



CROSS INVESTIGATION OF ACADEMIC PERFORMANCE AND CHALLENGES FACED BY CULTURE AND ARTS PERFORMERS

Kristel Joy Alla- Tabao
Cagayan State University, Andrews Campus
allakristeljoy12@gmail.com

Abstract

As a direct result of their exposure, students have a more comprehensive understanding of the ways in which culture and the arts have the potential to revitalize the human spirit, revive hope, and remind us of the beauty that exists in life. The primary purpose of this investigation is to ascertain whether or not there is a considerable connection between the challenges encountered by the respondents along each of the seven qualities and the degree of academic achievement they have attained. According to the findings of the study, there does not appear to be a significant connection between the challenges that the respondents had in their participation in cultural and artistic activities and their level of academic accomplishment. This lends credence to the idea that the academic success of the respondents is unrelated to the social activities in which they engage. Students who took part in extracurricular activities had, on average, superior educational success, better examination outcomes, and a more positive self-concept. They also scored higher on standardized tests. Students frequently improved their abilities in areas such as leadership and cooperation by participating in college club activities, which also reduced the likelihood of students engaging in a variety of problematic behaviors. Students who participated in college club activities improved their abilities in these areas more frequently.

Introduction

Due to the fact that the arts have been forced to contend with a number of hurdles throughout history, the connection between education and the arts has traditionally been a difficult one. Some of these obstacles include the following: competition with other curriculum areas for time and space; the perception that it is less central to educational development; a lack of focus in pre-service teacher education; a lack of confidence on the part of teachers to teach it; the dominance of traditional school subjects as pathways to university; the increasing presence of high-stakes testing; competition with other (Bamford, 2006; O'Toole et al., 2009; Ewing, 2010) curriculum areas for time and space; competition with other (Bamford, 2006

There is a large and significant causal link between learning to play music and developing spatial-temporal reasoning, as the findings of various research have found. This association was found to be significant. The effect was greatly amplified by the acquisition of standard music notation, but

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even without such knowledge, the effect was sizeable. The effect was significantly increased by the acquisition of standard music notation. It has a low cost because it is based on conventional music curricula, it has an influence on a wide number of students, and the result is the same whether it is applied to general populations or populations that are at risk. As a consequence, education ends up having a higher value. Obviously, there is a continued need for us to evaluate the value of improved spatial skills for achievement in academic environments. The enhancement of students' spatial abilities may or may not be beneficial to their learning in specific classes, depending on the strategies that are utilized to teach those classes. Students that have strong spatial ability should have an advantage in courses such as mathematics and geography, both of which can be presented in a spatial fashion to some degree in the classroom setting. For example, some of these subjects could be presented in a spatial format.

There was one sample that was large (written understanding/recall of stories), one sample that was small and could not be generalized to new studies, and the remaining samples were all of a medium size. The majority of the samples had a moderate size (oral understanding/recall of stories, reading readiness, reading achievement, oral language, writing), one sample was large (written understanding/recall of stories), one sample was small and could not be generalized to new studies, and the remaining samples were all of a medium size (vocabulary). Students who read the same materials but did not perform readings were compared to students who read the same materials but did not perform readings in each research. Children's verbal abilities improved not only in relation to the texts that were enacted in the play, but also when those skills were applied to new texts that were not part of the play after the play had been performed. This was done in order to compare the children's progress in relation to the texts that were enacted in the play. Therefore, taking part in drama can assist in the acquisition of linguistic skills that can be used to a variety of different subjects. An effect such as this has a tremendous value for education due to the fact that linguistic skill is highly appreciated, the addition of such drama tactics requires absolutely no additional time or financial investment, and a high percentage of students are influenced by such modifications in curricular practices.

The arts have the potential to have a significant and long-lasting impact on the student's worldview in ways that are at once singular to the individual and universal to all people everywhere. Through the study of dance, music, theater, and the visual arts, students are provided with the chance to gain knowledge not only about their own culture but also about the cultures and traditions of other groups of people. Children are not only made more aware of diverse cultures around the world thanks to the arts; in addition, they are specifically prepared to deal with the challenges that the world throws at them. Students who put their imaginations to work during this process develop the creative muscle necessary to face challenges and opportunities with the same zeal and ingenuity that they bring to the production and display of their own works of art. This is because students develop the creative muscle necessary to face challenges and opportunities with the same zeal and ingenuity that they bring to the production and display of their own works of art. People acquire the ability to comprehend and convey non-literal messages, which is a crucial skill in an era in which the flood of information is becoming more visually expressive and less verbally sequential as a result of their learning about the works of others. Students have a more thorough awareness of how the arts may invigorate the human spirit, restore hope, and recall the beauty that exists in life as a result of their exposure. For students who are getting ready to face the sometimes daunting

challenges that lie ahead, art may be a source of creativity, comprehension, and relaxation. Art can help students prepare for the challenges that lie ahead.

