

Research on the Countermeasures of Parental Participation in Improving Piano Education for Preschool Children

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ABSTRACT

This study focuses on the key role of parental involvement in children's education in the field of music education, especially the process of children's piano learning. Parental involvement has been shown to significantly affect a child's academic performance, behavioral performance, social skills development, and smooth transition from kindergarten to higher grade. Especially in music education, parental support helps children build self-confidence, develop good study habits, and overcome difficulties encountered in the process of learning an instrument. Many factors, such as parents' socioeconomic status, educational background, occupation, attitude and belief towards children's music education, will affect their involvement in children's music development. This study adopts a mixed method research design, combining quantitative and qualitative research methods. First of all, the basic information of parents, their participation in children's piano learning and students' piano learning level were collected through a questionnaire survey. SPSS software was used for frequency analysis, descriptive statistical analysis and difference analysis to explore the relationship between parents' characteristics and participation level and the influence of participation level on students' piano learning level. Secondly, through in-depth interviews with school administrators, qualitative data on the challenges faced by parents involved in children's piano learning were obtained, and targeted solutions were proposed on this basis. The quantitative results show that parents' gender, age, education level and occupation are closely related to their participation in their children's piano learning, and parents' participation is significantly positively correlated with students' piano learning level. The qualitative analysis reveals the challenges encountered by parents in the process of participation, such as time and resource limitations, cognitive level and skills deficiencies, and puts forward some coping strategies, such as providing educational resources and strengthening communication and cooperation between family and school. Finally, this study emphasizes the positive role played by parents in children's piano learning, that is, by creating a good learning environment, emotional support and strengthening family ties, it effectively promotes the development of children's musical ability and the improvement of comprehensive quality. Therefore, it is suggested that school administrators actively advocate and promote parents to effectively participate in their children's piano learning, and form a good mechanism of home-school cooperation and co-education to help children develop comprehensively.

KEYWORDS

Countermeasures; Piano Education; Preschool Children; Parental Participation.

1. INTRODUCTION

Parental involvement plays a crucial role in the educational development of children, particularly in specialized areas such as Piano education. This study investigates the impact of parental involvement in the Piano education of preschool and primary school students in Changzhou city. The research

seeks to fill a gap in existing literature by focusing on a specific locale and population that has not been extensively studied.

Parental involvement in education is widely recognized as a key factor influencing student success. Parents contribute by engaging in activities such as reading to their children, assisting with homework, and attending school events. These actions not only support academic achievement but also foster social skills and better behavioral outcomes. The role of parents extends beyond the home; their presence and active participation in school settings, such as parent-teacher conferences and classroom volunteering, significantly contribute to a child's educational experience.

In the context of music education, parental involvement is even more critical. Research indicates that young music learners benefit greatly from the support of parents, particularly in the early stages of learning an instrument. This support, which includes understanding musical terminology, participating in practice sessions, and providing emotional encouragement, is essential for building the child's confidence and skill in music. However, the level of parental involvement can vary significantly depending on factors such as socioeconomic status, educational background, and personal beliefs about the child's education.

The study in Changzhou highlights several challenges that affect parental involvement, particularly in a city where educational standards and college entrance examination results are relatively low. Parents who cannot afford high-level education often turn to alternative avenues such as music and the arts to ensure their children's success. Despite financial and educational barriers, these parents maintain high expectations and standards for their children's achievements in music, reflecting the cultural importance of excellence in these areas.

The research aims to assess the degree of parental involvement in the piano training program at the Changzhou shopping center and to evaluate its influence on children's musical development from the perspective of the parents. It also explores the challenges faced by the school in encouraging parental participation. The findings are expected to provide valuable insights into how parental involvement can be effectively fostered in similar educational contexts, particularly in music education, where parental support is a critical component of a child's success.

1.1. Review of Related Literature

This study investigates the role of parental involvement in the academic performance of preschool and primary school children, particularly in piano learning. The research draws on existing literature to clarify key concepts and identify gaps, contributing to the formulation of the study.

The reviewed literature indicates that parental involvement is crucial in children's education, particularly in music, where parental support significantly influences positive learning habits. Chan et al. (2021) highlighted that Chinese parents are keen on collaborating with teachers to enhance communication and foster school-family partnerships, crucial for developing children's talents. Long-term academic success is closely tied to parental involvement, which creates a supportive learning environment, sets high expectations, and maintains engagement in school activities. This involvement correlates with improved student motivation, behavior, and overall academic achievement (Positive Action, 2021).

In Changzhou, parental involvement is shaped by socioeconomic factors, historical backgrounds, and cultural influences. Parents in this region, particularly those with higher economic status, often have high expectations for their children's education, sometimes leading to overindulgence, which can hinder children's intrinsic motivation to learn. The study highlights the need for balanced parental involvement that supports academic and musical development without fostering dependency or complacency in children.

