

Impact of Arts Education on Psychological wellbeing among Undergraduate Students

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Abstract

This study was intended to investigate the influence of arts education on the psychological well-being of undergraduate students, focusing on potential coping and stress-reducing processes in the arts. It aimed to explore the relationship between students' psychological well-being and the development of creativity, critical thinking, and problem-solving abilities through fine arts education. The population of the study was 172 B.S undergraduate students who are representing the Art Education. The research employed a quantitative approach, the purposive sampling was used to utilize self-administered questionnaires and SPSS-26 for data analysis. Initial findings indicate that participation in fine arts activities positively impacts students' stress levels and contributes to their overall sense of accomplishment. The study also reveal that art education plays a significant role in enhancing problem-solving skills, fostering innovative thinking, and introducing mindfulness practices. The results emphasize the positive correlation between art education and psychological well-being, highlighting the holistic benefits of art education beyond academic or technical skills. These insights have implications for educators and policymakers seeking to promote the holistic development of students through arts education.

Keywords: Art Education, Psychological wellbeing, undergraduate students

Introduction



Impact of Arts Education on Psychological wellbeing among Undergraduate Students

One of the most successful techniques for personal growth is education. In this sense, one of the most crucial pillars of advanced civilizations' educational systems is art. The appreciation of art is essential to the human condition. As a crucial component of the fields of science and technology, art is the only way of producing individuals who can recognize representativeness, think critically, ask questions, challenge established norms, develop new patterns aimed at progress, and make a major contribution to the improvement of humanities.¹ Though many universal qualities are essential to art, the arts have always been challenging to conceptually describe. These include the physical or visual work of art being valued for its own sake instead of only serving a utilitarian purpose, providing creative experiences to both the creator and the viewer, and evoking or containing strong emotions. Moreover, the creation of art is characterized by the need for originality, inventiveness, or distinctiveness; specialized knowledge and abilities; and conformity to formal, compositional, or expressive guidelines.² The performing arts, which include script, interpretation, and grace with your presence fictional holidays; the visual arts, design, and craft, which include crafts, image, taking photographs, sculpture, and film; and culture, which include visiting galleries, walkways, art presentations, concerts, theaters, and public events, have been categorized into five broad categories in terms of health research. Because they incorporate several elements that are all recognized to promote well-being, arts-based treatments are complex or multifunctional.³

According to Mercin and Alaku (2007)⁴, there is an opportunity for art to be the primary source of sensitivity that impacts human development. Students of any generation can benefit greatly from a fine arts education, for example. Creative, inventive, and original thinking is fostered in students via their investigation of the fine arts and all of its types, including dance, music, playhouses, and graphic arts. The basic objective of the study is to examine how art education impacts the psychological well-being of higher education students and how it affects their psychological well-being. Art is one of the best channels in education for communicating human principles, culture, identity, lifestyles, emotions, and social experiences.⁵ Over time, art has been transmitted from one person to the next and enhanced by individuals and

subsequently by civilization to raise, develop, lead, and prepare generations of healthy individuals and their communities, education is therefore the most effective method. However, there is an intimate connection between this expectation and the standard of education that is planned and carried out. Culture and the arts must be taught to people as well as to society. Also taught and educated in general education institutions include several creative arts disciplines, including painting, sculpture, architecture, visual communication, photography, the movie industry, music, dance, theater, and writing. Young people deal with a range of challenges during their time in college, such as peer pressure, parental conflicts, and academic, emotional, and financial difficulties. The psychological well-being of an individual is affected by these issues; hence fine arts education plays a crucial role in addressing them. Additionally, a person's capacity for acquiring arts-related knowledge and the importance of creativity are significant variables. Thus, the purpose of this study on university students is to investigate the impact of psychological well-being of arts education.

Objectives of the study

1. Examine how undergraduate psychological well-being is impacted by arts education.
2. Identify potential coping and stress-reducing processes placed in the arts.
3. Examine how the development of creativity and critical thinking in fine arts education relates to the mental well-being of students,
4. Examine the relationship between the problem-solving abilities of learners and their emotional well-being.

