

Exploring the Impact of Art Education on Students' Emotions - School and Teacher Factors

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Abstract

This study explores the factors influencing student emotions within art education courses, thereby enhancing the art education curriculum and promoting its development. It is conducted at comprehensive arts university located in China, with a total of 253 undergraduate and graduate students as participants. For data collection, participants in actual experiences conducted a closed-ended questionnaire focusing on the emotional impact of school- and teacher-related factors. The study ultimately demonstrated a positive correlation between assumed factors and students' emotional changes. The conclusion unequivocally demonstrates that improvements in external factors such as schools and teachers will positively affect students' emotions. These findings contribute significant educational value to promoting arts education and fostering a civilized society.

Keywords: Chinese Art Education, Higher Education, Curriculum Approach, Student Emotions, Self-Efficacy, Mental Health.

1. INTRODUCTION

Art is the field of culture that is recognizable, teachable, researchable, and achievable and can be an educational goal for people [1]. In other words, art can be taught and flexibly used in the education system. the concept of art education in schools is education with art as content and with a flexible utilization of art, including any form of art education established in the education curriculum. Art education plays a major role in liberal art education in universities and bears the important responsibility of cultivating talents to promote social development. Existing research on art education primarily focuses on art studies and enhancing students' academic performance, while ignore the essence of education. And education should be a purposeful, planned, and interesting activity that stimulates the interest of learners while systematically guiding them to acquire knowledge, skills, ideology and morality and cultivating comprehensive intellectual and physical development [2].

However, In order to enable students to develop healthily both physically and mentally, their emotions are also an essential focus that cannot be ignored. art can effectively regulate emotional problems [3]. but Besides 'art', what other factors impact the emotions of college students in the context of art education? In

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particular to enhance the positive impact on students' emotions, how can art education be enhanced? Research on this point is scarce. Therefore, this study expands research in this area by focusing on school- and teacher-related factors. First, it collects and discusses the relevant literature, ensures its accuracy, and then surveys students receiving art education in Chinese colleges and universities via a questionnaire to examine their feelings and changes during their art education. Data analysis guarantees this study's findings.

For example, school-related factors, such as the availability of learning facilities, and teacher-related factors, such as teaching methods, impact students' emotions. The study poses the following research questions to improve the art education curriculum and promote the development of art education. 1) Do school and teacher factors influence student emotions in art education? 2) What variables generate emotional changes in students in art education? 3) What emotional changes do students undergo after taking art education courses?

2. LITERATURE REVIEW

2.1 Value of Art Education

Art education is a core component of universities' aesthetic education [4]. This aspect relates to their quality of education and exerts far-reaching influence on cultivating students' values and national spirit [5]. Many people hold the outdated idea that art education cultivates talent in professional arts. However, art education is universal, and comprehensive schools can incorporate art education into education courses or extracurricular practical courses [6]. For example, in China, students can learn about art and culture and enrich their knowledge in linguistics, sociology, and history through interdisciplinary art education in schools and museums [7]. Cultural and artistic activities in art courses positively impact young people's academic performance. The more they participate in cultural and artistic activities, the more they learn efficiently [8]. In particular, those who gain holistic talents through art education meet job market needs and are more competitive than those without art education. A survey of employment situations reveals that art education can greatly increase students' employment and further education rates [9]. These values highlight its importance for college students and why it deserves scrutiny.

2.2 Learner Circumstances

Before exploring the types of emotional impact of art education on college students, understanding the emotional problems of college students during the transition from adolescence to youth and the root causes of such problems is necessary. College education is a transition period for teenagers from adolescence to youth. During this period, stress and emotional management can exert an extremely important impact on the mental health of students in the future [10]. During adolescence, students mainly conduct activities at home and school and have very little contact with society, such that their emotional distress is mainly due to family, school, interpersonal relationships, and personal image [11]. However, when they become college students, their mind becomes more mature, their cognition becomes more comprehensive, and their contact with society becomes more extensive. The emotional problems that occur during this period are mainly due to the influence of family, school, studies, interpersonal communication, social relationships, and personal cognition [12]. In particular, a survey on college "students" idea of suicide demonstrated that the main causes of emotional anxiety among them are depression, negative emotion, impulsivity, dysfunction in family communication, maladaptation to the outside world, life stress, and employment stress [13]. In addition, for teachers, resorting to harsh words or actions due to the influence of a negative mood can cause serious psychological stress on students [14]. Students with high levels of satisfaction with the educational welfare facilities of a university are less likely to experience interruption in their studies [15]. Thus, college students tend to experience negative emotional and psychological changes due to personal attitudes, family relationships, school and social environments, interpersonal communication or pressure from outside influences [16]. Therefore, external activities are a significant factor leading to psychological issues among adolescents. Have to consider the school and teachers will affect the emotional changes of students. With this

in mind, when exploring the impact of art education on student emotions, the focus can be placed on campus environment and educators, researching how they may induce emotional changes in learners.

