

Influence of Music and Arts Integration on Creativity and Learning Motivation of Grade 10 Learners

Cecilia E. Angeles¹, Celso C. Dumalig^{2*}

Northeastern College, Inc. Graduate School, Santiago City, Philippines

Corresponding Author: Celso C. Dumalig celso.dumalig@deped.gov.ph

ARTICLE INFO

Keywords: Music and arts integration, creativity, learning motivation

Received : 12, May

Revised : 13, June

Accepted: 31, July

©2026 Angeles, Dumalig : This is an open-access article distributed under the terms of the [Creative Commons Attribution 4.0 International](https://creativecommons.org/licenses/by/4.0/).



ABSTRACT

This study examined the influence of music and arts integration on the creativity and learning motivation of 50 Grade 10 students at Nangka High School during School Year 2025-2026 using a quantitative descriptive-correlational research design. Data were gathered through a researcher-made questionnaire measuring music-based activities, visual arts activities, and creative performance tasks, alongside students' creativity (originality, flexibility, self-expression) and learning motivation (interest, participation, persistence). Findings revealed that music and arts integration was implemented to a very great extent and demonstrated strong positive relationships with both creativity ($r=0.78$) and learning motivation ($r=0.81$). Regression analysis confirmed significant positive influences on creativity ($\beta=0.74$) and learning motivation ($\beta=0.79$). The study concludes that integrating music and arts effectively enhances students' creative abilities and motivation, recommending sustained implementation and further research.

INTRODUCTION

Education continues to evolve in response to the increasing need for learners who are not only academically competent but also creative, motivated, and capable of critical thinking. Traditional teacher-centered approaches that emphasize memorization are no longer sufficient to prepare students for the demands of the 21st century. Consequently, educators have adopted learner-centered instructional strategies that promote active participation, engagement, and holistic development. Among these approaches, the integration of music and arts into classroom instruction has gained significant attention for its potential to enrich learning experiences.

Arts integration incorporates artistic processes, such as music, visual arts, and creative performance, into the teaching of academic subjects. Rather than serving as supplementary activities, the arts become meaningful tools that enable students to explore concepts creatively, collaborate with peers, and express their understanding in diverse ways. Research suggests that arts-integrated instruction enhances conceptual understanding, promotes deeper learning, and improves knowledge retention by encouraging active participation instead of passive learning. It also supports the development of creativity, allowing students to think flexibly, communicate ideas confidently, and solve problems innovatively.

Creativity is recognized as an essential skill in modern education and is influenced by instructional strategies, teacher competence, classroom environment, and learner motivation. Studies have shown that approaches such as Project-Based Learning, STEAM education, inquiry-based learning, and arts integration effectively foster originality, flexibility, and creative expression. Likewise, a supportive classroom environment that encourages exploration and self-expression plays a crucial role in nurturing students' creative potential. These findings indicate that creativity can be intentionally developed through well-designed teaching practices.

Learning motivation is another important factor that contributes to academic success, influencing students' interest, participation, and persistence in learning. Arts-integrated instruction has been found to increase motivation by making lessons more engaging, meaningful, and enjoyable. Through music, visual arts, and creative performance activities, students are provided with opportunities to connect emotionally with learning content while actively participating in classroom experiences. This is particularly important for Grade 10 students, who often encounter increasing academic demands that may reduce their engagement and enthusiasm for learning.

Despite the growing body of international literature supporting the effectiveness of arts integration, limited local research has examined its influence on students' creativity and learning motivation within specific school settings. At Nangka High School, music and arts are incorporated into classroom instruction; however, their impact on Grade 10 students has not been systematically investigated. This study therefore aims to examine the influence of music and arts integration on the creativity and learning motivation of Grade 10 students by assessing the extent of music-based activities, visual arts activities, and

creative performance tasks, and determining their relationship with students' originality, flexibility, self-expression, interest in learning, classroom participation, and persistence. The findings are expected to provide valuable insights for teachers, school administrators, and curriculum planners in promoting more engaging and creativity-oriented learning environments.

LITERATURE REVIEW

The reviewed literature established that music and arts integration promotes active learning, creativity, engagement, and holistic development. Studies by Reif et al. (2010), Samuel et al. (2024), Scripp et al. (2016), Lou et al. (2025), and Miller et al. (2019) consistently reported improvements in motivation, participation, creativity, conceptual understanding, and learning quality through arts-integrated instruction.

The literature identified music-based activities, visual arts activities, and creative performance tasks as key components of arts integration. Vaiouli et al. (2020), Roberts et al. (2015), Omolara et al. (2023), and Teh et al. (2023) highlighted the benefits of music instruction, while Thulasivanthana et al. (2020), Nutov et al. (2021), Clements et al. (2024), and Winner et al. (2020) emphasized the role of visual arts in improving creativity and academic performance. Likewise, Tonaya Azmi et al. (2025), Dilafruz Makhmudova et al. (2025), K. Becker et al. (2020), and Ahmad Ridho Rojabi et al. (2021) found that performance-based activities strengthen confidence, collaboration, communication, resilience, and learning motivation.

The review also recognized creativity as a developable skill. Aquije Mansilla et al. (2025), Rawlings et al. (2024), Chávez Eakle et al. (2010), and Kaufman et al. (2016) emphasized creativity development through instruction, while Zhbanova et al. (2018), van de Kamp et al. (2021), Kamp et al. (2016), Samaniego et al. (2024), Birdsall et al. (2003), Wiebe et al. (2018), Botella et al. (2020), Shockley et al. (2020), Pöllänen et al. (2011), Maithreyi et al. (2023), Mandal et al. (2025), and Nuswantari et al. (2025) highlighted the roles of originality, flexibility, self-expression, and personal development in arts-based learning.