Parental involvement extends beyond direct educational support; it also encompasses parenting practices, communication, volunteering, home-based learning, decision-making, and community

collaboration. Each of these aspects contributes to a child's educational experience, influencing their academic and social outcomes. Studies have shown that increased parental involvement is positively correlated with higher academic performance, better test scores, and improved classroom behavior (Gonzalez-DeHass et al., 2020).

The challenges faced by schools in fostering active parental involvement are significant. These challenges include parents' cognitive limitations, negative attitudes towards education, and physical or material inadequacies. New teachers often cite these factors as barriers to effective parental participation in their children's education (Zhu & Chang, 2019).

The challenges encountered by schools when it comes to active parental involvement was also explored and chunked down to three themes: parents' cognitive inadequacy, inadequate attitude of parents and physical inadequacy.

1.2. Statement of the Problem

This study will determine the level parental involvement and its effects on the academic performance of pre-school and primary school children at Changzhou City Shopping Centre Piano Training Department. It further covers the challenges experienced by the parents in influencing their children's learning. Specifically, it will seek to answer the following questions:

(1) What is the profile of the participants in terms of:

- 1) age
- 2) gender
- 3) highest educational attainment
- 4) Profession type

(2) What is the level of the school's parental involvement of parent participants in their children's piano learning in terms of:

- 1) Parenting,
- 2) Communicating,
- 3) Volunteering,
- 4) Learning at Home,
- 5) Decision Making, and
- 6) Collaborating with the Community?

(3) Is there a significant difference in the level of parental involvement of parent participants in their children's piano learning when grouped according to profile variables?

(4) What is the influence of parental involvement on their children's academic performance in piano classes in terms of:

- 1) School attendance,
- 2) Social skills and adaptability, and
- 3) Test scores and class achievement?

(5) Is there a significant difference in the influence of parental involvement on their children's academic performance in piano classes when grouped according to profile variables?

(6) Is there a significant relationship between parental involvement and the children's academic performance in piano classes?

(7) What are the challenges encountered by the schools in parental involvement of the parents in their children's piano learning?

(8) What plan of action can be designed to enhance parental involvement strategies in music schools?

1.3. Significance of the Study

The results of the study are significant to the following:

Parents: Since this study will be conducted among the parents of preschoolers who are learning piano, they stand to benefit from the study as it will aid in the increased involvement of the parents in the school affairs as a way of fostering fast learning and encouraging the students who need their parents' presence especially when learning music at a young age.

School: Administrators. As part of the respondents, this study will give the school administrators an opportunity to express some of the challenges encountered in the involvement of parents in the school activities.

Teachers: The teachers also stand the benefit from the output of this study as parental involvement eases the effort of teachers when parents contribute to the development of their children especially when they are learning music from from home.

Changzhou City Shopping Center Piano Training: Since this study will be conducted in this school, they stand to benefit from the research findings as no study of this nature has been conducted in the school in the past. The output will also benefit the school towards improving the level of parental involvement and academic performance.

Researcher: This study will provide the researcher with professional and content knowledge of the challenges of parental involvement in music schools and its relationship with academic performance.

Future Researchers: The secondary and primary data of this research will serve as a basis for references and further readings for future researchers.

2. METHODOLOGY

2.1. Research Design

This study will adopt a mixed method research design. In terms of quantification, descriptive correlation design will be used, and survey tools will be employed to collect raw data. This study will evaluate the level of parental involvement in music schools and the academic performance of children who are currently learning piano. It also involves evaluating significant differences based on personal profile factors, as well as testing the relationship between parental involvement and academic performance.

2.2. Research Instruments

This study will be based on three survey tools designed and developed by researchers based on research concepts and relevant literature reviews. It is divided into quantitative survey questionnaires and interview questions with school administrators. The survey tools for pre-school students and parents of primary school students in the quantitative stage are parallel, so the projects are the same.

2.3. Population and Sampling

The participants of the study are parents of preschoolers who are learning piano. For the qualitative aspect, 10 school administrators will be selected based on stratified sampling technique so as to gather their observations regarding the challenges encountered by the music school in parental involvement.

For the parent-population, a sample size will be used. The table below shows the population and sample of the students.

Table 1. Population and Sample of Participants

Indicators	Cronbach Alpha	Remarks
Level of Parental Involvement	.981	Excellent
Influence on Academic Performance	.962	Excellent

The computed sample size of the parents are 200 participants. To get the sample size, the researcher used the raosoft calculator at 6.32% margin of error, 95% confidence level, and at 50% response distribution rate.

2.4. Data-Gathering Procedure

To obtain the data needed for the investigation, the following procedures will be undertaken by the researcher.