3. HYPOTHESIS

Based on this literature review, the study poses the following hypotheses. Improvements in the external environment not only enhance students' learning efficiency but also influence their emotions. Research hypotheses In art education, In university art education courses, factors such as those related to the school, the instructors can all serve as reasons influencing student emotions, with these factors exhibiting a positive correlation with student emotions. Thus, we propose the following.

H1. The professional recognition in art education of teachers exerts an impact on the emotions of students:

① Teachers demonstrate a deep understanding and professional knowledge of the art field. ② Teachers can combine their artistic professional experience with practical teaching and provide practical artistic skills and guidance for students. ③ Teachers can stimulate student creativity when teaching art courses. ④ Teachers can provide objective and effective evaluation and feedback on artistic works and help students continuously improve their artistic level. ⑤ Teachers can help students develop artistic critical thinking and aesthetic abilities.

H2. Opportunities of independent practice offered by the school to students in art education exert an impact on the emotions of students:

① Schools provide opportunities for independent practice, such as exhibitions, performances, and creations. ② Schools encourage students to participate in art projects and competitions by providing support and resources. ③ Collaborating with external institutions or communities provides students with more employment opportunities. ④ Independent practice allows students to showcase and develop their abilities.

H3. The welfare facilities provided by school to students in art education exert an impact on the emotions of students:

① Schools provide professional facilities for artistic practice, such as studios, laboratories, and music rooms. ② These art facilities can meet students' learning and creative needs. ③ Students have ample time to use schools' artistic facilities. ④ Schools maintain and renovate art facilities to ensure they are up-to-date and in good condition.

H4. The scope of teaching of teachers in art education exerts an impact on the emotions of students:

① Teachers have extensive exposure to various art fields, including painting, sculpture, photography, music, and dance, and provide students with diverse art learning experiences. ② Teachers focus on cultivating multiculturalism and enable students to understand different periods' and regions' artistic developments and cultural backgrounds via content and practical projects. ③ Teachers focus on cultivating creativity and imagination and stimulate unique artistic thinking and creative expression through heuristic teaching and creative tasks. ④ Teachers guide interdisciplinary artistic practice and creation and encourage exploring different artistic styles and expressions. ⑤ Teachers will ask students about their learning needs.

H5. The diversity of teaching tools in art education exerts an impact on the emotions of students:

① Teachers' diverse props include painting tools, sculpture materials, and musical instruments to meet students' learning needs in different artistic fields. ② These props teachers have unique functions, such as adjustable easels and deformable models, to help students better understand and master techniques of artistic forms. ③ Teachers will use innovative and specially designed props like light and shadow and virtual reality devices to stimulate students' imagination and creativity. ④ Teachers employ multimedia props, such as popular media platforms like YouTube and TikTok, to cater to students' interests and hobbies.

H6. Teachers' emotions and feedback in art education impact students' emotions:

① Teachers' language should not convey negative emotions. ② Teacher's body language should not convey negative emotions. ③ Teachers will provide positive feedback to students. ④ Teachers should be passionate about teaching. ⑤ Teachers should respect students and give them the freedom to create.

H7. Through art education, the emotions of students will exhibit evident positive changes:

① Psychological stress relief. ② Increased positive emotions. ③ Enhanced self-efficacy. ④ Improved ability to regulate their emotions.

“Enhanced self-efficacy” refers to an individual's confidence level in determining whether they can complete a specific action and use their skills to complete a particular task [17]. Students assume that universities fulfill the conditions from H1 to H6, so they feel emotionally positive about H7. We can conclude that schools and teachers are the critical external factors influencing art education after it has satisfied all these conditions. They directly or indirectly impact college students' emotions positively, can regulate their emotional problems, and play a therapeutic role.