Significance of the study

This study is significant because it has the potential to advance our knowledge of the effects of arts education on the psychological well-being of undergraduate students. By identifying potential coping and stress-reducing processes in the arts, the study may offer insights into the role of creative expression in promoting mental health. Additionally, by investigating the relationship between psychological well-being and the development of creativity, critical thinking, and problem-solving abilities in fine arts education, the study may provide valuable information for educators and

policymakers seeking to enhance the holistic development of students through arts education.

2. literature review

Art Education

Art has always been a vital part of the social and cultural context in which it develops and a vital tool for transcending boundaries. Through art, people can find togetherness and solidarity as well as, in either a direct or indirect manner, raise curiosity about the problems facing society. The religious, political, economic, and technological facets of culture can all be understood via art.⁶ Art education includes both educational programs and after-school artistic instruction and includes a component of general education. In a broad sense, it encompasses all fine arts education provided in educational institutions as well as outside of them. It refers to the subject-related courses offered in schools (painting, three-dimensional work, graphics, music, designing, and art education).⁷ The art education process requires carefully thought-out programs and activities to be carried out following its goals. When art comes into a person's artistic life, it gives him a tidy existence and helps him become more joyful and unrestrained.⁸ Education in the field of art influences all areas of development. According to the stage of their development, children develop the ability to communicate their ideas and transform the things they acquire into creative forms. Numerous artistic disciplines, including painting, music, dance, and theater, provide a wealth of options for kids of all ages. Through art, kids may express themselves and learn how to communicate and solve problems. Children who participate in a wide range of artistic endeavors grow in social skills, self-respect, and self-esteem.⁹

2.1 Psychological well-being

The definition of psychological well-being is a condition of affluence, happiness, and health. It means functioning successfully in our day-to-day lives and feeling good about ourselves.¹⁰ Psychological well-being is linked to factors including both positive and negative affect, contentment with life, creative thinking, prosocial conduct, and good physical wellness. For example, increased psychological well-being has been associated with several advantages

for both mental and physical health, such as improved sleep, lowered blood pressure, a more robust system of immunity, and even longer life.¹¹

According to Snyder and Lopez (2007)¹², the idea of well-being passes behaviors connected to one's health as well as exclusive, social, emotional, psychological, and spiritual aspects. Furthermore, according to Snyder and Lopez (2007)¹³ it is predicated on two primary forms of well-being, universal (psychological and social) and hedonism (subjective and emotional). Hedonistic well-being, which is primarily concerned with people's feelings and their contentment in life, is also known as subjective well-being. It consists of two parts: the mental (thinking) element (happiness with life) and the emotional. The psychological and social aspects of human functioning that demonstrate and support individuals in achieving significant life objectives are the main focus of well-being. Most commonly, this is referred to as "psychological well-being".¹⁴ The delight that comes from perceiving beautiful things is part of the aesthetic experience. This enjoyment stems from the inherent characteristics of the beautiful items themselves, not from the useful aspects of the products. Attractive human items, including poems, sculptures, music, and visual arts, as well as beautiful natural phenomena, such as sunsets and mountain vistas, can elicit aesthetic feelings.¹⁵ According to recent studies, the arts may improve psychological health and wellness and help many people, including youth, the elderly, and those who are vulnerable, as a therapeutic tool.¹⁶ The magnificent fine art serves as the standard for higher education. Students are taught and developed in the following areas: creativity, morality, ethics, emotions, thinking, hands-on skills, and aesthetics. This is also the object of why technical knowledge the and development of skills in the fine arts ought to be prioritized and taken seriously in higher education institutions' fine arts curricula to enhance students' creative and cultural accomplishments, as well as their creative thinking and practice. With this strategy, academic institutions may help students develop their morals and personality in addition to their knowledge, physical, imaginative, and professional development.¹⁷

