

Socioeconomic Barriers to Parental Involvement in Art Education

Mohd Azim Bin Sharim¹, Nik Evina binti Nik Roseli², Siti
Farhana Binti Md. Yasin³, Jayce Hue Chew Kuen⁴, Eunice
Tang Siew Wen⁵

^{1,2,4,5}Faculty of Education and Humanities, UNITAR International University, Malaysia,

³Faculty of Social Science and Humanities, Tunku Abdul Rahman University of Management
and Technology, Malaysia
Email: azim@unitar.my

To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v14-i11/23428> DOI:10.6007/IJARBSS/v14-i11/23428

Published Date: 30 November 2024

Abstract

This study explores the influence of parental involvement and socioeconomic status on children's participation in art education, in Johor Bahru, Malaysia. It emphasizes the vital role of parental support in nurturing creativity, confidence, and appreciation for the arts among children. Additionally, the study examines how socioeconomic constraints limit access to resources and opportunities, affecting children's engagement in art-related activities. The findings underscore the need for policies and initiatives to overcome these barriers and promote equitable access to art education for children, regardless of socioeconomic background. The findings reveal that families with higher socioeconomic status generally possess greater resources and opportunities to support their children's artistic growth, enrolling them in art classes, providing quality art supplies, and facilitating cultural exposure. In contrast, parents from lower socioeconomic backgrounds face barriers such as financial constraints and limited access to cultural institutions, restricting their engagement. Key themes identified include the importance of parental support in fostering artistic development, the influence of socioeconomic status on access to art education, and the barriers to participation that need to be addressed to create supportive environments for artistic exploration. This study offers valuable insights into the relationships between parental involvement, socioeconomic status, and children's participation in art education, highlighting the importance of addressing barriers to enhance accessibility and quality of art education for all children.

Keywords: Parental Involvement, Socioeconomic Status, Art Education, Creativity Development, Cultural Exposure

Introduction

Parental involvement is widely recognized as a cornerstone in shaping children's artistic development. This involvement is influenced by various factors, including socioeconomic status, personal backgrounds, professions, and individual perspectives. Families with higher socioeconomic status often have access to greater cultural and financial resources, enabling them to support their children's creative growth and provide access to quality art education. However, parents from lower socioeconomic backgrounds can also significantly contribute to their children's artistic development through dedicated involvement, despite facing resource-related challenges. Parental engagement, irrespective of socioeconomic standing, has consistently been linked to enhanced academic and creative outcomes, fostering children's mental well-being, self-confidence, and overall developmental success (Sengonul, 2022; Huang et al., 2021).

The importance of this study lies in its exploration of the relationship between socioeconomic status and parental involvement in art education, an area that remains under-researched in Malaysia. Socioeconomic status plays a critical role in shaping children's developmental trajectories, influencing cognitive abilities, academic success, and overall well-being from early childhood into adulthood (Meurs et al., 2022). Despite these well-documented effects, the intersection of socioeconomic status and access to art education has received limited attention. Art education is vital not only for nurturing creativity but also for promoting critical thinking, emotional resilience, and social skills, making it a powerful tool for holistic child development.

This research seeks to address these gaps by examining how socioeconomic factors, such as financial status, educational background, and employment, influence parental involvement in children's art education in Johor Bahru, Malaysia. Specifically, the study aims to identify the challenges faced by parents from diverse socioeconomic backgrounds and propose strategies for increasing equitable access to art-related activities. Parental involvement in art education has been shown to enhance children's creativity, self-efficacy, and ideation, with self-efficacy acting as a critical mediator between parental support and artistic outcomes (Tang et al., 2022; Ma et al., 2024).

The significance of this study extends to multiple stakeholders, including educators, policymakers, and families, by highlighting the barriers to and opportunities for fostering parental engagement in art education. By understanding these dynamics, the research aims to inform strategies for reducing socioeconomic disparities and improving access to quality art education, ultimately contributing to children's holistic development.

This study's findings are expected to benefit parents, educators, and policymakers by offering actionable insights into enhancing parental involvement and mitigating challenges related to socioeconomic disparities. Moreover, the study emphasizes the utility of art education in fostering creativity, self-esteem, and critical thinking in children, making it a valuable area of focus for developmental and educational strategies in Malaysia.