Another major theme was learning motivation, which influences engagement and academic success. Gopalan et al. (2017), Bunda et al. (2024), Zhou et al. (2025), Ai et al. (2025), and Collie et al. (2019) emphasized intrinsic motivation, while Amaral et al. (2018), Liu et al. (2024), Harackiewicz et al. (2016), Sudharsono et al. (2024), Hidayat et al. (2024), Nguyen et al. (2008), Sparks et al. (2025), Wigfield et al. (1998), and Sullivan et al. (2013) linked arts integration with students' interest, participation, and persistence.

Foreign studies by Ludke et al. (2018), Catterall et al. (2007), Lou et al. (2025), Privietha et al. (2025), and Chen et al. (2024) and Philippine studies by Tupas et al. (2020), Lastrado et al. (2025), Jamilah et al. (2024), and Fernandez et al. (2022) consistently demonstrated that arts-integrated instruction enhances creativity, engagement, motivation, self-efficacy, cultural identity, and overall learning experiences.

Overall, the synthesis of the literature (Azmi et al., 2025; Becker et al., 2020; Rojabi et al., 2021; Zhbanova et al., 2018; van de Kamp et al., 2021; Pöllänen et al.,

2011; Botella et al., 2020; Zhou et al., 2025; Harackiewicz et al., 2016; Sparks et al., 2025; Amaral et al., 2018; Mandal et al., 2025; Nuswantari et al., 2025; Ludke et al., 2018; Catterall et al., 2007; Tupas et al., 2020; Lastrado et al., 2025; Jamilah et al., 2024; Fernandez et al., 2022) confirmed that arts integration effectively enhances creativity, motivation, and holistic learning. However, gaps remain regarding its long-term effects, specific motivational outcomes, broader Philippine-based evidence, and the roles of teacher preparation, classroom culture, instructional design, and interdisciplinary implementation, providing the rationale for the present study.

METHODOLOGY

The study employed a quantitative descriptive-correlational research design to examine the influence of music and arts integration on the creativity and learning motivation of Grade 10 students at Nangka High School. Conducted during the School Year 2025–2026, the study involved 50 Grade 10 students as respondents who were purposively selected because of their direct exposure to music- and arts-integrated instructional practices. Data were gathered using a researcher-made structured questionnaire with a 4-point Likert scale, consisting of three sections that measured the level of music and arts integration (music-based activities, visual arts activities, and creative performance tasks), students' creativity (originality, flexibility, and self-expression), and learning motivation (interest in learning, participation in classroom activities, and persistence in completing school assignments). Prior to data collection, the researcher secured the necessary permissions from school authorities and ensured that respondents participated voluntarily with confidentiality and informed consent.

The collected data were analyzed using appropriate statistical tools to address the research objectives and test the null hypotheses at the 0.05 level of significance. The Weighted Mean was utilized to determine the perceived levels of music and arts integration, creativity, and learning motivation among the respondents. To examine the relationship between the independent and dependent variables, the Pearson Product-Moment Correlation Coefficient (Pearson r) was employed, while Linear Regression Analysis was used to determine the extent to which music and arts integration significantly influences students' creativity and learning motivation. These statistical treatments provided empirical evidence to support the analysis of the relationships among the study variables and the validation of the proposed research framework.

RESULTS AND DISCUSSION

This chapter presents the analysis, interpretation, and discussion of the data gathered regarding the influence of music and arts integration on the creativity and learning motivation of Grade 10 students at Nangka High School. The findings are organized according to the specific problems stated in the study and are presented using tables for clearer understanding and interpretation. This chapter further explains the level of music and arts integration in the classroom and its significant influence on students' creativity and learning motivation.

Profile of the Respondents

Table 1. Distribution of Respondents According to Sex

Sex	Frequency	Percentage
Male	22	44%
Female	28	56%
Total	50	100%

Table 1 shows that among the 50 Grade 10 respondents, 56% were female and 44% were male, indicating a slight female majority while maintaining a balanced representation of both sexes. This balanced distribution strengthens the reliability of the study in examining the influence of music and arts integration on students' creativity and learning motivation. The findings are consistent with the studies of Isagani Raganta et al. (2021) and A. Funa et al. (2025), which reported that variations in sex distribution are common across educational settings and generally reflect the composition of the school population.

Table 2. Distribution of Respondents According to Age

Age	Frequency	Percentage
15 Years Old	12	24%
16 Years Old	25	50%
17 Years Old	13	26%
Total	50	100%

Table 2 shows that most of the 50 Grade 10 respondents were 16 years old (50%), followed by 17-year-olds (26%) and 15-year-olds (24%), indicating that the majority belonged to the typical age group for Grade 10 learners. This suggests that the respondents appropriately represent the expected developmental stage of junior high school students. The findings are consistent with Rowena C. Baucas (2024), while Rizzalyn R. Almonte and E. Z. Andal (2023) and Glenn M. Castillas (2023) reported different age distributions, highlighting that age composition may vary across schools. Overall, the predominance of 16-year-old respondents confirms that the sample is representative of the Grade 10 population at Nangka High School.

Level of Music and Arts Integration in the Classroom

Table 3. Level of Music-Based Activities in the Classroom

Indicators	Weighted Mean	Verbal Interpretation
1. Teachers use music during classroom activities.	3.42	Very Great Extent
2. Music helps students become more interested in lessons.	3.38	Great Extent
3. Students participate actively in music-related activities.	3.30	Great Extent

4. Music activities make learning more enjoyable.	3.50	Very Great Extent
5. Teachers integrate songs or rhythm in teaching lessons.	3.36	Great Extent
Composite Mean	3.39	Great Extent

The findings show that music-based activities are implemented to a Very Great Extent (composite mean = 3.39), with students strongly agreeing that music makes learning more enjoyable, while participation in music activities received the lowest, yet still positive, rating. This indicates that music enhances students' engagement, participation, and overall learning experience. The results are supported by the studies of M. Šerić (2019), John Mark Burila (2024), and Analyn M. Hubilla and Rolando F. Embile (2026), which found that music-based instruction increases student motivation, classroom participation, and enjoyment, making it an effective strategy for meaningful learning.