Statement of the Problem

Is there a difference on the academic performance of the respondents when they are grouped according to the profile variables?

Hypothesis

H₀₁: There is a significant relationship between the academic performance and the challenges encountered by the respondents.

H₀₂: There is a significant difference on the academic performance of the respondents when they are grouped according to the profile variables.

Research Method

The purpose of this study project was to investigate the academic performance and challenges that undergraduate student performers at Cagayan State University confront in order to better understand their experiences. This provides evidence that a quantitative strategy for the design of the research that was applied in the process of carrying out this inquiry. In order to determine whether or not dependent variables concerning factors personal profile were significant factors influencing the academic performance of students, quantitative research was used to gather information dealing with the statistical information. This information was gathered in order to determine whether or not the research was conducted. It is possible to assess whether or not the dependent variables were major factors by employing these methods. Statistics, tables, and graphs are regularly used in order to portray the findings that were obtained through the application of these approaches. Quantitative study is one that can be assessed and quantified as a result of this.

The research was only conducted at Cagayan State University's Carig and Andrews Campuses. Both of these campuses are located in Cagayan, Philippines. Even though the administration of the questionnaires was carried out online through the utilization of google forms, the majority of the coordination for this study was carried out on the campuses stated above. This was done in order to ensure the most accurate results.

The researcher made an effort to get the executive officers of the school to get permission to administer the study instrument by seeking endorsement from the President of the University. When permission was granted, the researcher collaborated with the sociocultural organizers to reach out to the performers in order to collect information on them. This was done in order to learn more about the performers.

Because of the outbreak, the researcher was unable to personally conduct the questionnaire; instead, Google Forms was utilized to distribute the questionnaire and gather replies to it. It was requested of the respondents inside the survey itself that they take part in the inquiry while also offering their informed consent. The participants were provided with information regarding the objectives of the study as well as the confidentiality of the findings, which are to be utilized solely for the purpose of this research and will not be disclosed to any other individuals or organizations. Nevertheless, the researcher is aware that the participants have the option of withdrawing from the



study if they do not feel comfortable answering the instrument for reasons that are either personal to them or that they have not given to the researcher.

Prior to carrying out the formal analysis, as part of the methodology for data analysis, the normality and linearity of the data were evaluated using both parametric and non-parametric tests. This was done before the formal analysis was carried out. This was accomplished before the formal analysis was performed. The mean as well as a percentage breakdown of each response was used to characterize the profile of the people who filled out the survey. The significance of the gap that existed between the level of performance and the importance of the received support indicators was investigated by using a paired T-test in addition to an Analysis of Variance (ANOVA) for the profile variables. Both of these statistical methods were applied to the data.

Discussion of Results and Findings

Relationship of Academic Performance to the Challenges Encountered

The primary objective of this research is to determine whether or not there is a substantial connection between the difficulties experienced by the respondents along each of the seven characteristics and the level of academic success they have achieved. To review, the following graph presents a comparison of the respondents' total scores for each of the seven dimensions that represent the challenges they have faced. It is clear from looking at Figure 1 that the dimension of financial support received the lowest rating (2.85), while the dimension of coaching and training received the greatest rating (3.61). It seems to imply that the respondents feel they have more of a difficulty in relation to the financial help that is given to them, whereas they have a positive attitude towards the coaching and training that is offered to them.

Sacolles (2020), the author of a work that is very similar to this one but is focused on athletes, discovered a pattern that is very similar to this one. The degree of performance of the school district she evaluated in terms of the financial support offered to athletes likewise obtained the lowest grade, although the athletes appeared to have no problem at all in terms of coaching and training. The author went on to clarify that the main reason for this result was primarily due to the extremely minimal budget that the division provided to the school system.

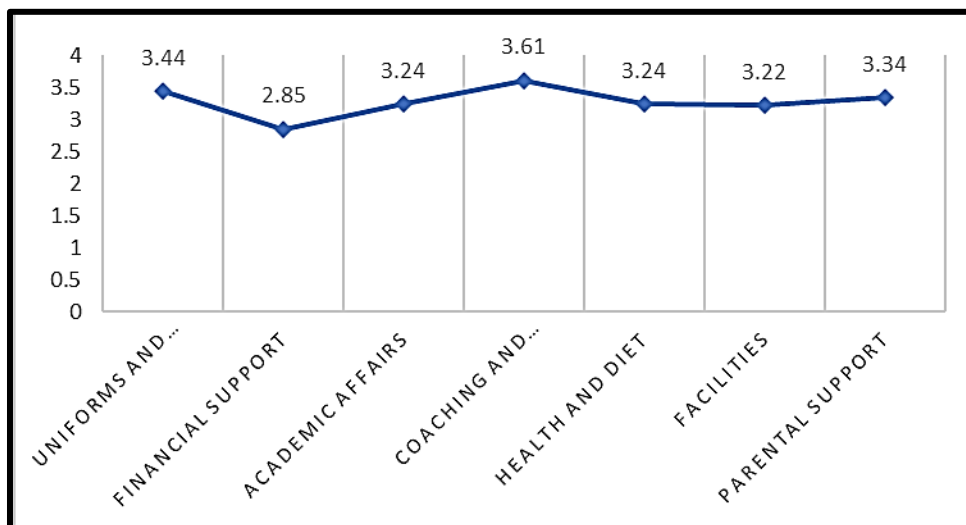


Figure 1. Line graph of the weighted means of the seven dimensions of challenges encountered by the members of the culture and the arts.

