

# Study on Strategies for Improving Piano Education for Preschool Children with Parental Participation

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**Abstract:** This study focuses on exploring the key role of parental involvement in children's education, especially in the process of piano learning, in the field of music education, in order to provide corresponding improvement strategies. 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:** Strategies, Piano Education, Preschool Children, Parental Participation.

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## 1. Introduction

Parental involvement refers to the continuous involvement of parents in their children's education. Parents can demonstrate their commitment to school by reading to their children, helping them with homework, discussing school activities, attending parent teacher meetings, and volunteering in the classroom. Participation is the first step on the path of participation. Teachers are responsible for transmitting learning materials and grade related information. Teachers can provide advice, but parents and family members have important knowledge about their children that educators may not know. When both parties share their perspectives, the learning experience of students is strengthened.

Parents play an important role in their children's education because they have a greater direct influence than friends, teachers, and the media. It can inspire and help young people develop good study habits. Students whose parents participate in the classroom exhibit better behavior and attendance, achieve higher grades, possess stronger social skills, and transition more successfully to school.

There is concrete evidence to suggest that most young music learners confidently and proficiently perform with the support of loving parents. According to Margiotta (2021), the level of parental involvement in a child's music development depends on their socio-economic status, educational/cultural background, profession, and attitude/beliefs towards their child.

Although Changzhou is a historic city with a history of 1500 years, its education level and national college entrance examination scores rank last in the country. Many parents

who cannot afford their children's access to top education tend to adopt different methods because they cannot provide standard educational principles for their children. Therefore, these parents encourage their children to achieve excellent results in specific fields such as music and art.

Many factors hinder parents' participation in their children's learning, especially in Changzhou city. These factors include the geographical location, economic status, and educational level of the city. These influencing factors greatly increase parents' high demands and expectations for their children and even teachers. Based on these needs and expectations, teachers are exploring several teaching models that may be suitable for children in Changzhou, and parental involvement is often one of the most important aspects of learning, especially in music and art related courses.

In order to better understand this situation, the researchers chose the Piano Training Department of Changzhou Shopping Center as a place to study the impact of parental participation on music learning for preschool students.

Although there have been several studies in China on parental involvement in children's music learning, no such studies have been conducted on preschool children and elementary school parents in the piano training department of Changzhou shopping centers. The aim of this study is to bridge this gap by conducting this study in the research setting. In addition, feedback will be collected directly from parents of children to understand their views on the impact of parental involvement on their learning. Consistent with this, the main objective of this study is to evaluate the level of parental involvement in music schools and determine the impact of parental involvement on children based on their perspectives.

Researchers will also explore the challenges schools face in ensuring parental involvement in practice.

### 1.1. Review of Related Literature

The study explored parental involvement of parents of preschool and primary school children and assessed the influence on their academic performance. The researcher used the following concepts, articles, and studies that are related to the present investigation to establish clarity of terms, to present what has been known about the variables, and to determine the gap in terms of knowledge which led to the conceptualization of this research.

The reviewed literatures have demonstrated and highlighted the importance of parental involvement in terms of parenting which entails aiding families with tasks like providing a warm home atmosphere to boost academic achievement in the student and supporting families with their health, nutrition, and education obligations, communicating, which entails creating efficient channels of communication on school programs and kids' progress from the home and the school which can be accomplished through school-based activities such as attending parents' meetings and education workshops, as well as home-based parental involvement such as reading aloud to the child and assisting them with their homework, volunteering which includes helping out in the lunchroom, library, classroom, on field excursions, at parent-teacher organization meetings, as a tutor, in an after-school enrichment program, as a mentor, or by showing up at school functions or social events, Learning at home which consist of parental assistance with school-related tasks (like homework help), parental reactions to their kids' academic success (like test results), parent-child conversations regarding school-related matters, and parental provision of encouraging learning environments.

It was found that children's learning processes are influenced by their families, since parents teach their kids about educational philosophies, expectations, and values. Decision making which have demonstrated that parent participation has a direct impact on students' achievements as well as attitudes and behaviors and finally, collaborating with the community which has to do with locating and utilizing community resources and services to uplift and assist educational institutions, learners, and their families. includes details on community health, cultural, recreational, social support, and other programs and services for students and their families. It also includes details on community activities related to developing one's skills and abilities, such as student summer programs.

The influence of parental involvement when it comes to students' academic performance was also adequately explored and it showed that the more involved parents are in their children's academics, the more enhanced their performance is. Parental involvement and high test scores have been shown to be in close correlation and have a direct relationship with each other.

