

Exploring the Influence of Parental Support on Students' Art Education Achievement

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Abstract: This study investigates the dynamic relationship between art education and parental involvement, emphasizing the critical role of parental support in enhancing students' learning and development within the arts. The research aims to dissect the effects of parental involvement across various dimensions of students' educational experiences, including motivation, academic achievement, and socio-emotional growth. Special attention is given to the challenges and opportunities presented by remote learning and special education contexts, highlighting the need for adaptive parental support strategies. The study employs a case study design to explore these aspects in detail. This research seeks to provide actionable insights for educators, policymakers, and families.

Keywords: Art Education; Parental Involvement; Parental Support; Student Learning.

1. Introduction

Art education is inevitable in rearing children to become well-rounded individuals, giving credence to the rise of Art education from an elective subject to a prominent course. In recent years, more specifically in the Chinese context, art education has been considered an active agent in the promotion of students' cognitive, emotional, and social development. This change reflects international acknowledgment of the arts as a fundamental medium for promoting creativity, critical thinking, and self-expression in young learners (Arslan, 2014). In China, the bulk of students are directed into special art education training programs as early as when still small children. These programs place equal emphasis on technical skills and artistic excellence, with students being put through rigorous training for potential careers in arts and other fields where innovative thinking and creative problem-solving are found invaluable. It runs deep as art education in the Chinese system. Art education stimulates creativity, develops critical thinking, and creates an ability for self-expression on which to base high self-esteem and self-confidence. Moreover, art education greatly contributes to the general students' academic performance and social skills due to the opportunity to become culturally alert and appreciate. Considering these benefits, there is an increasing focus on the review and adjustment of parental support in art education that will eventually improve the student's experience and development within the field (Shamri-Zeevi & Regev, 2020). Parental support is seen as one of the greatest factors determining the child's development in education, not only academically. In a broad perspective, parental involvement includes assistance with homework, participation in school activities, and the establishment of a conducive home learning environment. Active involvement by parents ensures a supportive environment for children that encourages and fosters positive effects on learning, thus fostering academic and personal development. Theories by Epstein and Sanders (2002) highlight the significance of family-school partnerships, suggesting that collaboration between parents and educational institutions is key to optimizing student outcomes.

However, despite extensive research on parental support in general education, there remains a notable gap in understanding its specific impact on art education. Existing studies primarily focus on core subjects like mathematics and language arts, overlooking the unique dynamics and needs of art education. Research by Anderson and Minke (2007) and Hill and Tyson (2009) emphasizes that different types of parental support—such as emotional, behavioral, and cognitive support can have varying impacts on student outcomes. For instance, emotional support involves providing encouragement and showing interest in children's school activities, which has been linked to higher levels of motivation and self-regulation. On the other hand, behavioral support could be more rule-based and expectation-managed towards learning at home, while cognitive support can take the form of homework help and school talk. Art education is deeply involved with creativity and personal expression in addition to pure skills.

Therefore, this sort of parental involvement is also important for art education, which encourages students to be creative, think analytically and be sensitive to various cultures. Similarly, it is very important for the parents to provide their children with the necessary materials and encourage them in taking part in various kinds of artistic activities so that they become art ready and create a sense of environment where creativity and innovation are valued. Moreover, parental support for art education does not have uniformity but rather varies drastically according to parents' conceptual understanding of art education, their educational background, and facilities available to them. As Green et al. (2021) note, parents' motivations for involvement are often driven by a desire to support their children's future success, which is particularly evident in art education where the benefits extend beyond traditional academic achievements.

1.1. Research Objectives and Significance

This study aims to bridge the gap in existing literature by examining how different forms of parental support affect students' achievements in art education, specifically within the context of Chinese art programs. Drawing upon seminal research by Marlina et al. (2021) and Balayar and Langlais

(2020), this study delves into the intricate relationship between parental engagement and student achievement in art education. It explores how emotional encouragement, financial assistance, and involvement in art-related activities influence students' motivation, academic success, and socio-emotional well-being.

