

The Parental Participation in Music Education of China

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Abstracts

From the perspective of parental participation, this article analyzes the family factors affecting children's musical instrument learning from the current situation, puts forward effective suggestions for parents to participate in children's musical instrument learning, and provides effective data support for practical problems such as promoting children's development and cultivating children's musical aesthetic ability. This article presents different perspectives on parental participation in music education—the structure of parental participation and parents' participation in music education in China.

Keywords: parental participation, music education, China

Introduction

Research on parental participation began in 1959. With the birth of the Parent Teacher Association (PTA) in the United States in 1897, parental participation was formally proposed until the 1960s. In the mid-1990s, the project was widely implemented in the United States. To ensure the successful implementation of the project, the government and educators took various measures to promote parents' participation. Since 1959, researchers have explored the basic concepts of parental participation from different perspectives, such as psychology, sociology, and pedagogy. In the early 1990s, researchers shifted from the concept study of parental participation to the structural study of parental participation. The literature in this period mainly explored the patterns, levels, dimensions, and types of parental participation. From the end of the 1990s to the 21st century, the focus on parental participation has shifted from theoretical to empirical research. The impact of parental participation on children's academic achievement, achievement motivation, cognitive development, and other aspects has become a hot issue for researchers. The research method has also shifted from theoretical thinking to experimental research. Make the research on parents' participation more scientific. Since the 21st century, empirical studies on parental participation have mushroomed in the past 10 years. The number of works of literature has rapidly increased, covering different research fields and disciplines.

Parents' participation in Education

Psychological factors of long-term participation. In the research field, the research in recent years has shifted from focusing on home-school cooperation and home cooperation to the home. Social cooperation and mutual promotion among parents, schools, and communities.

The full name of "parental involvement" is "parental participation in education" or "parental participation in children's learning activities," which refers to parents' participation in children's learning activities or educational processes through direct or indirect means based on their concern for children's education.

* Received: October 12, 2022; Revised: October 27, 2022; Accepted: November 3, 2022

After entering the 20th century, in 1897, the Parent Teacher Association (PTA) was born in the United States, which became the symbol of the formal birth of parent participation. In the mid-1960s, the project was widely implemented in the United States. Promoting parents' participation is important content and a guarantee for the success of the reform plan. Since the end of the 1970s, many educators and psychologists have explored the theoretical connotation of parental participation from different perspectives and put forward different viewpoints: Bloom (1980: 382-385.) believes that parental participation is the process of parents' expectations of children's academic achievements or conveying expectations to their children; Stevenson and Baker (1987: 1348-1357) defined parental participation as parental participation in school activities. Christenson (1992: 178-206.) defined participation as parents and children talking about school. Gronick and Slowiaczek (1994: 237-252) believe that parents' participation refers to all the activities (including time and energy) that parents put into the education field for children's learning and development.

Ma Zhonghu (1996: 33-37.), a Chinese scholar, believes that parental participation refers to parents' direct or indirect participation in their children's learning activities, including family-based and school-based involvement.

It can be found that Chinese and foreign scholars have different definitions of the connotation of parental participation, and scholars have different meanings of the concept of "parental participation." Over time, the focus of the concept of parental participation has changed from "parents' expectations of academic achievement" to "parents' participation in school," then to "communication between parents and children," and finally to "all parents' inputs to children's development." It can be found that the personal initiative of parents in the definition of parental participation is getting stronger and stronger, and the level of parental participation is required to be higher and higher. The scope of participation is getting wider and wider. Until the concept of parental participation was put forward by Gronick and Slowiaczek (1994: 237-252), "for the sake of children's learning and development, parents should participate in all activities in the field of education." In this concept, different from previous studies, they proposed the purpose of parents' participation, which is not only based on children's academic achievement but also children's learning and development. Therefore, he set a long-term goal for parents' participation. At the same time, the concept also emphasizes that parents should invest time and energy in all activities in the field of children's education. Therefore, they believe parents should be an indispensable part of children's education. However, the author believes that the participation of parents in all activities in the field of children's education in this definition will affect the children's spontaneous growth. The participation of parents should be moderate, and they should participate in children's learning and education activities in appropriate ways and with effective strategies.

Structure of parental participation

The research on parental participation began in the 1990s. Based on the research on the concept of parental participation, scholars in China and abroad have further studied the structure of parental participation. From the level of parental participation, the type of parental participation, the mode of parental participation, and the dimension of parental participation.

