

Despite the positive experiences, the respondents also identified several challenges encountered while taking the course. One of the most common difficulties mentioned was understanding deeper meanings, symbolism, and abstract concepts in artworks. Students also reported challenges related to creativity, time management, reporting activities, memorization of art terms, limited resources, and lack of confidence in artistic abilities. Some respondents admitted that balancing creativity with academic requirements was difficult, while others struggled to interpret artworks critically.

These findings are similar to those of Yu *et al.* [9], who identified limited background knowledge, insufficient facilities, and instructional difficulties as common challenges in Art Appreciation courses. Duh, Herzog, and Švec [12] also found that learners tend to experience more difficulty appreciating abstract and unfamiliar artworks compared to realistic and recognizable images.

Suggestions for Improving Art Appreciation Teaching

The respondents provided several suggestions to improve the teaching and learning experience in Art Appreciation. The most common recommendations included incorporating more

interactive activities, hands-on experiences, museum visits, workshops, art-making projects, visual presentations, and real-life examples. Students also suggested the use of more local artworks, creative classroom discussions, and experiential learning opportunities that would make lessons more engaging and relatable.

These suggestions support Song *et al.* [8], who emphasized that experiential and technology-supported art appreciation activities significantly improve student engagement and satisfaction. Similarly, Ping and Ladin [10] highlighted the importance of effective teaching strategies and aesthetic-focused instruction in promoting better understanding and appreciation of art among students.

CONCLUSION

The findings of the study revealed that Art Appreciation has a significant positive educational impact among college students. Quantitative results showed that respondents strongly agreed that the course contributed to their cognitive and academic development, cultural awareness and appreciation, personal and social development, and teaching and learning experiences. Students perceived Art Appreciation as an important educational experience that enhanced creativity, critical thinking, visual analysis, communication confidence, and overall academic enrichment. The course also strengthened students' appreciation of Filipino culture and heritage, respect for diverse artistic expressions, and awareness of the role of art in society.

Moreover, the findings demonstrated that Art Appreciation contributed greatly to students' personal growth and social development. The respondents strongly agreed that the course inspired them to appreciate beauty and creativity in everyday life, improved their confidence in expressing opinions, and promoted collaboration and interaction with classmates. These findings indicate that Art Appreciation extends beyond aesthetic learning by fostering emotional maturity, interpersonal relationships, openness to diverse perspectives, and self-expression among learners.

In terms of teaching and learning experience, the respondents expressed high satisfaction with the instructional approaches, classroom activities, learning materials, and teaching strategies employed in the course. Interactive discussions, creative activities, and supportive teaching practices were perceived as effective in promoting meaningful learning experiences and active participation. The findings suggest that engaging and experiential instructional methods contribute significantly to students' appreciation, motivation, and understanding of Art Appreciation.

The statistical analysis further revealed that there were no significant differences in the respondents' perceptions of the educational impact of Art Appreciation when grouped according to sex. This indicates that the course provides inclusive and equitable learning opportunities for both male and female students. The findings imply that Art Appreciation effectively promotes cognitive, cultural, personal, and social development regardless of gender.

The qualitative findings reinforced the quantitative results by revealing themes related to self-expression, cultural understanding, creativity enhancement, collaboration, and

personal growth. Students described Art Appreciation as a meaningful learning experience that broadened their perspectives, improved their appreciation of culture and society, and strengthened their confidence and creativity. At the same time, students identified challenges such as interpreting abstract artworks, managing creative tasks, and understanding complex artistic concepts. Respondents also emphasized the need for more interactive, hands-on, and experiential learning activities such as workshops, museum visits, visual presentations, and creative projects to further improve the teaching of Art Appreciation.

RECOMMENDATIONS

Based on the findings of the study, it is recommended that Art Appreciation instructors continue utilizing interactive, student-centered, and experiential teaching strategies such as group discussions, reflective activities, creative projects, workshops, visual presentations, and collaborative learning tasks to sustain students' engagement, creativity, and appreciation of art. Since the respondents perceived classroom discussions, interactive activities, and creative participation as highly effective and meaningful, instructors may further strengthen these practices to provide more engaging and enjoyable learning experiences. Integrating hands-on activities, museum visits, art exhibits, and multimedia or digital art experiences may also help students develop deeper understanding and appreciation of artistic concepts and cultural expressions.

Educational institutions and curriculum developers may strengthen the implementation of Art Appreciation courses by providing adequate instructional materials, technological support, visual resources, and learning facilities that can improve students' learning experiences. The inclusion of more local and culturally relevant artworks, examples, and activities may further strengthen students' appreciation of Filipino culture, heritage, and artistic identity while also promoting respect for global artistic diversity. Institutions may likewise support faculty development programs that enhance teachers' competencies in delivering effective and innovative art appreciation instruction.

Students may also be encouraged to actively participate in creative, reflective, and collaborative activities that promote self-expression, critical thinking, cultural awareness, and openness to diverse perspectives. Since some respondents experienced difficulties in understanding deeper meanings, symbolism, and abstract artistic concepts, instructors may provide additional guidance, simplified examples, and practical applications to support students who encounter challenges in interpreting artworks and artistic theories.

Lastly, future researchers may conduct similar studies involving larger samples, different educational levels, or other academic disciplines to further examine the educational impact of Art Appreciation. Additional studies may also explore variables such as creativity, emotional intelligence, academic performance, learning motivation, and aesthetic sensitivity in relation to art appreciation. Further qualitative and mixed-method investigations are likewise recommended to obtain deeper insights into students' experiences, challenges, and perceptions regarding Art Appreciation and other arts-related subjects in higher education.

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