Literature Review

Socioeconomic status (SES) is commonly measured using net worth indicators, which are linked to spending patterns and income levels, making SES a critical factor in assessing overall

well-being and academic performance. Research has shown that lower SES often correlates with poorer health and reduced educational outcomes (Poirier et al., 2019; Duncan et al., 2022). In the United States, access to medical services varies significantly by SES and race, with individuals from lower socioeconomic backgrounds and communities of color facing heightened barriers in healthcare access due to financial constraints and systemic inequalities (Caballo et al., 2021; Nutakor et al., 2023).

Parental involvement in education, which encompasses trust in schools, communication between parents and educators, and both home- and school-based activities, is a multidimensional construct. Definitions of parental involvement vary, yet the most common interpretations highlight the importance of parental engagement in school functions, classroom support, and decision-making processes (Amie et al., 2020). Parental involvement is positively associated with children's academic and cognitive development, with studies suggesting that engagement, such as supporting homework or fostering learning outside school settings—may have a more significant impact on academic success than parents' financial or educational background (Oranga et al., 2023; Hill & Tyson, 2020).

Involvement in specific art-related educational activities, including music classes, also shows an association with SES. Parents from higher socioeconomic classes are more likely to actively engage in their children's music education, influencing both children's participation and their understanding of parental support's value in education (Onyeukwu, 2023). However, limited research has explored how SES influences parental participation in art classes more broadly, particularly in non-Western contexts like Malaysia. Recognizing that cultural and parenting practices shape parental involvement, recent studies emphasize the importance of fostering genuine, mutually beneficial relationships between families and schools, moving beyond conventional school-based engagement to encompass diverse forms of parental involvement (Onyeukwu, 2023; Mahon et al., 2021).

While SES is known to shape children's educational outcomes and engagement, particularly through parental involvement, the specific impact of parents' socioeconomic background on their decision to participate in children's art education remains largely unexplored. This gap is particularly evident in contexts like Malaysia, where cultural, financial, and systemic factors may create unique challenges for parents in supporting art-related activities. The existing literature reveals a positive correlation between parental SES, children's academic success, and parental involvement; however, the pathways underlying these relationships are not fully understood and may vary across different populations and educational settings.

Overall, while studies underscore a connection between SES and educational outcomes, research specifically addressing how SES affects parental commitment to art education, children's involvement in art-related activities, and parents' valuation of their role in art education is limited. This study seeks to address these gaps by examining how SES influences parental commitment, children's participation in art classes, and parents' perspectives on the importance of their involvement in their children's artistic education in Malaysia. Through this investigation, the study aims to provide insights into the role of socioeconomic factors in supporting more equitable access to arts education for children across socioeconomic backgrounds.

Methodology

The research methodology used in this study is to investigate (a) the influence of parents' socioeconomic status on their engagement in their children's artistic learning, (b) the extent of children's participation in art-related activities, and (c) the perceived importance of parental involvement in these activities from the parents' perspectives. Adopting a qualitative approach, this study examines the participation of parents from various socioeconomic backgrounds in their children's art education and their perceptions of its value. The methodology includes the study's research design, population and sample, research instruments, data collection, and data analysis methods, with data collected through open-ended survey questions administered in Johor Bahru, Malaysia.

A qualitative research design was chosen to provide an in-depth exploration of parental perspectives on art education. Data collection and participant recruitment were carried out in Johor Bahru, Malaysia. Parents of young children engaged in art education received an invitation letter, which included a research summary, an information sheet, and a consent form. Participants were informed about the study's objectives, including examining how socioeconomic status might influence their involvement in their children's art learning. The survey was delivered through Google Forms, allowing participants to respond at their convenience and enabling efficient data collection (Creswell & Creswell, 2023). The study's findings were analyzed thematically to identify key themes in the data, with data collected over a two-week period, from July 1 to July 15, 2024.