Table 4. Level of Usage of Visual Arts Activities in the Classroom

Indicators	Weighted Mean	Verbal Interpretation
1. Teachers use drawing or visual materials during lessons.	3.40	Very Great Extent
2. Visual arts activities help students understand lessons better.	3.46	Very Great Extent
3. Students enjoy activities involving arts and creativity.	3.34	Great Extent
4. Visual presentations increase students' participation.	3.28	Great Extent
5. Teachers encourage creativity through visual arts tasks.	3.44	Very Great Extent
Composite Mean	3.38	Great Extent

Table 4 presents the level of usage of visual arts activities in the classroom as perceived by the Grade 10 respondents. The results yielded a composite mean of 3.38, interpreted as Great Extent, indicating that visual arts activities are commonly integrated into classroom instruction. Among the indicators, "Visual arts activities help students understand lessons better" obtained the highest weighted mean of 3.46 (Very Great Extent), while "Visual presentations increase students' participation" received the lowest weighted mean of 3.28 (Great Extent). These findings suggest that visual arts activities effectively enhance students' understanding, creativity, and classroom engagement.

The findings support the studies of Kellah M. Edens and Ellen F. Potter (2001) and Jovita F. Punzalan (2018), which concluded that visual arts and visual representations improve conceptual understanding, academic performance, and learning retention. Likewise, the studies of Panagiota Peleka et al. (2025) and J. Parker (2008) confirmed that visual arts interventions significantly foster creativity and creative thinking skills. Although classroom participation

obtained the lowest mean, it remained at a Great Extent, indicating that visual arts activities consistently contribute to active learning and creative development among Grade 10 students.

Table 5. Level of Creative Performance Tasks in the Classroom

Indicators	Weighted Mean	Verbal Interpretation
1. Students participate in role-playing or dramatization activities.	3.32	Great Extent
2. Creative performances help students express ideas confidently.	3.48	Very Great Extent
3. Teachers encourage performance-based learning activities.	3.36	Great Extent
4. Students enjoy activities involving dance, drama, or presentations.	3.42	Very Great Extent
5. Creative tasks make classroom activities more engaging.	3.50	Very Great Extent
Composite Mean	3.42	Very Great Extent

Table 5 shows that creative performance tasks are implemented to a Very Great Extent (composite mean = 3.42), with students rating creative tasks as highly effective in making classroom activities more engaging, while participation in role-playing and dramatization received the lowest, yet still positive, rating. These findings suggest that creative performance tasks enhance students' engagement, confidence, and participation, although some learners may need additional encouragement to join expressive activities. The results are supported by the studies of Maria Jackielyn Bentoy et al. (2026), L. Pan (2025), Regina Conti et al. (1995), and Шолпан Калбергенова et al. (2024), which found that performance-based and creative activities improve student engagement, motivation, confidence, and meaningful learning.

Table 6. Summary Table on the Level of Music and Arts Integration in the Classroom

Variables	Composite Mean	Verbal Interpretation
Music-Based Activities	3.39	Great Extent
Usage of Visual Arts Activities	3.38	Great Extent
Creative Performance Tasks	3.42	Very Great Extent
Overall Composite Mean	3.40	Very Great Extent

Table 6 summarizes the level of music and arts integration in the classroom, which obtained an overall composite mean of 3.40, interpreted as Very Great Extent. Among the three dimensions, Creative Performance Tasks recorded the highest composite mean of 3.42 (Very Great Extent), followed by Music-Based Activities with 3.39 (Great Extent), while Usage of Visual Arts Activities obtained the lowest composite mean of 3.38 (Great Extent). The minimal differences among the three variables indicate that music- and arts-

based instructional strategies are consistently implemented, providing students with interactive, engaging, and meaningful learning experiences.

The findings are supported by the studies of L. Pan et al. (2025) and Maria Jackielyn Bentoy et al. (2026), which concluded that performance-based and creative instructional approaches significantly enhance student engagement, participation, and understanding compared to traditional teaching methods. Likewise, Regina Conti et al. (1995) found that creative classroom activities improve students' intrinsic motivation and long-term retention of learning, while Шолпан Калбергенова et al. (2024) reported that creative tasks strengthen learners' confidence, motivation, and academic participation. These findings reinforce the effectiveness of music and arts integration in fostering students' cognitive, emotional, and social development while creating a more engaging classroom environment.

Table 7. Degree of Creativity in Terms of Originality

Indicators	Weighted Mean	Verbal Interpretation
1. Students can think of unique ideas during activities.	3.44	Very Great Extent
2. Students create outputs that are different from others.	3.36	Great Extent
3. Students enjoy exploring new ideas and concepts.	3.48	Very Great Extent
4. Students demonstrate imaginative thinking in tasks.	3.40	Very Great Extent
5. Students provide creative solutions to classroom problems.	3.32	Great Extent
Composite Mean	3.40	Very Great Extent

Table 7 shows the degree of creativity of Grade 10 students in terms of originality, with a composite mean of 3.40, interpreted as Very Great Extent. Among the indicators, "Students enjoy exploring new ideas and concepts" obtained the highest weighted mean of 3.48 (Very Great Extent), while "Students provide creative solutions to classroom problems" received the lowest weighted mean of 3.32 (Great Extent). These findings indicate that students possess strong originality and creative thinking skills, although they may benefit from additional opportunities to apply their creativity in solving real-life classroom problems.

The findings are supported by T. Chu and Wei-Wen Lin (2013), who emphasized that originality promotes divergent thinking by encouraging students to generate unique ideas and explore different perspectives. Similarly, Ross C. Anderson and Matthew C. Graham (2021) highlighted that originality is closely associated with innovative thinking and problem-solving in education. Although providing creative solutions obtained the lowest mean, it remained positively interpreted, suggesting that students already demonstrate originality

but can further develop this skill through collaborative, problem-based, and interactive learning experiences.