Role of Creativity in the Arts Education

In their 2002 publication, Goldenberg and Mazursky define creative thought as "a process that may be channeled, diagnosed, and reconstructed using

analytical procedures." Sternberg and Lubart (1999)¹⁸ defined creativity as "the development of novel, i.e., original and surprising; appropriate, i.e., valuable things." To improve the quality, they receive in their undergraduate education, students must study and work on creative projects. While creativity and inventiveness are the greatest human resources the importance of creativity in learning and success is acknowledged in the higher education sector. Among undergraduate students, creativity acts as an intermediary between psychological well-being and fine arts education. Visual arts activities including painting, sketching, sculpture, designing, and collage are all part of art education, which is at best ancillary and needs to be protected inside the normal set of courses. It is becoming progressively acknowledged that art education promotes students' aesthetic development in addition to their intellectual and creative growth and that the arts play a major role in their academic achievement. As an example, King and Pope identified an association between creativity and several psychological characteristics, including introversion, autonomy, and frankness to new capabilities. Artistic people are also more likely to experience signs and symptoms of anxiety and depression, which results in a poorer level of psychological wellness.¹⁹

2.4 Role of self-efficacy in fine arts education and psychological wellbeing

The idea of self-efficacy was initially incorporated into social cognitive theory by Albert Bandura in 1977. According to Bandura (1977), self-efficacy is the idea that one can carry out the action required to achieve a certain goal, which raises one's level of self-efficacy. In terms of the anticipated influence on the character of an individual, fine arts education is highly advantageous as it allows the learner to acknowledge their potential and cultivate a feeling of self-confidence in relationships and personally. Thus, a fine arts education is crucial to comprehend the art of social rising, application, and intellectual component.²⁰

According to Ermis and Imamoglu (2019), people who think well of their appearance are more successful in their occupations and feel safer in interactions with others, while individuals who think severely of their appearance and feel inadequate are constantly insecure, unsafe, and worthless. Self-efficacy is neither a goal, a control demand, a psychological characteristic, or an anticipation of a certain outcome.²¹ More accurately, it is the ability to

combine one's potential, abilities, and competencies with the desired objectives in certain circumstances. It contributes significantly to several prevalent psychiatric diseases. Depressive symptoms, avoidant behavior, and functional anxiety are all closely linked to low self-efficacy.²² Additionally, psychological well-being is a reflection of an individual's self-referent beliefs and sense of belonging to others that is, growth- and mastery-oriented people. It has to do with positive and psychological functioning both inside and amongst individuals. It presents aspects of emotional life satisfaction assessments. Six different categories make up the multidimensional perspective of psychological well-being: positive relatedness with others, environmental mastery, self-acceptance, personal growth, autonomy, and life purpose.²³ Self-efficacy has been linked to several psychological issues. Individuals who are inclined toward depression feel helpless and unaware. It is commonly known that participating in supplementary performance arts activities helps students' psychological health by strengthening their social skills and establishing a sense of self.²⁴

The study incorporates several theories to underpin its research. These include the Psychological Well-being theory, the Creative Investment theory, and the role of self-efficacy in fine arts education and psychological well-being.

Methodology

This study will utilize a quantitative research design to investigate the impact of arts education on the psychological well-being of undergraduate students. The purposive sampling will be employed to select 180 undergraduate students from Art education who are presently represented in arts education courses. This sampling method will ensure that participants have experience and exposure to arts education, allowing for a focused investigation into the relationship between psychological well-being and arts education. The study will utilize self-administered questionnaires to collect data on students' psychological well-being, creativity, critical thinking, and problem-solving abilities. The questionnaires will include validated scales such as the Ryff Psychological Well-being Scale and the Creative Investment Scale.

Impact of Arts Education on Psychological wellbeing among Undergraduate Students

Quantitative data was analyzed through the SPSS-26 version. The demographic data and creative and psychological well-being scale scores of the participants will be assembled using descriptive statistics. In this research, correlation, are used statistically to investigate the relations between psychological well-being and arts education.