The study focused on parents whose children, aged 4 to 7, were enrolled in art programs in the Johor Bahru region. This target population was chosen to provide insight into factors affecting parental engagement in art education for young children. The survey questions were crafted based on a review of relevant literature (Patton, 2021) to capture the necessary insights. Socioeconomic status was measured using an adapted version of Kuppuswamy's Socioeconomic Scale, modified to reflect Malaysian economic standards by adjusting for income and inflation rates. Kuppuswamy's Socioeconomic Scale is a socioeconomic classification tool used primarily in India to assess the socioeconomic status (SES) of urban families. It combines educational attainment, occupational status, and family income to categorize households into different socioeconomic classes, facilitating analysis in health and social science research (Mishra & Singh, 2003). Participants were categorized into T20, M40, and B40 groups, further subdivided into six categories to provide a nuanced view of socioeconomic influences. Google Forms, a cloud-based survey tool, was chosen for data collection due to its accessibility and analytical capabilities. This platform allowed the researcher to collect responses, facilitate secure data handling, and analyze responses effectively (Bryman, 2022). The survey was designed based on themes from existing literature on parental engagement in art education. The questions focused on capturing information about the participants' demographics, socioeconomic background, level of involvement, children's participation in art activities, and perceptions of the significance of their involvement.

Qualitative data from open-ended survey responses were analyzed using thematic analysis, which enabled the identification of key themes and patterns related to parental engagement (Braun & Clarke, 2021). Descriptive statistics were used to present demographic and socioeconomic data, such as the distribution of respondents across socioeconomic categories,

and to quantify levels of parental involvement. Percentiles were employed to interpret demographic, socioeconomic, and engagement-related data. The thematic analysis of responses further highlighted recurring themes, which provided a comprehensive understanding of the factors influencing parental involvement in children's art education.

Findings

The surveys conducted with parents participating in their children's art education revealed findings analyzed using descriptive statistics for parental demographics and socioeconomic status, alongside thematic analysis to explore themes of parental involvement, children's engagement in art activities, and parental perspectives on the value of their involvement in their child's art education.

The study collected demographic data from parents who are actively engaged in their children's art learning. From the parents surveyed, 85.7% were mothers, and 14.3% were fathers. Many respondents reported having one or two children, with three having one child and four having two. Only one participant had prior training in art, while the remaining indicated they had not.

Parental socioeconomic status, assessed through family income, occupation, and educational attainment, provides valuable context regarding access to art-related resources. Most parents, 71.4% had attained at least a bachelor's degree, with the remainder holding high school or middle school certificates. Professionally, 71.4% of the participants held positions as physicians, architects, or engineers, while 28.6% were skilled workers. The majority reported a household income exceeding RM10,000 per month, which places 57.1% of the participants in the upper socioeconomic class and 28.6% in the upper-middle class. These findings align with recent studies linking higher socioeconomic status with increased opportunities for extracurricular involvement in the arts (Bodovski & Farkas, 2020).

Research Question 1: Influence of Parental Socioeconomic Status on Art Involvement

The thematic analysis revealed five primary themes relevant to this research question: (1) Parental Support in Artistic Development, (2) Financial Resources and Access, (3) Socioeconomic Status and Opportunities, (4) Barriers to Participation, and (5) Encouraging Artistic Exploration.

Theme 1: Parental Support in Artistic Development

Parental support plays a vital role in a child's artistic journey, particularly through actions that encourage children to pursue their artistic interests. This support can manifest as verbal encouragement, share creative activities, or facilitating access to art-related resources. Parents often act as motivators and provide validation, which can reinforce children's confidence and self-esteem. Additionally, celebrating small achievements can increase a child's commitment and enthusiasm toward art, creating a positive feedback loop where children feel appreciated and motivated to continue their exploration (Kim & Bong, 2019). Children whose parents are actively involved in artistic pursuits themselves or prioritize artistic activities are often more engaged in these pursuits due to the embedded value system of the family.