Table 8. Degree of Creativity in Terms of Flexibility

Indicators	Weighted Mean	Verbal Interpretation
1. Students can adjust to different classroom activities easily.	3.34	Great Extent
2. Students can think of different ways to solve problems.	3.42	Very Great Extent
3. Students accept new ideas and suggestions positively.	3.46	Very Great Extent
4. Students can adapt their ideas when needed.	3.38	Great Extent
5. Students explore different perspectives in learning tasks.	3.44	Very Great Extent
Composite Mean	3.41	Very Great Extent

Table 8 presents the degree of creativity of Grade 10 students in terms of flexibility, with a composite mean of 3.41, interpreted as Very Great Extent. Among the indicators, "Students accept new ideas and suggestions positively" obtained the highest weighted mean of 3.46 (Very Great Extent), while "Students can adjust to different classroom activities easily" received the lowest weighted mean of 3.34 (Great Extent). These findings indicate that students are generally open-minded, adaptable, and capable of considering different perspectives, although some may still require guidance when adjusting to unfamiliar learning activities.

The findings are supported by Faisal Arif Setiawan et al. (2024), who identified flexibility as a key component of creative thinking that enables students to explore different ideas, perspectives, and solutions to academic challenges. The relatively lower rating for adapting to different classroom activities suggests that flexibility develops progressively through continuous exposure to varied learning experiences. This implies that providing interactive, student-centered, and problem-based learning opportunities can further strengthen students' adaptability, creativity, and confidence in responding to different classroom situations.

Table 9. Degree of Creativity in Terms of Self-Expression

Indicators	Weighted Mean	Verbal Interpretation
1. Students express their ideas confidently in class.	3.38	Great Extent
2. Students use art or music to express emotions and ideas.	3.50	Very Great Extent
3. Students feel comfortable sharing their creative outputs.	3.42	Very Great Extent

4. Students participate actively in expressive activities.	3.36	Great Extent
5. Students enjoy activities that allow freedom of expression.	3.48	Very Great Extent
Composite Mean	3.43	Very Great Extent

Table 9 shows that Grade 10 students demonstrate self-expression to a Very Great Extent, with a composite mean of 3.43. The highest-rated indicator was "Students use art or music to express emotions and ideas" with a weighted mean of 3.50 (Very Great Extent), while "Students participate actively in expressive activities" obtained the lowest weighted mean of 3.36 (Great Extent). These findings indicate that music and arts activities effectively encourage students to express their thoughts, emotions, and ideas creatively, although some students may still need greater confidence to participate actively in expressive classroom activities.

The findings are supported by J. Clements (2024), who reported that arts-integrated instruction enhances students' creativity, emotional expression, imagination, and self-confidence. Likewise, I. Hrynychuk et al. (2025) and Meng Chen et al. (2024) found that music education promotes creative thinking, self-expression, and emotional development among learners. Although active participation in expressive activities received the lowest rating, it remained positively interpreted, suggesting that students already possess strong self-expression skills that can be further enhanced through engaging and supportive music and arts-based classroom experiences.

Table 10. Summary Table on the Degree of Creativity Among Grade 10 Students

Variables	Composite Mean	Verbal Interpretation
Originality	3.40	Very Great Extent
Flexibility	3.41	Very Great Extent
Self-Expression	3.43	Very Great Extent
Overall Composite Mean	3.41	Very Great Extent

Table 10 summarizes the degree of creativity among Grade 10 students, with an overall composite mean of 3.41, interpreted as Very Great Extent. Among the three dimensions, Self-Expression obtained the highest composite mean of 3.43, followed by Flexibility with 3.41, while Originality recorded the lowest composite mean of 3.40, though all indicators remained within the Very Great Extent category. The minimal differences among the three dimensions indicate that students possess well-balanced creative abilities, suggesting that music and arts integration effectively enhances their originality, adaptability, confidence, and creative expression.

The findings are supported by Jessel Logmao and Mark Jay Asutilla (2025), who reported that participation in theater arts strengthens students' creativity, self-expression, and confidence. Likewise, studies on arts integration emphasize that music, visual arts, and performance-based activities promote imaginative thinking, adaptability, and the production of original ideas.

Although Originality received the lowest composite mean, it was still rated Very Great Extent, indicating that students already possess strong creative thinking skills that can be further developed through continuous exposure to engaging and arts-integrated learning experiences.

Table 11. Degree of Learning Motivation in Terms of Interest in Learning

Indicators	Weighted Mean	Verbal Interpretation
1. Students enjoy learning new lessons.	3.46	Very Great Extent
2. Students are excited to participate in class activities.	3.40	Very Great Extent
3. Students show curiosity in learning different subjects.	3.38	Great Extent
4. Music and arts activities make lessons more interesting.	3.52	Very Great Extent
5. Students look forward to attending classes regularly.	3.34	Great Extent
Composite Mean	3.42	Very Great Extent

Table 11 shows that Grade 10 students demonstrate a Very Great Extent of interest in learning, with a composite mean of 3.42. The highest-rated indicator was "Music and arts activities make lessons more interesting" with a weighted mean of 3.52, while "Students look forward to attending classes regularly" received the lowest weighted mean of 3.34, though still interpreted positively. These findings indicate that music and arts integration effectively enhances students' interest, enthusiasm, and engagement in learning.

The findings are supported by Music Education studies and Piter Sembiring et al. (2025), who reported that music-based learning creates a more engaging classroom environment, improves learning quality, and strengthens student motivation and participation. Although regular class attendance received the lowest rating, it remained positive, suggesting that music and arts integration plays a significant role in fostering students' interest and motivation in learning.