1. Level of parental participation

Cervone (1982:66), an American educational researcher, put forward the "sequence model of parental participation" according to the level of parental participation. According to the level from passive to active involvement, the model divides parental roles and behaviors

into four levels: information recipient behavior, Learner behavior; Teacher behavior; Decision maker behavior.

1.1 High and low levels of parental participation

Morgan and Fraser (1992: 11-20) divided parental participation into low-level and high-level. Low-level participation refers to only having the right to know, that is, understanding and knowing the school's policies and decisions. High-level participation enjoys the decision-making power of school affairs, which can help schools operate and participate in school decision-making.

1.2 Internal and external levels of parental participation

Liu Li (1992: 62-66) of Hangzhou University divided parental participation into three levels. (1) Formal participation is the outer layer and the most superficial activity, usually the school leads. For example, the head of the family is invited to participate in home-school meetings, open days, or homework exhibitions; Home school contact books and parent tabloids also belong to this level. Parents play the role of "supporters and learners" at this level. (2) Interpersonal participation: This is a two-way communication activity. Parents and teachers exchange information, opinions, and suggestions in a more harmonious atmosphere, such as through home visits, helping teachers organize activities, and making teaching aids. Parents play the role of "supporters and school volunteers" at this level. (4) Management participation: parents participate in the decision-making of school development and management and act as "consultants and decision makers" at this level.

2. Mode of parental participation

Gordon (1991:7) refers to three models: the family influence model - the school goes deep into the family to understand the needs of parents through home visits or various communication skills; School influence mode - parents participate in various affairs or management of the school as volunteers or members of the parent committee; Community impact model - use the primary resources of the community to strengthen the cooperation between the school and the community.

Swap (1993:43) classifies parental participation patterns into four categories according to the degree of cooperation between schools and parents: (1) protective models.

In the protective model, the family only strengthens the values instilled in the school, and the parents play a negative role; (2) The school-to-home transmission model is two-way communication between schools and families to share information; (3) Curriculum enrichment model: in particular, it provides help to low-income or low-education families to strengthen their study and life at school and home; (4) Partnership model, making plans, making decisions and sharing responsibilities.

3. Types of parental participation

Epstein (2001: 28-30) applied his "interaction" theory to educational practice and proposed six types of parental participation: (1) parenting: it is the basic obligation of parents to provide basic material, safety, and health protection for children's growth and development, nurture and educate children to be mature and independent, and provide family conditions for children's learning activities; (2) Communication: refers to the communication between home and school about the school plan and children's growth, such as telephone communication, school briefing, home school contact book and parent meeting. (3) Volunteer activities: according to the needs of the school and their strengths, parents participate in the daily affairs or various processes of the school as volunteers, such as repairing the desks and chairs in the classroom, assisting the classroom in organizing tourism, participating in and coordinating the

cultural and sports activities of the school or class. (4) Family learning: participate in children's various family learning activities, such as helping answer questions and solve doubts, discussing and communicating school changes and learning problems, encouraging and monitoring children's learning progress, etc.; (5) Decision making: parents participate in the decision-making process of school plans, guidelines, and policies, and put forward constructive opinions, such as attending school affairs meetings and teaching and research activities; (6) Community cooperation: it refers to integrating community resources and services, promoting parents' participation, and improving school relations and family community relations.

Taiwan scholars Wang Zhenxing and Zhang Shannan (2001:54) divided the types of parental participation into two types: out of school participation and in school participation according to the forms of parental participation: unorganized participation in the education of individual students and organized support for school education; There are two forms of general affairs participation in school daily operation and decision-making participation in school decision-making. Hong Kong scholar he Ruizhu (2002:8) divides parent participation into three categories: home-based involvement, school-based involvement and community-based involvement, and proposes seven different types of participation: parent education, guidance for children to study at home school communication, parents' participation in school voluntary work, parents' participation in parent organizations and school administration decisions, and school community collaboration.

4. Dimensions of parental participation

Some researchers try integrating the degree of parental participation into the dimension model. For example, Rasinski and Fredericks (1989: 180-182) proposed a level of parental participation, from less monitoring without actual participation to gradually increasing and conscientious participation level, and finally to an effective and energetic level

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Parental participation type is defined as parents providing resources for children within a limited range (Grolnick & Benjet 1997: 538-549). Grolnick divides parental participation into three categories: behavioral participation, cognitive participation, and emotional participation.