The specific objectives of this research are to:

1. Identify the reasons and motivations behind parental support for art education - Understanding why parents choose to support their children's artistic endeavors can provide insights into the underlying values and expectations that drive such involvement. This knowledge can inform strategies to foster more effective parental engagement.

2. Describe the various forms of support provided by parents to their children in art education - This includes not only financial support for art supplies and classes but also emotional encouragement, attending exhibitions, and fostering an environment that values creativity. Recognizing the diversity of support strategies can help tailor interventions that meet the needs of different families.

3. Determine the influence of parental support on student achievement in art education - This involves examining the correlation between different types of parental support and various measures of student success, such as academic grades, participation in art-related activities, and personal development indicators.

1.2. Impact and Broader Implications

The findings of this research have the potential to significantly contribute to the field of art education by providing a nuanced understanding of how parental support affects student outcomes. By informing best practices for educators, parents, and policymakers, this study can aid in the creation of more supportive and collaborative environments in schools, fostering a culture that values and nurtures artistic talent. This research underscores the universal importance of parental involvement in education and its potential to foster collaboration for the betterment of students globally, particularly those engaged in specialized art education programs in China.

Furthermore, the study's insights could be applied to other educational contexts, suggesting that effective parental involvement is adaptable and can be optimized to fit various educational models, including remote and hybrid learning environments. By addressing the specific gaps in literature, this study not only contributes to academic discourse but also offers practical applications that can enhance the educational experiences of students in art education, promoting holistic development that includes cognitive, emotional, and socio-cultural growth.

2. Review of Related Literature

2.1. Importance of Parental Support in Education

It is widely acknowledged that effective parental support has a considerable impact on children's overall educational development. Quite a number of research studies present evidence of positive effects from parental involvement in a child's schooling, inclusive of academic achievements and motivation to socio-emotional growth. Epstein and Sanders (2002) reiterated the salience of family-school partnerships supporting the notion that concerted efforts between parents and schools lead to better student outcomes. What is more,

Anderson and Minke (2007) indicate that many of the decisions a parent makes to become involved in their child's education could be influenced by what they themselves went through and expect. These drivers will vary significantly between socio-economic and cultural backgrounds, meaning that parental support is not a one-size-fits-all relationship but is multi-faceted and dynamic in relation to the resources of the parents, needs of the child, and the broader environment within which the education is taking place.

Moreover, in more recent studies, the dimension of parental support has been looked at in terms of the dimensions of emotional, behavioral, and cognitive support and how these work in influencing students' different academic outcomes. For example, some studies showed that while describing emotional support as parents encouraging or being interested in their children's schooling, it positively related to students' motivation and self-regulation. For instance, what might be seen as behavioral support can come in the form of setting the rules or expectations for learning at home, while cognitive support may involve how much the parents are able to involve themselves in helping with homework and discussing school matters. Each of these dimensions uniquely shapes students' attitudes toward learning, engagement levels, and overall educational success.

2.2. Role of Parental Support in Art Education

Art education derives much from the involvement of parents who will encourage their children to be creative, think critically, and even understand different cultures. Parents have a role in preparations and making necessary materials available, as well as encouraging participation in different artistic activities. According to Dinçer et al. (2003), college graduate parents interested in art are more likely to support their children in such activities as guiding them to different branches of art according to the child's talents, which increases the educational experiences among these children. Hallam, Hewitt, and Buxton (2014) investigated how parental engagement in classroom art activities develops children's creative experiences, increasing learners' participation and productivity. It was also firmly established by Green et al. (2021) that parental motivations for involving themselves in their children's education were significantly centered on a desire to contribute to their children's success, which is most often found in the discipline of art education, as it is not bound by certain conventional measures of success.

Another fact is that the level and type of parental involvement may depend on the resource availability and parents' understanding of art education. This actually suggests further awareness among parents of the importance of art education so that they can be more equipped to provide for their children's art potential. Recent studies support the fact that parental involvement in art education impacts children's creative skills and contributes to a set of broader competencies like critical thinking, collaboration, cultural literacy, among others (Gibson, 2008; Henderson et al., 2007). Interaction between artistic education and other disciplines through active involvement on the part of parents can amount to creative learning outcomes, and students grow not only in their artistic potential but also in solving problems and with resilience. This holistic approach is also particularly good at preparing students, professionally and academically, for the needs of an increasingly interdisciplinary world.