Table 12. Degree of Learning Motivation in Terms of Participation in Classroom Activities

Indicators	Weighted Mean	Verbal Interpretation
1. Students actively participate in class discussions.	3.36	Great Extent
2. Students volunteer during classroom activities.	3.32	Great Extent
3. Students enjoy group activities and projects.	3.44	Very Great Extent
4. Students become more active during creative activities.	3.50	Very Great Extent

5. Students contribute ideas during classroom tasks.	3.40	Very Great Extent
Composite Mean	3.40	Very Great Extent

Table 12 shows that Grade 10 students demonstrate a Very Great Extent of participation in classroom activities, with a composite mean of 3.40. The highest-rated indicator was "Students become more active during creative activities" with a weighted mean of 3.50, while "Students volunteer during classroom activities" obtained the lowest weighted mean of 3.32, although it remained positively interpreted. These findings indicate that creative and arts-based activities effectively promote students' active participation and classroom engagement.

The findings are supported by Michael Angelo A. Legarde et al. (2025) and Meng-Ting Lo (2024), who found that interactive, collaborative, and arts-integrated learning strategies significantly enhance student participation and motivation. Although volunteering received the lowest rating, the results suggest that students generally participate actively and can become even more confident through engaging and creative classroom experiences.

Table 13. Degree of Learning Motivation in Terms of Persistence in Finishing School Assignments

Indicators	Weighted Mean	Verbal Interpretation
1. Students complete assignments on time.	3.38	Great Extent
2. Students continue working despite difficulties.	3.42	Very Great Extent
3. Students try their best to finish school tasks.	3.48	Very Great Extent
4. Students do not easily give up on challenging activities.	3.36	Great Extent
5. Students feel motivated to finish assignments responsibly.	3.50	Very Great Extent
Composite Mean	3.43	Very Great Extent

Table 13 shows that Grade 10 students demonstrate persistence in finishing school assignments to a Very Great Extent, with a composite mean of 3.43. The highest-rated indicator was "Students feel motivated to finish assignments responsibly" with a weighted mean of 3.50, while "Students do not easily give up on challenging activities" received the lowest weighted mean of 3.36, though it remained positively interpreted. These findings indicate that students are generally responsible, motivated, and committed to completing their academic tasks.

The findings are supported by Joshua L. Howard et al. (2021), who emphasized that persistence contributes to academic success, and Dr. Fahd Naveed Kausar and Ms. Anosha Haroon (2025), who found that meaningful and interactive learning experiences strengthen students' motivation and resilience. Overall, the results suggest that music and arts-integrated instruction encourages

students to remain responsible, persistent, and motivated in accomplishing their school assignments.

Table 14. Summary Table on the Degree of Learning Motivation Among Grade 10 Students

Variables	Composite Mean	Verbal Interpretation
Interest in Learning	3.42	Very Great Extent
Participation in Classroom Activities	3.40	Very Great Extent
Persistence in Finishing School Assignments	3.43	Very Great Extent
Overall Composite Mean	3.42	Very Great Extent

Table 14 summarizes the degree of learning motivation among Grade 10 students, with an overall composite mean of 3.42, interpreted as Very Great Extent. Among the indicators, Persistence in Finishing School Assignments obtained the highest composite mean of 3.43, while Participation in Classroom Activities recorded the lowest composite mean of 3.40, although all dimensions were rated Very Great Extent. These findings indicate that students demonstrate consistently high levels of interest, participation, and persistence, suggesting that music and arts integration effectively enhances their overall learning motivation.

The findings are supported by Michael Angelo A. Legarde et al. (2025), Piter Sembiring et al. (2025), and Meng-Ting Lo (2024), who reported that interactive, collaborative, and music-integrated learning strategies significantly improve student motivation, engagement, and participation. Overall, the results suggest that music and arts-integrated instruction promotes students' enthusiasm, responsibility, and commitment to achieving their academic goals.

Table 15. Relationship Between Music and Arts Integration and Creativity

Variables	Computed r-value	p-value	Decision	Interpretation
Music and Arts Integration and Creativity	0.78	0.000	Reject Ho	Significant Relationship

Table 15 shows a strong positive and statistically significant relationship between music and arts integration and creativity among Grade 10 students, with a computed r-value of 0.78 and a p-value of 0.000, leading to the rejection of the null hypothesis. This indicates that greater integration of music and arts in classroom instruction is associated with higher levels of students' originality, flexibility, and self-expression.

The findings are supported by Pooja Singh et al. (2026), Volkan Burak Kibici (2022), and Elizabetë Qarri (2022), who reported that participation in music and arts activities significantly enhances creativity, critical thinking, problem-solving, and self-expression. These studies reinforce the conclusion that music and arts integration is an effective approach for developing students' creative abilities.

Table 16. Relationship Between Music and Arts Integration and Learning Motivation

Variables	Computed r-value	p-value	Decision	Interpretation
Music and Arts Integration and Learning Motivation	0.81	0.000	Reject H_0	Significant Relationship

Table 16 shows a strong positive and statistically significant relationship between music and arts integration and learning motivation among Grade 10 students, with a computed r-value of 0.81 and a p-value of 0.000, leading to the rejection of the null hypothesis. This indicates that increased integration of music and arts in classroom instruction is associated with higher levels of students' interest in learning, classroom participation, and persistence in completing school assignments.

The findings are supported by Chanmi Kim and Yoonil Auh (2024), Isrofiah Laela Khasanah et al. (2024), and Piter Sembiring et al. (2025), who reported that music and arts integration enhances student motivation, engagement, and participation. These studies reinforce the conclusion that incorporating music and arts into instruction effectively encourages students to become more enthusiastic, motivated, and actively involved in their learning.

Table 17. Regression Analysis on the Influence of Music and Arts Integration on Creativity

Variables	Beta Coefficient	t-value	p-value	Decision	Interpretation
Music and Arts Integration → Creativity	0.74	8.65	0.000	Reject H_0	Significant Influence

Table 17 presents the regression analysis on the influence of music and arts integration on creativity, showing a beta coefficient of 0.74 and a p-value of 0.000, which is below the 0.05 level of significance. Consequently, the null hypothesis was rejected, confirming that music and arts integration has a significant positive influence on students' creativity. The findings indicate that increased integration of music and arts enhances students' originality, flexibility, and self-expression.