4. METHODOLOGY

To achieve the objective of the study, the researchers collected data on students enrolled in Z University Town, which these are comprehensive art universities in Province B, China. The target group of the survey consists of students who have taken art education courses offered at universities. The study conducted a self-administered survey on these students, and the sampling method is used to collect data from 253 students.

Table 1. Research Subject Information

Item	Options	Frequency	Percentage (%)
	Freshman	65	25.69
Year Level	Year LevelSophomore	67	26.48
	Year LevelThird	55	21.74
	Year LevelFourth year	49	19.37

	Year LevelPostgraduate	17	6.72
Gender	Female	161	63.64
	Male	92	36.36
	Total	253	100.0

4.1 Reliability of the Research Variables

We analyzed the Cronbach's α coefficient and total correction item correlation (CITC) of the different scales. The results demonstrated that professional recognition, opportunities for independent practice, welfare facilities, scope of teaching, teaching tools, and the Cronbach's α coefficient of teachers' emotions and emotional impact scales reached acceptable levels, indicating a high-reliability level. Specifically, Cronbach's alpha coefficients of the scales for professional recognition, opportunities for independent practice, welfare facilities, teaching scope, teaching tools, teacher emotions, and emotional impact are 0.840, 0.879, 0.866, 0.890, 0.822, 0.888, and 0.851, respectively. These coefficients indicate Cronbach's confidence analysis high degrees of consistency among the indicators within the scale. Furthermore, the results of the adjusted CITC illustrated that the correlation between each indicator and the overall level is good. The total correlation of the adjusted item (CITC) ranges from 0.532 to 0.821 across the scales. This result indicates that each indicator has a high degree of correlation with the overall population, and they exhibit a good level of reliability when measuring corresponding concepts or variables. In summary, according to the results of Cronbach's α coefficients and the CITC items, these scales can be used to measure concepts or variables related to professional recognition, opportunities for independent practice, welfare facilities, scope of teaching, teaching tools, teacher emotions, and emotional impact. These results provide a reliable tool for further research and evaluation.

Table 2-1. Cronbach's Confidence Analysis

Item	CITC	Item omitted α coefficient	Cronbach's α coefficient
Professional recognition 1	0.625	0.812	
Professional recognition 2	0.698	0.793	
Professional recognition 3	0.725	0.784	0.840
Professional recognition 4	0.532	0.839	
Professional recognition 5	0.646	0.806	

Standardized Cronbach's α coefficient: 0.841

Table 2-2. Cronbach's Confidence Analysis

Item	CITC	Item omitted α coefficient	Cronbach's α coefficient
Opportunities for independent practice 1	0.702	0.860	0.879

Opportunities for independent practice 2	0.766	0.837
Opportunities for independent practice 3	0.787	0.826
Opportunities for independent practice 4	0.711	0.857

Standardized Cronbach's α coefficient: 0.881

Table 2-3. Cronbach's Confidence Analysis

Item	CITC	Item omitted α coefficient	Cronbach's α coefficient
Welfare facilities 1	0.700	0.835	0.866
Welfare facilities 2	0.610	0.869	
Welfare facilities 3	0.808	0.790	
Welfare facilities 4	0.751	0.814	

Standardized Cronbach's α coefficient: 0.865

Table 2-4. Cronbach's Confidence Analysis

Item	CITC	Item omitted α coefficient	Cronbach's α coefficient
Scope of teaching 1	0.683	0.877	0.890
Scope of teaching 2	0.762	0.860	
Scope of teaching 3	0.778	0.856	
Scope of teaching 4	0.713	0.871	
Scope of teaching 5	0.728	0.868	

Standardized Cronbach's α coefficient: 0.890

Table 2-5. Cronbach's Confidence Analysis

Item	CITC	Item omitted α coefficient	Cronbach's α coefficient
Teaching props 1	0.595	0.799	0.822
Teaching props 2	0.672	0.763	
Teaching props 3	0.650	0.774	
Teaching props 4	0.665	0.767	

Standardized Cronbach's α coefficient: 0.822

Table 2-6. Cronbach's Confidence Analysis

Item	CITC	Item omitted α coefficient	Cronbach's α coefficient
Teacher emotions 1	0.757	0.858	
Teacher emotions 2	0.771	0.854	
Teacher emotions 3	0.644	0.883	0.888
Teacher emotions 4	0.725	0.865	
Teacher emotions 5	0.750	0.860	
Standardized Cronbach's α coefficient: 0.888			