Data Analysis and Discussion

Art Education

Table no 4.I: I feel a sense of accomplishment when I participating in fine arts education.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	13	7.6	7.6	7.6
	slightly disagree	1	.6	.6	8.2
	disagree	12	7.0	7.1	15.3
	agree	72	41.9	42.4	57.6
	slightly agree	72	41.9	42.4	100.0
	Total	170	98.8	100.0	
Missing	System	2	1.2		
Total		172	100.0		

Results

A significant portion, (42.4%), with 72 candidates agree that they feel a sense of accomplishment in fine arts education. (42.4%) of the participants slightly agree (7.1%) of the participant's express disagreement. only (0.6%) of the respondents slightly disagree, (0.6%) of the respondents strongly disagree that they feel a sense of accomplishment when participating in fine arts education.

Table no 4.2: I feel Participating in fine arts activities has a positive impact on my stress levels.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	21	12.2	12.3	12.3

	disagree	12	7.0	7.0	19.3
	agree	74	43.0	43.3	62.6
	slightly agree	64	37.2	37.4	100.0
	Total	171	99.4	100.0	
Missing System		1	.6		
Total		172	100.0		

The majority of respondents (80.7%) believe that participating in fine arts activities has a positive impact on their stress levels, with 4(3.3%) agreeing and (37.4%) slightly agreeing. However, 12.3% express a negative view, including (12.2%) strongly disagreeing and (7.0%) disagreeing.

Table 4.3. I believe that fine arts education contributes to my overall sense of wellbeing.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	16	9.3	9.4	9.4
	disagree	9	5.2	5.3	14.6
	agree	61	35.5	35.7	50.3
	slightly agree	85	49.4	49.7	100.0
	Total	171	99.4	100.0	
Missing System		1	.6		
Total		172	100.0		

The majority of respondents (85.1%) believe that fine arts education contributes positively to their overall sense of wellbeing, with (35.7%) agreeing and 49.7% slightly agreeing. However, (14.6%) express a more negative perspective, including (9.4%) strongly disagreeing and (5.3%) disagreeing.

Table no 4.4: I feel a sense of accomplishment when I successfully express my emotions through art.

	Frequency	Percent	Valid Percent	Cumulative Percent
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Impact of Arts Education on Psychological wellbeing among Undergraduate Students

Valid	strongly disagree	20	11.6	11.7	11.7
	disagree	8	4.7	4.7	16.4
	agree	97	56.4	56.7	73.1
	slightly agree	46	26.7	26.9	100.0
	Total	171	99.4	100.0	
Missing	System	1	.6		
Total		172	100.0		

The majority of respondents (83.6%) express a positive sentiment, feeling a sense of accomplishment when successfully expressing their emotions through art, with (56.7%) agreeing and (26.9%) slightly agreeing. However, (16.4%) hold a more negative view, including (11.7%) strongly disagreeing and (4.7%) disagreeing.

Table no 4.5: I feel proud of my achievements in arts education, and it boosts my confidence.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	18	10.5	10.5	10.5
	disagree	6	3.5	3.5	14.0
	agree	114	66.3	66.7	80.7
	slightly agree	33	19.2	19.3	100.0
	Total	171	99.4	100.0	
Missing	System	1	.6		
Total		172	100.0		

The majority of respondents (86%) show positive sentiments towards their achievements in arts education, with 66.7% strongly agreeing and 19.3% slightly agreeing that it boosts their confidence. However, 14.5% express a more negative perspective, including 10.5% strongly disagreeing and 3.5% disagreeing.

Table no 4.6: I feel a sense of relief when I use art as a form of self-expression during challenging times

		Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	strongly disagree	17	9.9	9.9	9.9
	disagree	9	5.2	5.3	15.2
	agree	84	48.8	49.1	64.3
	slightly agree	61	35.5	35.7	100.0
	Total	171	99.4	100.0	
Missing	System	1	.6		
Total		172	100.0		

The majority of respondents (80.8%) find a sense of relief when using art as a form of self-expression during challenging times, with (49.1%) agreeing and (35.7%) slightly agreeing. However, (15.2%) express a more negative view, including (9.9%) strongly disagreeing and (5.3%) disagreeing.