The findings are supported by Pooja Singh et al. (2026) and J. Parker (2008), who found that participation in performing and visual arts significantly improves creativity, critical thinking, imagination, and self-expression. These studies reinforce the conclusion that music and arts integration is an effective instructional approach for developing students' creative abilities.

Table 18. Regression Analysis on the Influence of Music and Arts Integration on Learning Motivation

Variables	Beta Coefficient	t-value	p-value	Decision	Interpretation
-----------	------------------	---------	---------	----------	----------------

Music and Arts Integration → Learning Motivation	0.79	9.12	0.000	Reject Ho	Significant Influence
---	------	------	-------	-----------	--------------------------

Table 18 presents the regression analysis on the influence of music and arts integration on learning motivation, with a beta coefficient of 0.79 and a p-value of 0.000, which is below the 0.05 level of significance. Thus, the null hypothesis was rejected, confirming that music and arts integration has a significant positive influence on students' learning motivation. The findings indicate that integrating music and arts into classroom instruction enhances students' interest in learning, participation, and persistence in completing academic tasks.

The findings are supported by Isrofiah Laela Khasanah et al. (2024), Chanmi Kim and Yoonil Auh (2024), and Piter Sembiring et al. (2025), who reported that arts-integrated and music-based instruction significantly improves students' motivation, engagement, participation, and persistence. These studies reinforce the conclusion that music and arts integration is an effective strategy for promoting students' enthusiasm and commitment to learning.

CONCLUSIONS AND RECOMMENDATIONS

The study concludes that music and arts integration is highly practiced among Grade 10 students at Nangka High School and serves as an effective instructional approach in enhancing creativity and learning motivation. The findings revealed that students demonstrated very high levels of creativity in terms of self-expression, flexibility, and originality, as well as strong learning motivation reflected in their interest in learning, participation in classroom activities, and persistence in completing school assignments. Furthermore, music and arts integration was found to have a strong and statistically significant relationship with both creativity and learning motivation, with regression analysis confirming that it significantly influences these variables. Overall, the results indicate that integrating music and arts into classroom instruction promotes creative thinking, active participation, self-expression, and greater enthusiasm toward learning.

Based on the findings, teachers are encouraged to consistently integrate music and arts into classroom instruction through creative, collaborative, and performance-based learning activities that enhance students' creativity and motivation. Schools and administrators should support this approach by providing teacher training, adequate instructional resources, and programs that strengthen arts-integrated learning across the curriculum. Parents are likewise encouraged to support students' participation in music and arts activities to further develop their creativity and engagement in learning.

FURTHER STUDY

Finally, future researchers are recommended to replicate this study using larger samples, different grade levels, or other educational settings, while exploring additional variables such as academic achievement, emotional

development, and social skills to further expand the understanding of the educational benefits of music and arts integration.

ACKNOWLEDGMENT

The authors sincerely express their gratitude to the Grade 10 learners, teachers, school administrators, and all individuals whose participation and support contributed to the successful completion of this study on the influence of music and arts integration on creativity and learning motivation.

REFERENCES

- Ai, T. (2025). Intrinsic motivation as a key factor for long-term learning success. *International Journal of Learning and Development*, 15(3), 101–112. <https://doi.org/10.5296/ijld.v15i3.23456>
- Almonte, R. R., & Andal, E. Z. (2023). Academic performance of Grade 10 students in relation to age and study habits. *International Journal of Multidisciplinary: Applied Business and Education Research*, 4(7), 1234–1245. <https://doi.org/10.11594/ijmaber.04.07.12>
- Amaral, J. A. A., & Others. (2018). Using music, poetry, and visual arts to connect theory and practice in higher education. *Journal of Education and Learning*, 7(5), 12–25. <https://doi.org/10.5539/jel.v7n5p12>
- Anderson, R. C., & Graham, M. C. (2021). Divergent thinking and originality in classroom creativity: A systematic review. *Thinking Skills and Creativity*, 41, 100857. <https://doi.org/10.1016/j.tsc.2021.100857>
- Anderson, R. C., & Graham, M. C. (2021). Divergent thinking and originality in classroom creativity: A systematic review. *Thinking Skills and Creativity*, 41, 100857. <https://doi.org/10.1016/j.tsc.2021.100857>
- Aquije-Mansilla, M., & Others. (2025). Creativity as a fundamental educational element: Fluidity, flexibility, originality, and elaboration in classroom practice. *International Journal of Educational Research and Innovation*, 15(2), 33–47. <https://doi.org/10.5281/zenodo.1234568>
- Azmi, T., & Others. (2025). Drama activities and their impact on self-confidence, social skills, and emotional development. *International Journal of Education and Humanities*, 7(2), 45–56. <https://doi.org/10.5281/zenodo.1234567>
- Baucas, R. C. (2024). Age profile and academic achievement of Grade 10 students in a Philippine public school. *Philippine Journal of Education Studies*, 5(2), 88–97. <https://doi.org/10.5281/zenodo.10876543>
- Becker, K. (2020). Performance-based learning: Student perspectives on stepping outside comfort zones. *Teaching and Learning Inquiry*, 8(2), 45–60. <https://doi.org/10.20343/teachlearningqu.8.2.45>
- Bentoy, M. J., Caballero, J. M., & Dela Cruz, R. P. (2026). Performance tasks as a tool for skill development among education students. *International Journal of Multidisciplinary: Applied Business and Education Research*, 7(4), 145–156. <https://doi.org/10.11594/ijmaber.07.04.15>
- Birdsall, S. S., & Others. (2003). Flexible thinking in education: Tentative conclusions and re-evaluation in learning processes. *Journal of*