1. Behavior participation

Currently, the research on parental participation abroad includes participatory activities and the importance of parental participation in the academic field. The model construction of sex is based on the behavioral participation. Study and research in musical instruments. The forms of parental participation in research include monitoring and participation in the practice process and participation in classes and at home.

There are three forms of tutoring. In an experimental study of band students, it was found that there was a great relationship between the time of practicing the piano and the student's achievements. Under the supervision of parents, much practicing time can predict the development and achievements of instrumental music learning in the future.

In the investigation of young wind musicians, Zdzinski (2002: 245-255) found that the effect of parents' participation on improving music achievement was related to the age of students. 12-18 is described as "the middle-aged crisis of the performer." Parents' meeting children's psychological needs and stimulating children's interest in music have become crucial factors. In this period, the role of behavioral participation becomes smaller, and cognitive and emotional participation becomes more important.

2. Cognitive participation

Children's cognitive activities and specific cognitive activities contain important parental participation. In musical instrument learning, parents' cognitive participation is mainly to develop their children's sound. Happy cognition provides them various opportunities and materials, including arranging musical instrument lessons and participating in professional music with children. Music club, discuss and listen to music together at home, and encourage children to participate in extracurricular music activities.

Parents of gifted children usually provide achievement and perseverance support within the scope of disciplines and provide them with value cognition related to disciplines in cognitive participation. So that they can maintain strong values and perseverance in the process when they participate in a specific field alone. Parents' participation in high-level cognition positively impacts young people's talents. The parents of these highly talented children will generally contribute

3. Emotional Participation

More and more evidence prove that emotional participation is important for parents' participation, related to the healthy and stable development of children's musical abilities (Creech, 2010: 13-32). Education researchers also found that children of all ages, including middle school students, think that parents' help, interests, and emotional support are very important, and parents' influence on children extends to adulthood.

There are potential conflicts between parents and children in overcoming the problems of practice, music preference, and time guarantee in musical instrument learning. These factors may lead to the fact that only a few studies have explored the reasons for parents' emotional participation. A concept of "good enough parents" based on multicultural characteristics, a generalization of parents' emotional participation. First, parents should be very sensitive to their children's changing needs. Secondly, parents should be able to make children feel love, worship, and pleasure.

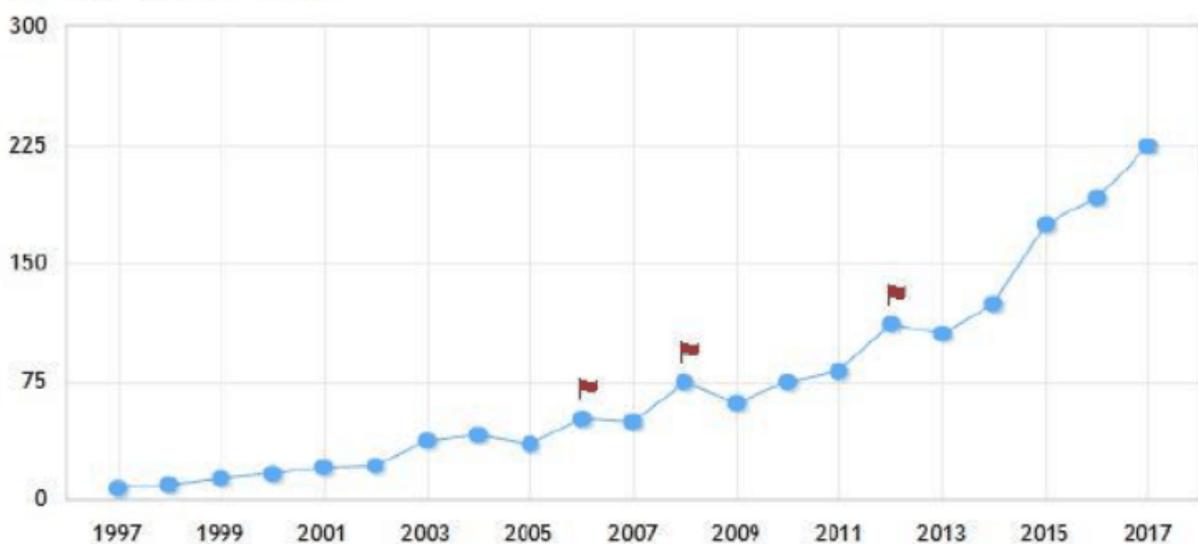
Parents' participation in music education in China