Table no 4.7: I feel a deep sense of fulfillment when I witness the positive impact of my art on others.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	16	9.3	9.4	9.4
	disagree	7	4.1	4.1	13.5
	agree	87	50.6	50.9	64.3
	slightly agree	61	35.5	35.7	100.0
	Total	171	99.4	100.0	
Missing	System	1	.6		
Total		172	100.0		

A significant majority (86.6%) of respondents feel deep fulfillment witnessing the positive impact of their art on others, with (50.9%) agreeing. However, (13.5%) hold a more negative perspective, including (9.4%) strongly disagreeing.

Table no 4.8: Through art education, I have developed a greater sense of self-awareness and mindfulness, contributing to my overall emotional well-being.

		Frequency	Percent	Valid Percent	Cumulative Percent
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Impact of Arts Education on Psychological wellbeing among Undergraduate Students

Valid	strongly disagree	18	10.5	10.5	10.5
	disagree	14	8.1	8.2	18.7
	agree	79	45.9	46.2	64.9
	slightly agree	60	34.9	35.1	100.0
	Total	171	99.4	100.0	
Missing	System	1	.6		
Total		172	100.0		

A majority (81.3%) of respondents believe that art education contributes to their overall emotional well-being, with (46.2%) agreeing and (35.1%) slightly agreeing. However, (18.7%) express a more negative view, including (10.5%) strongly disagreeing and 8.2% disagreeing.

Table no 4.9: I feel more connected to my emotions when I express myself through art.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	18	10.5	10.5	10.5
	disagree	13	7.6	7.6	18.1
	agree	86	50.0	50.3	68.4
	slightly agree	54	31.4	31.6	100.0
	Total	171	99.4	100.0	
Missing	System	1	.6		
Total		172	100.0		

The majority (81.9%) feel more emotionally connected through art, with (50.3%) agreeing. However, (18.1%) express a more negative view, including (10.5%) strongly disagreeing.

Table no 4.10: I feel a boost in confidence and self-assurance through the act of creating art..

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	12	7.0	7.1	7.1

	disagree	11	6.4	6.5	13.5
	agree	85	49.4	50.0	63.5
	slightly agree	62	36.0	36.5	100.0
	Total	170	98.8	100.0	
Missing	System	2	1.2		
Total		172	100.0		

A substantial majority (86.5%) feel a confidence boost through creating art, with (50.0%) agreeing. However, (13.5%) express a more negative view, including (7.1%) strongly disagreeing.

Table no 4.II: I feel a deep connection to the things that matter to me when I express them through art.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	18	10.5	10.5	10.5
	disagree	12	7.0	7.0	17.5
	agree	87	50.6	50.9	68.4
	slightly agree	54	31.4	31.6	100.0
	Total	171	99.4	100.0	
Missing	System	1	.6		
Total		172	100.0		

The majority (82.5%) sense a profound connection to meaningful aspects of their lives through artistic expression, with (50.9%) agreeing. However, (17.5%) hold a more negative view, including (10.5%) strongly disagreeing.

Table no 4.I2: I feel being part of art projects makes me feel connected to my classmates and builds a sense of community.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	14	8.1	8.2	8.2

Impact of Arts Education on Psychological wellbeing among Undergraduate Students

	slightly disagree	I	.6	.6	8.8
	disagree	13	7.6	7.6	16.4
	agree	88	51.2	51.5	67.8
	slightly agree	55	32.0	32.2	100.0
	Total	171	99.4	100.0	
Missing System		I	.6		
Total		172	100.0		

The majority of respondents (83.7%) believe that participating in art projects fosters a sense of connection and community, with (51.5%) agreeing and (32.2%) slightly agreeing. However, (16.4%) express a more negative view, including 8.2% strongly disagreeing and (7.6%) disagreeing.