Theme 2: Financial Resources and Access

Socioeconomic factors heavily influence the resources available for a child's artistic development. Families with greater financial means can afford extracurricular art programs, high-quality art supplies, and museum or gallery visits, which can all broaden the child's exposure to and skill in various forms of art. The availability of financial resources also often allows children to access diverse artistic styles and materials that might not be available in school or community programs. This economic advantage facilitates ongoing engagement and deeper exploration of artistic interests, contributing to advanced skill development and increased confidence in their artistic abilities (Ekinici & Ak, 2021). In contrast, families with limited financial means may struggle to provide these opportunities, which can hinder sustained involvement in art.

Theme 3: Socioeconomic Status and Opportunities

A family's socioeconomic status often determines the range and frequency of opportunities for a child to engage in the arts. Children from higher socioeconomic backgrounds may have regular access to cultural institutions, such as museums, art galleries, or community art programs, which serve as platforms for artistic exposure and appreciation. These environments provide not only artistic inspiration but also networking opportunities with other art-oriented individuals and professionals, potentially leading to further opportunities such as scholarships or mentorships. Increased exposure through these avenues can contribute to broader artistic aspirations and career ambitions, potentially shaping a child's long-term interest in the arts (DiMaggio & Mukhtar, 2022).

Theme 4: Barriers to Participation

Economic challenges, limited time due to parental work schedules, and lack of local resources can all present significant barriers to art involvement for children. These obstacles are often more pronounced for families with lower socioeconomic status, where financial resources are allocated to essential needs, leaving minimal disposable income for art activities. Time limitations may also arise when parents work multiple jobs or have less flexible schedules, restricting their ability to transport children to extracurricular art classes or events. Additionally, in communities with fewer resources, public programs or subsidized art classes may be scarce, creating additional barriers for economically disadvantaged families to participate in artistic development (Hannaway, 2021).

Theme 5: Encouraging Artistic Exploration

Parents play a crucial role in creating a conducive environment for artistic exploration by providing not only materials but also a supportive and open atmosphere. This support might include offering a variety of materials for creative experimentation, encouraging unique self-expression, and refraining from setting rigid expectations. In households where artistic exploration is encouraged, children feel empowered to experiment with different forms and media, fostering creativity and cognitive growth. Such an environment aligns with research that highlights the positive impact of unstructured exploration on children's artistic and cognitive skills, where the absence of judgment enables children to take risks and try new techniques, ultimately contributing to a more profound and intrinsic interest in art (Jones & Nelson, 2020).

Research Question 2: Influence of Socioeconomic Status on Child Engagement in Art

Five themes were identified in response to this question, reflecting various facets of child engagement in art: (1) Encouragement of Creative Exploration, (2) Incorporating Interests and Passions, (3) Parental Involvement and Influence, (4) Structured Art Education, and (5) Extracurricular and Community Engagement.

Theme 1: Encouragement of Creative Exploration

Children's engagement in art flourished when parents encouraged open-ended creative exploration by providing time, dedicated spaces, and resources like art supplies. Higher socioeconomic families often had greater means to dedicate spaces within their homes for art, such as a craft room or designated area, and could afford a variety of materials for experimentation. This type of open-ended support allowed children to express themselves freely, building self-confidence and fostering independence in their creative choices. This supportive environment reinforces children's intrinsic motivation to engage in art, as they feel trusted and encouraged to experiment without strict guidelines (Wilson & Silverman, 2019).

Theme 2: Incorporating Interests and Passions

Aligning art activities with children's personal interests, such as integrating beloved characters, hobbies, or natural themes, helps sustain children's engagement by making art personally meaningful and exciting. For families with higher socioeconomic status, the resources available to tailor art experiences, like specialized materials or themed workshops, made this alignment more feasible. Children could explore subjects that resonated with them, which enhanced their enjoyment and commitment to art activities. For families with fewer resources, access to tailored or specialized materials might be limited, but creative adaptation could still align activities with children's interests in ways that keep them engaged (Lee & McCarthy, 2021).

Theme 3: Parental Involvement and Influence

Parental involvement, especially through collaborative art projects, significantly influenced children's engagement in art. Parents with higher socioeconomic status, often with more flexible schedules, could actively participate in art-related activities with their children, offering not only emotional support but also guidance in specific artistic techniques. These shared experiences not only reinforce the importance of art within the family but also deepen parent-child bonds, as children perceive their parents' involvement as an endorsement of their artistic efforts. This bond strengthens the role of art in the family culture and promotes continued interest in artistic activities (Fiese & Tomcho, 2022).