Table 2-7. Cronbach's Confidence Analysis

Item	CITC	Item omitted α coefficient	Cronbach's α coefficient
Emotional impac 1	0.539	0.868	
Emotional impac 2	0.786	0.767	
Emotional impac 3	0.821	0.750	0.851
Emotional impac 4	0.632	0.835	
Standardized Cronbach's α coefficient: 0.847			

4.2 Validity Analysis of the Research Variables

4.2.1 Reliability and Validity Analyses of the Constructs

The study calculated the average variation extracted (AVE) for each construct based on the data given. The results demonstrate that the AVE values of all constructs are >0.6 , which indicates that the scale has high internal consistency. In other words, every item in the scale is reliable for measuring corresponding constructs. Furthermore, we also observe the correlation between constructs. For example, the correlation between the scope of teaching and teaching tools is 0.695, and that between teacher emotions and emotional impact is 0.69. These results suggest that certain correlations exist between different constructs in the teaching environment.

Table 3. Average Sampling Variation (AVE)

Professional recognition	0.612
Emotional impact	0.692
Scope of teaching	0.695
Teaching tools	0.651
Teacher emotions	0.69
Welfare facilities	0.714
Opportunities for independent practice	0.738

4.2.2 Cross-Load Analysis

According to the results of the cross-loading analysis, we summarize the validity and relevance of the scale. First, we note that the majority of scales have certain correlations between professional recognition (A1–A5), emotional impact (B1–B4), scope of teaching (C1–C4), teaching tools (D1–D5), teacher emotions (E1–E4), welfare facilities (F1–F5), and opportunities for independent practice (G1–G4). This result suggests that certain elements or connections may be common between these constructs. In terms of professional recognition, the correlation between scales A1–A5 is high, which indicates that they measure different aspects of the same construct. Similarly, a high correlation exists between the emotional impact scales B1–B4, which indicates that these scales measure different dimensions of emotional influence. The correlation between the scope of teaching scales C1–C4 is also high, which indicates that these scales measure different aspects of the scope of teaching. Similarly, a certain correlation exists between the scales for teaching tool D1–D5, which suggests that these scales measure the different dimensions of teaching tools. In terms of teacher emotions, the study observed a high correlation among scales E1–E4, which implies that these scales measure different aspects of teacher emotions. The correlation between welfare facility scales F1–F5 is also high, which indicates that these scales measure different dimensions of welfare facilities. Moreover, certain correlations exist between scales G1–G4 in terms of opportunities for independent practice, which suggests that they measure different aspects of opportunities for independent practice. In general, these scales exhibit high reliability and correlation. In other words, they are reliable and consistent in measuring corresponding constructs. However, further research and analysis are required to fully evaluate the validity and accuracy of the scale.