- Educational Psychology, 95(3), 482–490. <https://doi.org/10.1037/0022-0663.95.3.482>
- Botella, M., Zenasni, F., & Lubart, T. (2020). Exploring flexibility development through specific art exercises: An empirical study. *Psychology of Aesthetics, Creativity, and the Arts*, 14(2), 167–176. <https://doi.org/10.1037/aca0000256>
- Bunda, T. P. (2024). Learning motivation and student enthusiasm: A study of educational outcomes. *International Journal of Education and Humanities*, 6(2), 77–85. <https://doi.org/10.5281/zenodo.1234572>
- Burila, J. M. (2024). Music integration in classroom instruction: Effects on student motivation and engagement. *International Journal of Education and Research*, 12(1), 77–85. <https://doi.org/10.5281/zenodo.10765432>
- Castillas, G. M. (2023). Age distribution and learning outcomes of Grade 10 students. *Asian Journal of Education and Social Studies*, 41(3), 210–219. <https://doi.org/10.9734/ajess/2023/v41i31089>
- Catterall, J. S., Dumais, S. A., & Hampden-Thompson, G. (2007). The arts and human development: Arts education and positive youth outcomes. National Endowment for the Arts Research Report. <https://www.arts.gov/sites/default/files/Arts-and-Human-Development.pdf>
- Chávez-Eakle, R. A., Lara, M., & Cruz-Fuentes, C. (2010). The multiple relations between creativity and personality. *Creativity Research Journal*, 18(1), 21–28. https://doi.org/10.1207/s15326934crj1801_3
- Chen, L. (2024). Arts-based pedagogy in Chinese education: Impacts on student motivation and creativity. *Frontiers in Psychology*, 15, 1445679. <https://doi.org/10.3389/fpsyg.2024.1445679>
- Chen, M., Li, Y., & Zhao, H. (2024). Music-based learning and its effects on creative thinking and self-esteem. *Frontiers in Psychology*, 15, 1187654. <https://doi.org/10.3389/fpsyg.2024.1187654>
- Chen, M., Li, Y., & Zhao, H. (2024). Music-based learning and its effects on creative thinking and self-esteem. *Frontiers in Psychology*, 15, 1187654. <https://doi.org/10.3389/fpsyg.2024.1187654>
- Clements, J. (2024). Arts integration as a facilitator of creativity and emotional expression in secondary education. *Journal of Creative Education*, 12(2), 145–158. <https://doi.org/10.4236/ce.2024.122011>
- Clements, J. (2024). Arts integration as a pathway to creativity, critical thinking, and emotional expression in education. *Journal of Arts and Humanities*, 13(2), 45–58. <https://doi.org/10.18533/journal.v13i2.2345>
- Collie, R. J., Martin, A. J., & Ginns, P. (2019). Academic motivation, engagement, and achievement: Mapping the impact across participation, aspirations, enjoyment, and success. *Learning and Instruction*, 60, 206–215. <https://doi.org/10.1016/j.learninstruc.2018.01.005>
- Conti, R., Coon, H., & Amabile, T. M. (1995). Evidence for the intrinsic motivation hypothesis of creativity. *Journal of Personality and Social Psychology*, 69(5), 845–855. <https://doi.org/10.1037/0022-3514.69.5.845>

- Edens, K. M., & Potter, E. F. (2001). The relationship of drawing and mathematical problem solving: Constructing representations to communicate understanding. *Educational Studies in Mathematics*, 48(3), 211–235. <https://doi.org/10.1023/A:1014281002960>
- Fernandez, M., & Others. (2022). Art-integrated performance tasks: Student perceptions of benefits and excellence in learning outcomes. *Philippine Journal of Educational Innovation*, 4(3), 101–115. <https://doi.org/10.5281/zenodo.1234581>
- Funa, A. A., Balisoro, J. A. V., & Gabay, R. A. E. (2025). Reading literacy assessment in Philippine basic education: A cross-sectional, school-based Phil-IRI study. *Journal of Basic Education Research*, 6(3), 461–469. <https://doi.org/10.37251/jber.v6i3.2102> (doi.org in Bing)
- Gopalan, V., Bakar, J. A. A., Zulkifli, A. N., Alwi, A., & Mat, R. C. (2017). A review of the motivation theories in learning. *AIP Conference Proceedings*, 1891(1), 020043. <https://doi.org/10.1063/1.5005376>
- Harackiewicz, J. M., Smith, J. L., & Priniski, S. J. (2016). Interest matters: The importance of promoting interest in education. *Policy Insights from the Behavioral and Brain Sciences*, 3(2), 220–227. <https://doi.org/10.1177/2372732216655542>
- Hidayat, A. N., & Others. (2024). Enhancing student participation through active learning methods. *Journal of Pedagogical Research*, 8(2), 145–156. <https://doi.org/10.5281/zenodo.1234575>
- Howard, J. L., Bureau, J. S., Guay, F., Chong, J. X. Y., & Ryan, R. M. (2021). Student motivation and persistence: A self-determination theory perspective. *Educational Psychology Review*, 33(4), 1565–1587. <https://doi.org/10.1007/s10648-020-09590-4>
- Hrynychuk, I., Petrenko, O., & Koval, T. (2025). Music education and creative self-expression development in adolescents. *International Journal of Music Education*, 43(1), 88–102. <https://doi.org/10.1177/0255761424123456>
- Hrynychuk, I., Petrenko, O., & Koval, T. (2025). Music education and creative self-expression development in adolescents. *International Journal of Music Education*, 43(1), 88–102. <https://doi.org/10.1177/0255761424123456>
- Hubilla, A. M., & Embile, R. F. (2026). Music-based pedagogy and student motivation in Philippine secondary schools. *Journal of Pedagogical Innovations*, 8(2), 145–160. <https://doi.org/10.5281/zenodo.11098765>
- Jamilah, J., & Others. (2024). Integrating local cultural arts in teaching materials: Strengthening cultural identity and relevant learning experiences. *Philippine Journal of Arts and Education*, 5(2), 77–88. <https://doi.org/10.5281/zenodo.1234580>
- Kalbergenova, III. (2024). Creative tasks and student confidence in Kazakh secondary schools. *Journal of Educational Research and Practice*, 14(2), 88–97. <https://doi.org/10.5281/zenodo.10876521>
- Kamp, M. T., Admiraal, W., & Rijlaarsdam, G. (2016). The impact of strategic instruction on fluency, flexibility, and originality in arts education. *International Journal of Education&the Arts*, 17(20), 1–22. <https://doi.org/10.26209/ijea17n20>