- (1) The researcher will secure a clearance from the Ethics Review Committee of St. Paul University Philippines to ensure the ethical soundness of the research.
- (2) The researcher will obtain endorsement from the Dissertation adviser and the Dean of the Graduate School for data gathering.
- (3) The researcher will seek permission from the Dean of Piano Training Department in Changzhou City Shopping Center for conduct of the study.
- (4) Before the data collection, the validity of the research tools will be established and identification of the study participants will be undertaken. Informed consent from these participants will likewise be sought to ensure that the study conforms to the ethical norms of research.
- (5) Upon approval of the data gathering by the Dean of Department of Music in Changzhou City Shopping Center Piano Training Department, the researcher will confer with faculty chairperson on the schedule of the data gathering.
- (6) The questionnaire will be subjected to reliability tests and validation process

2.5. Data Analysis Procedure

The data collected were tallied and treated using the following analytical tools;

Weighted Mean. This will be used to compute for the average responses from the assessment of level of parental involvement based on parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community; assessment of the influence of parental involvement on academic performance based on school attendance, social skills and adaptability, and test scores and class achievement. The study made use of a Four-Point Likert scale. The table below shows the scale, verbal description, and interpretation.

t-test/ANOVA. This will be used to test the significant differences in the level of parental involvement in their children's piano learning, and the children's academic performance when the participants' profiles are taken as test factors. T-test will be specifically used to analyze the differences based on sex, while ANOVA will be used to analyze the differences based on age, profession type, and highest educational attainment.

Frequency/Percentage. This will be used to tabulate and determine the demographic profile of the parent-respondents.

Pearson's r and t-test. This will be used to test the relationship between parental involvement and the children's academic performance in piano learning.

Thematic Analyses. This will be used to code, derive themes, and analyze the themes garnered from the open-ended question regarding the challenges encountered by the music school in parental involvement.

Table 2. Scale of Interpretation

Scale Range	Verbal Description	Interpretation
Level of Parental Involvement		
3.51 - 4.00	Strongly Agree	Very High
2.51 - 3.50	Agree	High
1.51 - 2.50	Disagree	Moderate
1.0 - 1.50	Strongly Disagree	Low
Influence of Parental Involvement on Academic Performance		
3.51 - 4.00	Strongly Agree	Very High
2.51 - 3.50	Agree	High
1.51 - 2.50	Disagree	Moderate
1.0 - 1.50	Strongly Disagree	Low

3. CONCLUSION

This study addressed research questions 1 and 2 through descriptive statistical analysis, obtaining key indicators such as sample size, maximum and minimum values, mean, and standard deviation for each variable. The findings indicate that most parents actively participate in their children's piano learning, with general satisfaction regarding student performance.

For research questions 3 and 5, difference analysis revealed significant variations among different age groups, education levels, and occupational types concerning parental involvement and students' piano learning levels. Utilizing Welch's T-test and ANOVA, the study identified significant differences in these variables.

Regarding research questions 4 and 6, correlation analysis was employed to assess the degree and direction of relationships between variables. The results show a significant positive correlation between parental involvement and children's piano learning performance.

Addressing research question 7, the study explored challenges faced by parents through semi-structured interviews with school administrators. Findings indicate that work pressures and social obligations limit parents' time and resources, hindering their ability to support their children's music learning. Additionally, many parents lack sufficient knowledge of music education and musical skills, further constraining their capacity to guide their children's learning effectively.

In response to research question 8, the study proposed several action plans to enhance parental involvement in piano schools.

4. RECOMMENDATIONS

To enhance children's academic performance, particularly in piano learning, parents should increase their involvement by focusing on several key areas: knowledge, skills, motivation, emotional management, and willpower.

(1) Knowledge and Skills: Parents should provide adequate learning materials and supervise their children's homework, ensuring that the content is appropriate and beneficial. With the rise of digital learning, it's crucial for parents to monitor online resources, ensuring children access safe and relevant content. Additionally, parents should help children develop strong language skills and critical thinking, guiding them to apply learned knowledge to new situations.

(2) Motivation and Emotional Management: Parents can foster a love of learning by nurturing curiosity, self-esteem, and confidence. Setting realistic goals and maintaining positive expectations can significantly impact children's motivation. Emotional stability is also essential; parents should avoid bringing negative emotions into the learning environment and practice "happy education," which focuses on creating a positive and supportive atmosphere for learning.

(3) Willpower and Communication: Cultivating willpower in children involves helping them set clear learning goals, manage their time effectively, and stay focused. Parents should create a conducive home learning environment and encourage perseverance. Effective communication with both children and teachers is critical for monitoring progress and adjusting strategies as needed. Additionally, parents should moderate their children's social activities, ensuring that time is allocated effectively for academic pursuits.

Overall, parental involvement should be holistic, considering not just academic outcomes but also the child's overall development, including moral character and social skills.

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