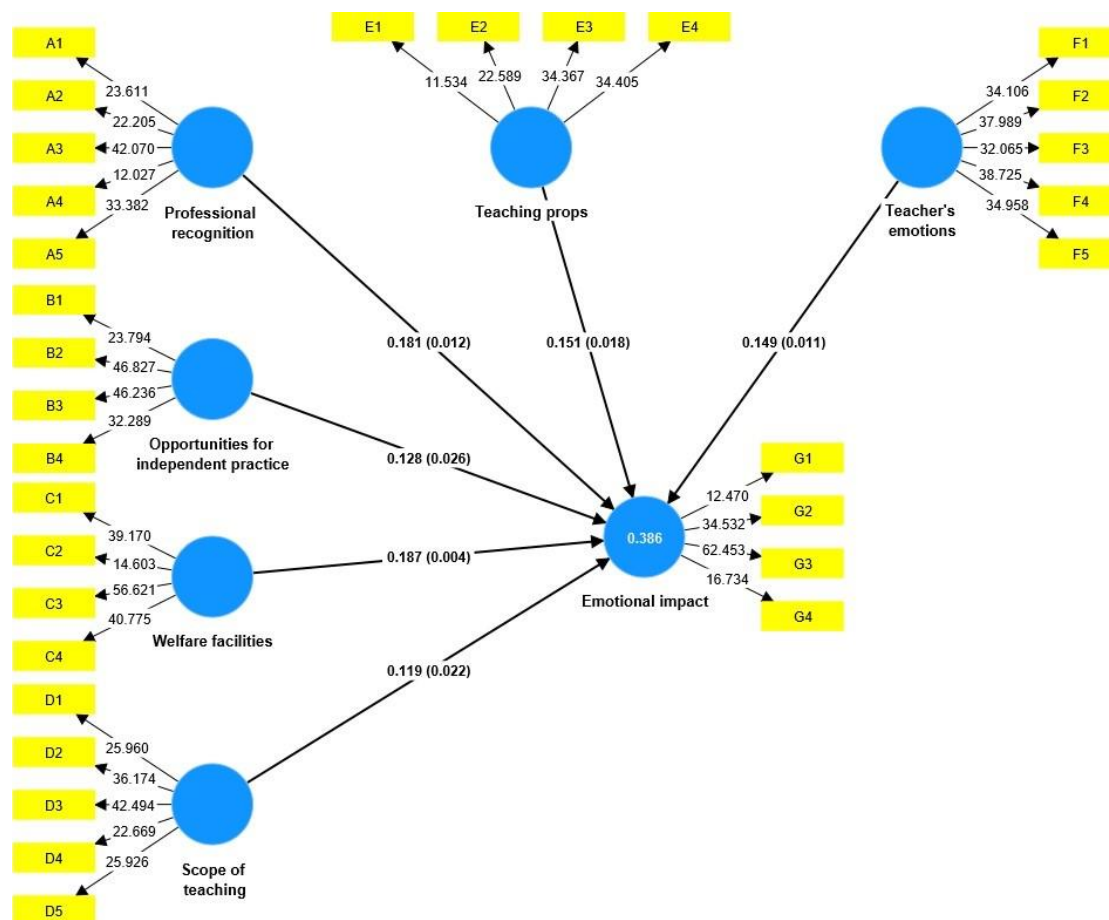


Figure 1. Construction of a Model of Factors that Influence the Emotions of Students in Art Education

4.3 Internal Model Analysis of factors Influencing the Emotions of Students in Art Education

Using the path coefficient results, we can summarize and analyze the relationship between aspects of art education schools and teachers and their impact on students' emotions. The study observed that teachers' professional recognition significantly and positively affects students' emotions (path coefficient: 0.181). In other words, when school teachers receive high professional recognition in art education, the emotional impact on students increases accordingly, thereby supporting H1. When teachers' professional recognition level is high, they can improve students' academic standards, leaving them satisfied with their self-efficacy [18]. Moreover, education or training can improve self-efficacy. This result confirms that if teachers want students to possess positive emotions through a sense of self-efficacy, universities must first develop teachers' professional recognition.

School welfare facilities and opportunities for independent practice also significantly and positively influence students' emotions (path coefficients: 0.187 and 0.128, respectively). In addition, an individual's experience of success or failure and observation of others is a primary factor determining self-efficacy [19]. In other words, schools can improve students' self-efficacy by giving them opportunities to practice independently. Students need to test what they have learned through extensive practical experience and observing others, learn from experience through continuous testing, and awaken their emotional state. Therefore, when schools provide good welfare facilities and opportunities for independent practice, students achieve sufficient creative spaces and a sense of achievement. This cycle of learning, creation, and presentation helps improve learners' self-efficacy, and the positive emotional impact increases accordingly. This result indicates support for H2 and H3.

The path coefficients are 0.119, 0.151, and 0.149, respectively. This finding suggests that when teachers depict a wider range of teaching, use diverse teaching tools, and exhibit positive emotions in art education, the emotional impact on students also increases. Nowadays, society is multicultural and, thus, requires a multicultural education system. The scope of teaching should be equal and broad, and no student should be denied access to art due to differences in mental or material background [20]. This result also illustrates that teachers that display a wider scope of teaching in art education can provide students with added learning opportunities and experiences. Art education covers various fields such as painting, music, dance, and drama. If teachers can demonstrate understanding and love for these fields, then they will be able to stimulate the interest and enthusiasm of students for learning. Moreover, students are exposed to different forms and expressions of art in a diverse art education and gain the opportunity to develop their creativity and expressive skills, which, thereby, enhancing their emotional impact. Second, teachers can use more diverse teaching tools to provide rich learning resources and interactive experiences. Teaching requires the use of various methods and strategies to avoid rigid memorization. Teaching tools are effective strategies for developing the comprehensive thinking of students in a flexible manner. Using novel teaching tools apart from traditional ones in addition to books is an effective teaching method. Therefore, H4 and H5 are supported. As the scope of teaching and teaching tools become increasingly diverse, learners will take a keen interest in art teaching, and the more positive and active they will become emotionally.