In the meantime, the information presented in table 4 demonstrates that there is no meaningful connection between the difficulties along any of the seven dimensions and the academic achievement of the pupils. As can be seen, the correlation coefficient is -0.012 when the dimensions are taken as a whole, and the p-value is higher than the level of significance ($0.888 > 0.05$), which suggests that the null hypothesis is accepted. This is because the p-value is more than the level of significance. As a result, the findings of the study suggest that there is no substantial connection between the difficulties experienced by the respondents in their involvement in cultural and artistic activities and their level of academic achievement. This suggests that the academic achievement of the respondents is independent of the sociocultural activities in which they participate.

The findings of the research conducted by Peria (2012) indicated that school variables had direct impact to the performances of the student, but the problem that they face within is not considered to be a barrier for them to achieve success. This finding is supported by the findings of this research. According to the findings of this research, it is abundantly obvious that a student's personal choice to succeed is not based on the external conditions that they are now confronting but rather is primarily dependent on the student's drive and self-concept.

In the meantime, Higuera-Fresnillo et al. (2016) looked at whether or not there is a connection between dance and the academic achievement of young women. According to the findings of their study, the researchers found that there was no correlation between teen girls' participation in dance and their academic achievement ($p > 0.05$). On the other hand, there are studies that contradict these findings, such as the one that was conducted by Rahman et al (2015). According to the findings of their research, they came to the conclusion that students who participated in extracurricular activities generally benefited from having better examination outcomes, a greater self-concept, higher standardized test scores, and educational achievement. Students frequently improved their abilities in areas such as leadership and cooperation through



participation in college club activities, which also reduced their likelihood of engaging in a variety of problematic behaviors.

Conclusion and Recommendation

For the objectives of monitoring, a system that allows communication to take place between the parents of the performers and the trainers or coaches should be devised. It is important for parents to stay informed about their children's extracurricular activities to complement the information they receive about their children's academic success. Within the academic community, student performers should be accorded the same level of respect. In the classroom, students should avoid discrimination and stereotyping based on their personal characteristics. To be able to acquire more insight into the ways in which religion governs academic performance, it is necessary to undertake additional research studies that focus on the effect that religion has on academic performances.

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Table 4. Relationship between the Challenges encountered by the respondents to Academic Performance.

Independent Variable	Pearson Correlation Coefficient	Sig-value	Decision
Health and Diet	-0.073	0.374	Accept H ₀
Facilities	-0.042	0.607	Accept H ₀
Academic Affairs	-0.037	0.649	Accept H ₀
Financial	0.018	0.826	Accept H ₀
Parental	0.024	0.772	Accept H ₀
Coaching and Training	0.036	0.666	Accept H ₀
Uniforms /Costumes/Instruments	-0.002	0.981	Accept H ₀
Overall	-0.012	0.888	Accept H₀

The last problem of this study is on the difference of the academic performance of the respondents when they are grouped according to their profile. Table 5 presents that results of the test of difference using Chi-square cross tabulations. This study hypothesizes that there is no significant difference on the academic performance of the respondents in terms of their profile. Based on the results of the analysis, this hypothesis is accepted but with the exemption of Religion. It is seen in the table, that all p-values except in Religion are greater than 0.05 level of significance. This further suggests that the academic performance grouped in terms of religion are significantly different.

According to the crosstabs, Roman Catholic students excel more in class as this group gain 41 total outstanding students compared to the other religions in the list. Students from Jehovah's Witnesses and Iglesia ni Cristo accumulated the least numbers of excellent students. However, this result can be attributed to the extreme disproportionate representation of these religions in the study causing a sort of bias in judgment. Nevertheless, there are studies that support the



abovementioned findings. Li & Murphy (2018) studied the effects of religious affiliation and religiosity on student performance in marketing classes at a university in the United States. Their sample of 740 students comprises faiths spanning 5 major religions. They found a positive interaction effect on performance for Christianity and religiosity, no interaction effect on performance for the other religions.

Table 5. Difference in the Academic Performance of the Respondents when grouped according to the profile variables.

Independent Variable	Chi-square	Sig-value	Decision
Sex	5.954	0.311	Accept H ₀
Religion	40.924	0.004*	Reject H ₀
Performing Arts Specialization	5.848	0.982	Accept H ₀
Highest Level of Competition	12.313	0.655	Accept H ₀
Age	0.735	0.643	Accept H ₀