2.3. Impact on Child Development

Research by Arslan (2014) demonstrated that parental support in art education significantly improves children's self-esteem, self-respect, and overall personality development. These benefits extend beyond the classroom, influencing children's social interactions and future professional engagements. Shamri-Zeevi and Regev (2020) listed the therapeutic benefits of art-based programs for parental training: the more positive was the parents' attitude toward the process of creation, the better the results for the child. Popa (2017) proved that the perceived involvement of mothers in general and parents in particular is positively correlated with the academic achievements and self-esteem of high school students. This underlines even greater active participation by the parents in the artistic development of their children. The acquisition of such social and emotional skills through art education is very important for the all-round growth of a child as it instills the ability in children to be able to express themselves creatively and with empathy. These programs inculcate artistic abilities among children and create a bond between the child and parents, which becomes supportive to one's educational and personal growth.

Moreover, it has been shown that all those benefits of parental support to education in the arts continue into adulthood and, through this, develop lifelong appreciation for the arts, as well as continued cognitive and emotional resilience (Zhou & Kim, 2006; Liu & Lin, 2018). According to the aforementioned longitudinal studies, early parental encouragement in art would predispose or stimulate increased engagement in creative activities at later stages of life and cultural pursuits likely to promote mental well-being and social cohesion. It is a reflection of the importance of continued parental involvement at all levels and stages of education toward the successes or accomplishments not only in academics, but also for long-term successes.

2.4. Parental Involvement in Early Childhood Art Programs

Early childhood art programs greatly benefit from parental involvement. Akbar (2017) showed that parental participation in art programs significantly increased after the implementation of structured parental engagement initiatives. This involvement supports the child's artistic development and strengthens the parent-child relationship, fostering a more supportive and nurturing educational environment. Park and Sarkar (2015) stated that parental involvement is very important for supporting students' academic achievements as well as their well-being through transition periods. This is more so the case with art education, where emotional and creative support from parents helps children during these transition processes. Early art exposure, combined with active parental support, can be a great solution in developing sustained interest in arts and benefiting the overall development of a child. Parental support at all stages of learning remains engaging to the student in all areas, more so in arts, which demand continuous energy and effort.

2.5. Non-Formal Art Education

Not only in formal programs, but non-formal art education programs like AFC in Yogyakarta were able to demonstrate that with the support of their parents, children can fulfill educational and aesthetic needs. For example, Prihadi et al. (2019) highlighted the importance of parents' engagement in

this kind of program and how it is necessary for their children's educational and creative growth; it supports even their score academically. Non-formal art education programs, such as the Art for Children (AFC) program in Yogyakarta, Indonesia, show clearly how parental support can be vital in realizing educational, and by extension, aesthetic, needs. A study found that there is participation of parents in these programs because it is necessary for their children's creative or academic development. Non-formal education in art underlines an instance of flexibility and adaptability in parental support, situational in nature in catering to the child's needs in an educational context. This is very important and becomes characteristic of non-traditional settings where formal structures and resources are low, but the highest variable in this equation is parental involvement, which can boost the child's educational accomplishments.

2.6. Broader Educational Context

Liu and Lin (2018) discussed how parental involvement in art education can positively impact academic achievements in broader educational contexts. Their study highlighted that parents' educational backgrounds and attitudes towards art shape their support strategies, directly influencing student engagement and success in art education. This affirms the existence of adaptive parental support strategies that align with shifting education landscapes, remote learning included, and the special education contexts. Epping (2018), for instance, stated the vital role of parental involvement in times of crisis—such as the COVID-19 pandemic—in which parent support stands to be a critical need to sustain students' academic performance and well-being. This becomes very important as in the study by Epping (2018), it is mentioned that during trying times, such as the COVID-19 pandemic, support from parents turned out to be crucial in keeping the students' performance and well-being at the desired level. This further goes on to show that parent involvement is not a static concept but develops based on the conditions existing in its environment, which further demands constant communication and coordination between home and school to ensure the needs of the students are well met.