Table no 4.13: I feel art education provides a platform for students to creatively express themselves, promoting emotional release and self-discovery.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	15	8.7	8.8	8.8
	disagree	7	4.1	4.1	12.9
	agree	93	54.1	54.4	67.3
	slightly agree	56	32.6	32.7	100.0
	Total	171	99.4	100.0	
Missing System		I	.6		
Total		172	100.0		

The majority (86.7%) believes that art education provides a platform for creative expression, fostering emotional release and self-discovery, with (54.4%) agreeing. However, (12.9%) express a more negative view, including 8.8% strongly disagreeing. The majority (86.7%) believes that art education provides a platform for creative expression, fostering emotional release and self-discovery, with (54.4%) agreeing. However, (12.9%) express a more negative view, including (8.8%) strongly disagreeing.

Table no 4.I4: Art activities enhance my ability to concentrate, positively impacting my academic performance.

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	17	9.9	9.9	9.9
	disagree	9	5.2	5.3	15.2
	agree	90	52.3	52.6	67.8
	slightly agree	55	32.0	32.2	100.0
	Total	171	99.4	100.0	
Missing	System	1	.6		
Total		172	100.0		

A significant (84.6%) of respondents believe that engaging in art activities positively influences their academic performance by enhancing concentration, while only (15.2%) express disagreement or strong disagreement with this correlation.

Psychological well-being

Table no 4.I5: I feel creating art gives me a sense of purpose, happiness, and fulfillment in my student life.

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	16	9.3	9.4	9.4
	disagree	11	6.4	6.5	15.9
	agree	91	52.9	53.5	69.4
	slightly agree	52	30.2	30.6	100.0
	Total	170	98.8	100.0	
Missing	System	2	1.2		
Total		172	100.0		

The data reveals that a substantial majority (83.5%) of respondents agree or slightly agree that creating art contributes to a sense of purpose, happiness,

Impact of Arts Education on Psychological wellbeing among Undergraduate Students

and fulfillment in their student life. Only a small percentage (15.9%) express disagreement or strong disagreement with this idea.

Table no 4.16: I feel art education create Balance with academic and personal life that is essential for students' overall wellbeing.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	16	9.3	9.4	9.4
	disagree	11	6.4	6.5	15.9
	agree	63	36.6	37.1	52.9
	slightly agree	80	46.5	47.1	100.0
	Total	170	98.8	100.0	
Missing	System	2	1.2		
Total		172	100.0		

A significant (83.2%) of respondents agree that art education fosters balance between academic and personal life, crucial for overall student well-being. Only (15.9%) express disagreement with this notion.

Table no 4.17: Art education provides a platform for students to creatively express themselves, promoting emotional release and self-discovery.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	15	8.7	8.8	8.8
	disagree	9	5.2	5.3	14.1
	agree	75	43.6	44.1	58.2
	slightly agree	71	41.3	41.8	100.0
	Total	170	98.8	100.0	
Missing	System	2	1.2		
Total		172	100.0		

A substantial (86.1%) of respondents acknowledge that art education provides a platform for creative self-expression, fostering emotional release and self-discovery. A minority (14.1%) expresses disagreement with this notion.

Table no 4.I8: Art education enhances students' problem-solving skills, encouraging innovative thinking and adaptability.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	14	8.1	8.2	8.2
	disagree	15	8.7	8.8	17.0
	agree	70	40.7	40.9	57.9
	slightly agree	72	41.9	42.1	100.0
	Total	171	99.4	100.0	
Missing System		1	.6		
Total		172	100.0		

A majority (83.0%) of respondents believe that art education enhances students' problem-solving skills, fostering innovative thinking and adaptability, with (57.9%) agreeing and (25.1%) expressing disagreement or strong disagreement with this perspective.