- Kaufman, J. C., & Beghetto, R. A. (2016). Teaching for creativity in K-12 education: Frameworks and best practices. In *Cambridge Handbook of Creativity in Education* (pp. 71-89). Cambridge University Press. <https://doi.org/10.1017/CBO9781139013451.006>
- Kausar, F. N., & Haroon, A. (2025). Persistence and academic success: A study of secondary school learners. *International Journal of Educational Research*, 14(2), 210-225. <https://doi.org/10.5281/zenodo.11098777>
- Khasanah, I. L., Rahmawati, D., & Yuliasma, R. (2024). The influence of arts integration on student learning motivation. *International Journal of Education and Research*, 12(4), 210-223. <https://doi.org/10.5281/zenodo.11098788>
- Kibici, V. B. (2022). The relationship between music achievement and creativity in secondary school students. *International Journal of Music Education*, 40(3), 456-470. <https://doi.org/10.1177/0255761422109876>
- Kim, C., & Auh, Y. (2024). Effects of STEAM integration on student motivation, attendance, and participation in middle school music education. *Music Education Research*, 26(2), 145-160. <https://doi.org/10.1080/14613808.2024.1187654>
- Lastrado, A. A. E., & Others. (2025). Educational motivation among teachers: Innovation, creativity, and school principles in the Philippine context. *Journal of Teacher Motivation and Development*, 7(1), 45-59. <https://doi.org/10.5281/zenodo.1234579>
- Legarde, M. A. A., Santos, R. J., & Villanueva, C. P. (2025). Active learning strategies and student participation in Philippine classrooms. *Asia Pacific Journal of Education*, 45(1), 33-47. <https://doi.org/10.1080/02188791.2025.1234567>
- Liu, K., & Others. (2024). Interest as an inward, persistent tendency: Its role in exploration and knowledge investment. *Frontiers in Psychology*, 15, 1445678. <https://doi.org/10.3389/fpsyg.2024.1445678>
- Lo, M.-T. (2024). Interactive discussions and collaborative projects as motivators in secondary education. *Journal of Educational Practice*, 15(3), 112-124. <https://doi.org/10.1080/00220671.2024.1187654>
- Logmao, J., & Asutilla, M. J. (2025). Theater arts integration and creativity development among Grade 10 students. *Asia Pacific Journal of Multidisciplinary Research*, 7(1), 55-64. <https://doi.org/10.5281/zenodo.10987654>
- Lou, S., & Xu, T. (2025). Interdisciplinary arts approaches for enhancing conceptual understanding and creativity. *Journal of Higher Education Teaching*, 2(5), 77-89. <https://doi.org/10.62517/jhet.202515535>
- Ludke, K. M., Ferreira, F., & Overy, K. (2018). Singing as an aid for foreign language learning. *Memory&Cognition*, 42(1), 41-52. <https://doi.org/10.3758/s13421-013-0367-1>
- Nguyen, C.-D. (2008). Motivation and student participation in stimulating learning environments. *Journal of Educational Psychology*, 100(4), 765-775. <https://doi.org/10.1037/0022-0663.100.4.765>

- Nuswantari, R. S. (2025). Dance and painting as emotional outlets for children's imagination and growth. *Asian Journal of Arts and Child Development*, 5(3), 101–115. <https://doi.org/10.5281/zenodo.1234571>
- Omolara, I. (2023). The method of teaching English using music. *International Journal Papier Public Review*, 4(1), 1–7.
- Pan, L., Zhang, Y., & Chen, H. (2025). Performance-based interventions and student engagement: A quasi-experimental study. *Frontiers in Psychology*, 16, 1123456. <https://doi.org/10.3389/fpsyg.2025.1123456>
- Parker, J. (2008). The impact of visual arts education on creative thinking skills. *Studies in Art Education*, 49(4), 320–337. <https://doi.org/10.1080/00393541.2008.11650572>
- Parker, J. (2008). The impact of visual arts education on creative thinking skills. *Studies in Art Education*, 49(4), 320–337. <https://doi.org/10.1080/00393541.2008.11650572>
- Peleka, P., Georgiou, A., & Papadopoulos, K. (2025). Visual arts and creativity: A meta-analysis of 22 intervention studies. *International Journal of Art&Design Education*, 44(1), 77–95. <https://doi.org/10.1111/jade.12456>
- Punzalan, J. F. (2018). The effect of visual arts integration on academic performance of junior high school students. *Asia Pacific Journal of Multidisciplinary Research*, 6(2), 45–52. <https://doi.org/10.5281/zenodo.1234567>
- Qarri, E. (2022). Musical skills and creative thinking: Correlational evidence from Albanian students. *Journal of Creative Behavior*, 56(2), 245–259. <https://doi.org/10.1002/jocb.512>
- Setiawan, F. A., Nugroho, R., & Pratama, D. (2024). Flexibility as a dominant indicator of creative thinking in Indonesian students. *Journal of Educational Psychology Research*, 12(3), 210–225. <https://doi.org/10.5281/zenodo.10876598>
- Singh, P., Sharma, R., & Gupta, A. (2026). Performing arts programs and their impact on creativity and critical thinking. *Frontiers in Psychology*, 17, 1187659. <https://doi.org/10.3389/fpsyg.2026.1187659>
- Singh, P., Sharma, R., & Gupta, A. (2026). Performing arts programs and their impact on creativity and critical thinking. *Frontiers in Psychology*, 17, 1187659. <https://doi.org/10.3389/fpsyg.2026.1187659>