2.7. Art Education in China

Art education in China is highly regarded for its technicality and artistic acme. It starts at the tender ages and extends into the general educational system. Schools have special programs and tracks that cater to students with interests and capacities in art, where they are trained rigorously and with great exposure. This approach actually mirrors a deeply ingrained cultural value in Chinese society, which relates artistic achievement to personal and professional development.

Besides, art education in China is not simply to cultivate technical expertise but also to cultivate creativity, critical thinking, and deep knowledge of cultural heritage. Educational policy and curricula focus on full development with the use of both Western and traditional Chinese forms of art. This will ensure that students receive a well-rounded education, preparing them for the diversified avenues in terms of career options in arts and other careers requiring creative and analytical skills. It is also a reflection of growing cultural openness and recognition of the importance of global art dialogues in an ever-shrinking world.

2.8. Policy Reforms and Curriculum Innovation

"Over recent years, many educational policies have strived to make art education more inclusive, adaptive, and holistic. China's Ministry of Education actively promoted a concept of 'quality-oriented education' that focuses on academic achievements intertwined with the raising of students' emotional, moral, and aesthetic sensibilities (MOE, 2018). These reforms are expected to reduce the existing pressure of standardized testing and aim to create a balanced educational environment where arts and creativity will hold a significant place.

Simultaneously, curriculum innovation in the field of art education has also become a focus of reforms. New curricula to include practices in contemporary art, digital forms of arts, and interdisciplinary approaches combining art with science and technology have been developed. For example, now schools have started implementing education frameworks, like inculcating the STEAM (Science, Technology, Engineering, Arts, and Mathematics) approach among the students for creatively solving problems and thinking critically by embedding art in scientific and technological contexts (Wang and Wang, 2021). This builds further on global educational trends to make art education even more relevant in this context, preparing students to fit into a job market that grows in rapid dynamics.

2.9. Teacher Development and Professional Training

An important factor in strengthening art education in China is the cultivation of qualified and well-trained teachers who can teach a diverse and comprehensive art curriculum. Professional development programs for art teachers are becoming increasingly important in equipping them with modern as well as traditional teaching methodologies. A number of such programs integrate within them digital tools, contemporary art practices, as well as pedagogical strategies focusing on student-centered learning and creativity (Zhang & Liu, 2020).

Furthermore, a positive trend is associated with the development of cross-cultural competency among art educators. Chinese education authorities have indeed recognized that global cultural exchanges are important, leading to partnerships with international art institutions as well as universities. These collaborations provide Chinese art teachers with opportunities to learn from global best practices, participate in exchange programs, and bring back innovative teaching approaches that can be adapted to the local context (Chen et al., 2019).

2.10. Equity and Access in Art Education

However, the most persistent problem of art education in China is accessibility to art education by students from different regions and socio-economic levels. City schools are certainly better equipped with more advanced facilities, qualified teachers, and sophisticated equipment for arts than rural schools, which may lack proper infrastructure, funding, and specialized art teachers—one of the problems that still remains for art education in China (Gao & Wang, 2020). Such a gap creates a disparity in the quality of art education students receive and, eventually, long-term implications for creative development and career opportunities.

In this regard, several initiatives have been undertaken to

bring art education to underprivileged and rural areas. With this collaboration, materials for art, teacher training, and organizing mobile art education units are offered by non-governmental organizations, private foundations, and local governments, thereby making it possible for remote regions to achieve a wide occupation within rural areas. The availability of such opportunities opens up the potential for all students to be offered a full and varied art education.

2.11. The Impact of Technology and Digitalization

The integration of technology in art education is another critical development in China. Art education and learning have been revolutionized in the 21st century since digital tools and online platforms have made it easily accessible and engaging for the students. For example, during the COVID-19 pandemic, many schools adopted online art classes, virtual museum tours, and digital collaborative projects so that students could remain engaged in art learning (Li & Xu, 2020). This has made art education more far-reaching, while digitalization allows more interaction and rich experiences with multimedia.