Teachers' emotions influence students' cognition, motivation, and behavior [21]. When teachers regulate their emotions, they produce better results. Teachers who convey positive emotions can transmit them to the students, helping them reduce negative emotions and stimulate positive emotions. Therefore, students' emotional regulation abilities improve accordingly, supporting H6. This result demonstrates that teachers' goal should be to motivate students' positive emotions. To do so, they must focus on their emotions because teachers' emotions affect those of their students.

Notably, the T-statistic of all path coefficients exceeds 2, and corresponding p-values are <0.05 , indicating that these path coefficients are significant. This finding further supports the relationship between these variables. In summary, the path coefficients support H7. In art education, professional recognition, teaching scope, tools, teachers' emotions, university welfare facilities, and opportunities for independent practice correlate significantly and positively with students' emotional well-being. When schools satisfy H1 to H6, students' emotional changes (H7) are positive. These results highlight the criticality of schoolteachers

and the school environment on students and provide useful guidance for improving their mental health.

Table 4. Internal model analysis of factors

	Path coefficient t	Sample average (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	p-Value
Professional recognition → Emotional impact	0.181	0.186	0.072	2.503	0.012
Scope of teaching → Emotional impact	0.119	0.12	0.052	2.297	0.022
Teaching Props → Emotional impact	0.151	0.149	0.064	2.371	0.018
Teacher's emotions → Emotional impact	0.149	0.155	0.058	2.556	0.011
Welfare facilities → Emotional impact	0.187	0.184	0.064	2.903	0.004
Opportunities for independent practice → Emotional impact	0.128	0.125	0.057	2.227	0.026

5. CONCLUSION

Based on the data analysis and literature review, the study concludes that various factors in art education—such as school-related factors (opportunities for independent practice, welfare facilities) and teacher-related factors (professional recognition, scope of teaching, teaching props, teachers' emotions, and feedback)—impact students' emotional health. With the improvement of external factors, students' emotions undergo positive changes, enhancing their self-efficacy and emotional regulation abilities. Thus, art education institutions can take measures to promote their students' emotional development. For instance, enhancing teachers' professional recognition, increasing opportunities for independent practice, improving welfare facilities, expanding the scope of teaching, diversifying teaching props, and cultivating educators' positive emotions and feedback improve students' emotional states, enabling them to gain more satisfaction and positive experiences in art education.

In contrast to previous studies, this study focuses on the emotional aspects of students in art education. In contrast, previous studies concentrated on academic performance, learning achievement, and cognitive indicators. Furthermore, this study emphasizes the influence of teachers' emotions and feedback on students, a relatively new research area. Previous studies typically highlighted educational content and methods. The present study underscores the importance of interdisciplinary artistic learning and creation to meet students' diverse interests and needs and offers a perspective distinct from traditional research on art education. Finally, it concentrates on positive changes in learners' emotions through art education, including reduced anxiety, improved self-confidence, and a sense of accomplishment. In summary, this research provides a novel perspective by examining art education's influence on students from various angles, including emotions, the environment, the role of teachers, and disciplinary diversity. The traditional research on art education may have overlooked these aspects. Therefore, this study provides valuable information for understanding the comprehensive impact of art education on students' overall development and emotional well-being.

Moreover, this research offers practical implications in the following areas. First, it provides valuable academic insights in art education. Expanding research in this field can open up a new domain for academia, namely, the impact of art education on mental health. This expansion can facilitate interdisciplinary research

in education, psychology, and the arts by promoting collaboration among scholars from different disciplines. The findings offer guidance for educational reform by helping schools design comprehensive and beneficial curricula that address students' emotional needs and enhance the quality and effectiveness of their education. Second, teacher training and development could benefit from this research. It can help guide programs that improve educators' effectiveness in art education by ensuring they meet students' emotional needs and be a basis for formulating and adjusting art education policies.

Additionally, the study did not comprehensively consider external factors such as social events, family situations, or individual life experiences, which may significantly impact students' emotional states. Instead, it focused on the short-term effects of art education on emotions. It did not investigate potential long-term effects because certain emotional changes may take longer to manifest. Future research could investigate long-term effects, and researchers could design long-term intervention programs and track students' emotional changes over time. Although this method would require more time and resources, it would provide comprehensive data on the long-term impact of art education on college students' emotional well-being.

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