The research on parents' participation in China began at the end of the 20th century. Through the literature search on *HowNet*, it was found that the first literature on parents' participation was "functions and methods of parents' participation in school education" by Professor Liu Li in 1992, which discussed the ways of parents' participation. The analysis found that the early literature on parental participation in China is mainly focused on the introduction and comparative study of foreign parental participation policies, status quo, and research. At the beginning of the 21st century, the research on parental participation began to explore the fundamental problems of parental participation and home-school cooperation based on the current education situation in China and sort out and analyze the concept, level, and type of parental participation. Further, explore the influencing factors of parental participation and pay attention to the theoretical research of parental participation.

The research value of this study is to analyze the shortcomings of music education research in China by synthesizing the current situation of music education research at home and abroad. Value provides a theoretical basis. This study chooses children's music learning as the research content. Influence children from parents' perspective: The key factors of children's music learning motivation are discussed. Because the concept of music learning is large, the objects of this study are: Focused on children who learn music through musical instruments. Therefore, the retrieval formula is determined as parent participation and musical instrument learning. one Academic attention By using "parent participation" and "musical instrument

learning" as the keywords for Chinese documents that can be recorded in the database (1997-2018), Conduct academic trend search, as shown in figure 1.

It can be seen that the number of studies on "parental participation" is increasing year by year. The situation of rapid growth. Among the "Parental involvement" Number of studies in two thousand eighteen. The highest number of entries reached one hundred and seventy-five documents. However, the academic attention on the study of "musical instrument learning" shows a dynamic trend. The maximum number of entries is: two thousand and sixteen Annual average The recording volume is only six articles.



Figure, 1 Academic trends of Chinese literature on "parental participation" in CNKI database

Professor Zhou Haihong (1994: 36-38.) analyzed the motivation of musical instrument learning from the psychological perspective and provided suggestions for parents on how to participate in children's musical instrument learning. There are several countermeasures, but the lack of empirical research data supports them.

Liu Min and Wang Qing (2009; 44-46) proposed in the article "the influence of parents on children's self-concept in music learning activities": (1) parents' educational attitude and behavior will affect children's self-experience in music learning activities; (2) Parents' evaluation methods and contents will affect children's self-evaluation in music learning activities; (3) Parents' educational expectations and educational concepts will affect children's autonomous participation in music learning activities.

Through the analysis of the questions and attribution, we can draw the following conclusions: (1) parents are ambiguous about the concept of "family music education." (2) Parents are suitable to carry it out. The purpose of family music education is generally utilitarian. (3) Parents cannot accurately grasp the music learning of preschool children during the "Critical period." (4) Parents cannot use appropriate methods to educate preschool children. (5) Parent-to-family voice Do not understand the content of music education. (6) The parents in the family have different ideas about music education. (7) Parent-to-family voice.

Music education lacks continuity. "Analysis of social adaptability and influencing factors of children in Guangzhou interest class" is to understand the current situation and influencing factors of social adaptability of children in Guangzhou interest class. With the method of random cluster sampling, 592 children aged 6-11 years in Guangzhou were assessed with the social adaptability questionnaire of the Achenbach children's behavior scale (CBCL). It is found that the participation rate of children's interest classes in Guangzhou city is high, the time is long, the types are many, and the attitude is positive. The willingness is active, and the age of attending the interest classes is early. The total scores of social ability and activity ability of boys and girls in the interest class were higher than those of children in the non-interest class ($P < 0.05$). The higher the degree of liking for interest classes, the more active the willingness. The longer time and participation in literacy, music, and talent classes are the protective factors of social ability. In conclusion, it is helpful to improve children's ability of social adaptation for parents to comply with their children's wishes and hobbies and let them participate in interest classes properly (Dong, et.al., 2014: 765-767).

Conclusion

To sum up, by comparing Chinese and foreign "Musical instrument learning" and "Parental involvement," It can be found that, foreign countries pay more attention to family and social music education in music education than our country. Moreover, regarding parental involvement, the study of music learning has been a hot topic abroad. The intersection of Family Parent Participation and musical instrument learning in China The research is in its infancy and needs to be explored and studied in depth.

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