Moreover, the use of digital tools in making art, like software to guide painting or even animation, makes the realm of artistic endeavors all the more possible. Again, such technologies allow students to tap into the diverse media that could not be offered in the traditional classroom set-up. This also represents the inclusion of digital art forms within the syllabus not only as a reaction to technological advances but also as an expression of changes within the context of art in contemporary society.

2.12. Future Directions for Art Education in China

Going forward, the future of arts education will probably continue to be shaped by global trends and local needs. The realization that art education concerns itself with more than the acquisition of technical skills has been growing, and critical reflection, cultural awareness, and social responsibility have become important aspects. Art education trends with practitioners to integrate it into environmental, social justice, and community engagement.

In art education, an increased number of individualistic learning pathways are emphasized that notice various interests and talent characteristics of students. This includes curricula that are flexible enough for students to delve deeper into their artistic interests and develop a body of work representative of their personal creative explorations. In this way, China will be better situated to prepare its students for the challenges, professionally engaging in ways that contribute to a world that is increasingly complex and dynamic.

2.13. Additional Insights from Related Studies

Parental support extends beyond art education, influencing general academic outcomes and personal development. Popa (2017) found that perceived parental involvement, particularly from mothers, positively correlates with high school students' academic achievement and self-esteem. Similarly, Cancino (2022) highlighted those various forms of parental involvement, such as encouragement and reinforcement, significantly influence student achievement.

Houtenville and Conway (2008) demonstrated that parental effort has a substantial positive effect on student achievement,

surpassing the impact of school resources. Chen and Gregory (2009) emphasized that parental expectations are associated with higher academic engagement and performance, particularly during transitions to high school.

Rathore and Sangwan (2014) noted that higher levels of parental encouragement correlate with enhanced academic performance in adolescents. Utami (2022) and Sam et al. (2021) also reported that parental support positively impacts academic motivation and performance, highlighting the crucial role of parental involvement in fostering educational success.

Further research by Benito-Gomez et al. (2021) and Smojver-Ažić and Živčić-Bećirević (2017) underscored the importance of parental support in college adjustment and academic functioning, illustrating that its impact extends through various educational stages.

Simon (2001) and Felizardo et al. (2016) found that parental support influences high school students' academic achievements and school attachment, respectively. Epping (2018) and Warkentin (2020) also highlighted the positive outcomes of parental involvement on student academic performance and well-being, particularly during challenging periods such as the COVID-19 pandemic.

3. Synthesis and Research Gaps

3.1. Synthesis

A comprehensive literature review ascertains that parental support significantly influences students' achievement in art education. Parental involvement brings in it enhanced improvement in the academic performance, and social and emotional growth of students (Epstein & Sanders, 2002). The level of support, be it materials or emotional, always has a direct impact on students under art education (Dinçer et al., 2003; Hallam et al., 2014). However, research also suggests that the magnitude and nature of parental involvement may differ based on parents' level of education, conceptualization regarding art education, and availability of resources (Green et al., 2021).

3.2. Identifying Research Gaps

Still, despite the recognized importance of parental support in art education, there are several unresolved issues and gaps in research. First, there is the issue of in-depth research into how certain forms of parental support may affect students of different age groups and cultural backgrounds. Secondly, these studies have mostly been done on art education inside formal school settings while the effect of parental support in non-formal art education and special education has been subject to very few studies. More work is needed to understand how to adapt and further develop these supportive strategies when new educational environments are introduced—in line with a changing educational landscape that is moving towards remote and hybrid learning models (Epping, 2018).

4. Future Research Directions

Based on the identified research gaps, future studies could focus on the following areas:

1. exploring the differentiated impact of parental support on students of various ages and cultural backgrounds;

2. investigating effective forms and methods of parental support in non-formal education and special education environments;

3. analyzing the optimization of parental support strategies in remote and hybrid learning environments amid changes in educational formats. Moreover, future research could adopt a mixed-methods approach to provide a more comprehensive understanding of the complex mechanisms of parental support in students' art education.

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