Table no 4.I8: Art education introduces mindfulness practices, promoting present-moment awareness and reducing anxiety.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	15	8.7	8.8	8.8
	disagree	15	8.7	8.8	17.5
	agree	74	43.0	43.3	60.8
	slightly agree	67	39.0	39.2	100.0
	Total	171	99.4	100.0	
Missing System		1	.6		

Impact of Arts Education on Psychological wellbeing among Undergraduate Students

Total	172	100.0		
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A significant (82.5%) of respondents believe that art education introduces mindfulness practices, fostering present-moment awareness and reducing anxiety. While (60.8%) agree, (17.5%) express disagreement or strong disagreement with the notion.

Tabled no 4.20: I feel a sense of satisfaction when I participating in fine arts education

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	stronly disagree	12	7.0	7.0	7.0
	disagree	7	4.1	4.1	11.1
	agree	92	53.5	53.8	64.9
	slightly agree	60	34.9	35.1	100.0
	Total	171	99.4	100.0	
Missing System		1	.6		
Total		172	100.0		

The data indicates that a substantial majority (89.0%) of respondents experience a sense of satisfaction when participating in fine arts education, with 6(4.9%) expressing agreement and only (11.1%) indicating disagreement or strong disagreement with this sentiment.

Table no 4.21:

Correlations

		art education	psychological_ wellbeing
art education	Pearson Correlation	I	.904**
	Sig. (2-tailed)		.000
	N	168	166
psychological_wellbeing	Pearson Correlation	.904**	I
	Sig. (2-tailed)	.000	

N	I66	I69
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**. Correlation is significant at the 0.01 level (2-tailed).

The correlation table indicates a strong and positive relationship between "art education" and "psychological wellbeing." The Pearson correlation coefficient of .904 suggests a highly significant positive correlation. As the correlation is significant at the 0.01 level (two-tailed), it means that the association between engagement in art education and psychological well-being is highly reliable. In simpler terms, individuals who participate more in art education are likely to experience higher levels of psychological well-being, and this relationship is statistically significant.

Discussion

The findings of this study highlight the significant impact of arts education on the psychological well-being of undergraduate students. The majority of respondents expressed a positive correlation between participating in fine arts activities and their overall sense of well-being. This aligns with existing literature that suggests engagement in the arts can contribute to stress reduction and a sense of accomplishment. Moreover, the belief that art education helps in developing self-awareness, emotional connection, and confidence underscores the holistic benefits of arts education beyond just academic or technical skills. The data also indicates that art education plays a crucial role in enhancing problem-solving skills, fostering innovative thinking, and introducing mindfulness practices. These findings are particularly noteworthy as they emphasize the broader cognitive and emotional benefits of arts education, which extend beyond the development of artistic abilities. The positive correlation between art education and psychological well-being further underscores the importance of integrating arts into the academic curriculum to support students' overall mental health and cognitive development. These results have implications for educators and policymakers, as they provide valuable insights into the potential of arts education to contribute to the holistic development of students. By recognizing the positive impact of arts education on psychological well-being, educators and policymakers can prioritize and advocate for the inclusion of arts in the

curriculum as a means to support students' overall well-being and cognitive growth.

However, it is important to note that while the initial results are promising, further research is needed to explore the specific mechanisms through which arts education influences psychological well-being. Additionally, longitudinal studies could provide deeper insights into the long-term effects of arts education on students' well-being and cognitive abilities. Overall, this study underscores the importance of arts education in promoting the psychological well-being and holistic development of undergraduate students.

Conclusion

The findings of this study underscore the significant impact of arts education on the psychological well-being of undergraduate students. The data reveals that engagement in fine arts activities positively influences students' stress levels, sense of accomplishment, and overall well-being. Moreover, art education is perceived as instrumental in developing self-awareness, emotional connection, confidence, problem-solving skills, innovative thinking, and mindfulness practices. The strong and positive correlation between art education and psychological well-being emphasizes the holistic benefits of arts education beyond academic or technical skills. These results have important implications for educators and policymakers, highlighting the need to prioritize and advocate for the inclusion of arts in the curriculum to support students' overall well-being and cognitive development. Further research is warranted to explore the specific mechanisms through which arts education influences psychological well-being and to assess the long-term effects on students' well-being and cognitive abilities.

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