The challenges encountered by schools when it comes to active parental involvement was also explored and chucked 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?

## 2. Methodology

### 2.1. Research Design

The study will utilize the mixed-method research design. The quantitative aspect will use a descriptive - correlational design that will adopt survey instruments to collect the primary data. The study will assess the level of parental involvement in the music school, and the academic performance of the children who are learning piano. It also involves the evaluation of significant differences based on profile factors, and the test of relationship between parental involvement and academic performance.

### 2.2. Research Instruments

The study will be based on three survey instruments which were designed and developed by the researcher based on the study concepts and review of related literatures. It is divided into quantitative survey questionnaires, and interview questions for school administrators. The survey instruments for the parents of preschool students and primary school students in the quantitative phase are parallel, hence, the items 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.

**Table 2.** Scale of Interpretation

Scale Range	Verbal Description	Interpretation
<b>Level of Parental Involvement</b>		
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
<b>Influence of Parental Involvement on Academic Performance</b>		
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

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.

## 2.6. Ethical Considerations

The researcher carefully adheres to the confidentiality of

the respondents' responses. The survey questionnaire and interview were used to collect the respondents' ideas, beliefs, and information; their responses, as well as their identities, would be kept strictly confidential. To ensure confidentiality, the respondents will sign an informed consent form prior to their participation in the current study.

## 3. Conclusion

For research questions 1 and 2 in this article, the results indicate that most parents have a good level of participation in their children's piano learning process. Parents acknowledge the performance of their students in all aspects of piano learning. Regarding research questions 3 and 5 in this article, in the difference analysis, it was found that different groups have significant differences in each variable of the two dimensions. Regarding research questions 4 and 6 in this article, the degree and direction of correlation between different variables are determined through correlation analysis. By calculating the correlation coefficient, the correlation analysis between parental participation and

children's piano learning performance shows a significant positive correlation between the two. Regarding question 7, the survey results show that parents lack sufficient time and resources to participate in their children's piano learning. In response to question 8, this article proposes a series of action plans aimed at strengthening parental involvement in piano school strategies.

#### 4. Recommendations

Parents increase their enthusiasm for content participation in terms of knowledge, understanding and skills to help their children achieve high academic performance.

1) In terms of knowledge: Parents should provide students with sufficient learning materials and strengthen tutoring and supervision of homework.

Parents should have a broad understanding of students' learning content, grasp their children's academic situation, provide their children with sufficient learning materials based on preliminary screening, and provide the possibility for their children to expand their knowledge learning. At the same time, attention should be paid to supervising the learning materials chosen by children independently, eliminating learning materials that are not suitable for the child's age group or having a negative impact on the child's growth, and keeping the children's learning materials suitable and healthy. In addition, it should also be considered that in today's society with developed network information, contemporary students can skillfully operate various electronic products from an early age, and the Internet has become a main channel for children to obtain knowledge.

2) Skills: Parents should cultivate their children's language expression and ability to draw inferences from one example

Language and thinking are closely related. There is no language separated from thinking, and there is no thinking separated from language. In the learning process, students can easily ignore the test of learning effect. They seem to understand certain knowledge points but cannot express them in clear language. Learn the inner logic of the content. This may be due to the students' lack of language expression ability, or it may be caused by the students not thoroughly learning the content. In this way, being in a state of weak knowledge mastering for a long time will affect the learning of relevant knowledge content in the future. Therefore, in the process of home learning management, parents should pay attention to guiding their children to learn smart skills, clearly expressing their thinking, attitudes, suggestions, etc. in language, cultivating the logic and rigor of their children's thinking, and at the same time monitoring the internalization of their children's learning, degree of effect. Applying what you have learned is the meaning of knowledge learning. After learning new knowledge, parents should guide their children to apply

the knowledge they have learned to other similar types of questions, so as to consolidate the knowledge they have learned and at the same time test their children's learning effects.

3) Willpower: Parents should cultivate their children's consciousness, persistence and self-control in the learning process.

Parents should intentionally cultivate their children's consciousness during their children's home learning process, clarify their own learning goals and do a good job in time management to ensure that learning does not procrastinate; parents should pay attention to creating a good home learning environment for their children, and ensure that their children are not procrastinated when studying. Within the time period, reduce activities that interfere with children's learning, and at the same time guide children to concentrate on home learning without extraneous interference from the outside world, so that they can maintain their own learning status no matter what kind of environment they study in; parents should always pay attention to their children's learning. In the learning state, children should be guided to have the courage to overcome difficulties and challenge themselves in the learning stage. In daily learning, children should be guided to persevere and learn endlessly.

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