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Topic of Research: Study of Effect of Art Integration on Learning of Mathematics at Preparatory Stage of School Education

Findings

1. The Art Integrated Learning intervention produced a statistically significant improvement in students' mathematics achievement, demonstrating substantial learning gains following implementation.
2. Students developed more positive attitudes towards mathematics, showing greater interest, confidence, enjoyment and participation while mathematics anxiety decreased.
3. Classroom observations and reflective records indicated improved behavioural, emotional and cognitive engagement, with students collaborating actively and explaining mathematical ideas confidently.
4. Art-integrated activities strengthened conceptual understanding of fractions, patterns, measurement, number sense and spatial reasoning by connecting abstract concepts with meaningful experiences.
5. The intervention enhanced creativity, communication, collaboration and critical thinking through visual arts, storytelling, music and movement.
6. The modules followed Universal Design for Learning principles, making mathematics more inclusive through multiple means of engagement, representation and expression.
7. Qualitative evidence triangulated the quantitative findings and confirmed sustained enthusiasm, confidence and meaningful classroom participation.
8. The study concludes that Art Integration is an effective pedagogy for mathematics at the Preparatory Stage, improving achievement, conceptual understanding, engagement and inclusivity while supporting the vision of NEP 2020.