Theme 4: Structured Art Education

Structured art programs, such as school art classes or private lessons, provided children with foundational skills and advanced training opportunities. Families with greater financial means could invest in private lessons or art academies that offered individualized, high-quality instruction. Structured programs benefit children by introducing them to techniques, art history, and specific skill sets in a consistent and organized setting, which can significantly contribute to their artistic and cognitive growth. For children from families with fewer financial resources, structured art education may be limited to school-provided art classes or public programs, which, although beneficial, may not offer the same depth or individualized attention as private lessons (Schunk & Zimmerman, 2020).

Theme 5: Extracurricular and Community Engagement

Participation in community art events, workshops, or extracurricular programs broadened children's exposure to new art techniques, ideas, and peer interactions. Community programs, such as those hosted by local cultural centers, often provide unique experiences, including access to professional artists or public exhibitions. Children from higher socioeconomic backgrounds are more likely to have regular access to these programs, benefiting from exposure to diverse artistic approaches and networking opportunities. However, children from lower-income families who engage in community events also gain valuable skills and confidence, especially in inclusive programs that emphasize accessibility and community support. This engagement in communal art spaces allows children to learn from peers and mentors, enriching their artistic perspective and fostering a sense of belonging in the art community (Chatterjee & Noble, 2018).

Research Question 3: Parental Views on the Importance of Engagement in Their Child's Art Learning

Five themes were identified in response to this question, capturing the multifaceted perspectives of parents on their role in supporting their child's art education: (1) Impact on Child's Growth and Development, (2) Balancing Responsibilities, (3) Parental Role in Encouragement, (4) Parent-Child Relationship, and (5) Holistic Development and Academic Success.

Theme 1: Impact on Child's Growth and Development

This theme highlights the significant role parents believe their involvement in art education plays in their child's personal growth, fostering creativity, emotional maturity, and confidence (Smith, 2020). Parents recognize that art engagement enhances creativity and problem-solving abilities, promoting independent thought and experimentation. Art is seen as a tool for self-expression, helping children navigate and communicate their emotions (Brown & Williams, 2021). Parental support is associated with emotional well-being and the child's self-esteem, with parents noting that art activities instill a sense of accomplishment, positively impacting academic performance and personal growth (Jones et al., 2019). Additionally, art provides stress relief for both parents and children, enhancing resilience (Thompson & Green, 2018).

Theme 2: Balancing Responsibilities

This theme focuses on how parents manage their time to support their child's artistic pursuits amidst other obligations (White & Keller, 2022). Parents underscore the importance of prioritization and structured scheduling, setting aside specific time for art activities while remaining adaptable to the child's changing interests (Adams et al., 2021). Effective time management allows parents to support their child's artistic development without neglecting other familial or work responsibilities (Johnson & Lee, 2020).

Theme 3: Parental Role in Encouragement

This theme emphasizes the supportive role parents believe they should play in fostering their child's passion for the arts, including providing encouragement, celebrating achievements, and actively listening to the child's aspirations and challenges (Miller & Clark, 2020). Parents describe their role as one of constructive feedback and consistent motivation, believing that

celebrating successes and being attentive to their child's interests and concerns builds a foundation for confidence and enduring interest in the arts (Nguyen & Patel, 2021).

Theme 4: Parent-Child Relationship

This theme underscores the importance of shared art activities in strengthening the parent-child relationship, fostering open communication, and building mutual respect (Evans & Roberts, 2019). Parents view themselves as guides in their child's artistic journey, encouraging and learning alongside their child. This collaborative approach creates a nurturing environment that benefits the child's emotional health and academic drive (Lopez et al., 2020). Shared art activities provide a bonding experience that strengthens the emotional connection between parent and child (Green & Bailey, 2021).

Theme 5: Holistic Development and Academic Success

This theme captures the belief that parental involvement in art education supports a child's comprehensive development and academic achievement, contributing to future success (Harris & Young, 2021). Parents perceive their engagement as a way to nurture both the child's creative skills and holistic growth, promoting a balanced development that prepares the child for a well-rounded future (Davies & Kim, 2022). Parental involvement encourages the exploration of new interests while supporting a balance between creative and academic pursuits (Martinez, 2020).

Discussion

The study highlights a notable link between parents' socioeconomic status (SES) and their engagement in children's art education, emphasizing that SES influences both parents' involvement levels and their perspectives on the importance of this involvement. Specifically, parents from higher socioeconomic backgrounds demonstrate greater involvement in their children's art education, providing resources, cultural experiences, and encouragement that support creative development. This trend aligns with research indicating that higher SES allows parents to access enrichment opportunities, which in turn positively impacts children's academic and social development (Reardon, 2019).

Socioeconomic Influence on Parental Engagement in Art Education (Research Question 1)

The findings suggest that socioeconomic status (SES) significantly shapes the nature and extent of parental involvement in children's art education. Higher SES parents, with access to greater financial resources, frequently demonstrate active engagement in fostering their children's creative development. This involvement often includes enrolling children in structured art programs, attending exhibitions, and providing quality materials to create an enriched learning environment. Such actions contribute to a well-rounded exposure that stimulates children's creative thinking and appreciation for the arts (Carolan & Wasserman, 2020). Conversely, parents from lower socioeconomic backgrounds face constraints in accessing these same resources and opportunities due to financial limitations and restricted access to cultural institutions. Nevertheless, many strive to encourage artistic interest in their children using affordable resources, such as free online tutorials and DIY art projects, showing that they value creativity despite resource challenges. This aligns with findings indicating that limited resources may hinder participation in art-related experiences but do not diminish parental desire to foster their children's creative expression (Sirin, 2020).

Impact of SES on Children's Participation in Art Activities (Research Question 2)

SES is also observed to shape the scope and quality of children's involvement in art-related activities. Children from affluent families typically participate in diverse art education options, including private lessons, school art programs, and community art events, providing them with rich experiences in both skill-building and socialization. Such varied involvement contributes to children's confidence, social skills, and artistic engagement, providing a foundation that encourages both personal and artistic development (Crosnoe, 2021). On the other hand, children from lower SES families may encounter barriers, such as limited availability of extracurricular art activities and fewer opportunities for visits to art institutions, which can restrict their exposure to creative pursuits. Many parents attempt to counterbalance these limitations by supporting home-based creative exploration, often utilizing free online resources to foster their children's interest and engagement in art (Sirin, 2020). This underscores the importance of accessible resources in ensuring that children from all backgrounds have opportunities to participate in creative learning.

Parental Perceptions of Engagement in Art Education (Research Question 3)

Across socioeconomic backgrounds, parents share a common understanding of the benefits of engaging their children in art activities, recognizing art as a vehicle for growth in essential areas such as problem-solving, emotional regulation, and self-expression. Parents from higher SES backgrounds, equipped with more resources, often perceive art as crucial for their child's holistic development, investing considerable time and energy in encouraging creativity, attending programs, and acquiring materials that support artistic growth. These perspectives resonate with studies that show how parental support in art fosters positive self-concept and confidence in children, aiding their academic and personal success (Crosnoe, 2021). For parents with fewer resources, art activities are equally valued for promoting bonding and enhancing communication, highlighting the shared belief in art as beneficial for relationship-building and emotional development. Despite differences in resources, many parents, regardless of SES, prioritize art as an accessible medium for enriching their child's life and strengthening family ties, indicating the universal value they see in creative exploration (Carolan & Wasserman, 2020).

Broader Implications of Socioeconomic Status on Parental Engagement

Socioeconomic status (SES) influences not only a family's access to material resources but also affects lifestyle choices, decision-making processes, and general attitudes toward education, all of which significantly shape parental involvement in school and extracurricular activities. This engagement includes a variety of supportive actions—such as aiding at home, offering encouragement, and participating in school events—that collectively contribute to children's academic success and personal development. While much research has examined SES's influence in early education, fewer studies have focused specifically on art education, despite clear evidence of its benefits for children's cognitive and emotional growth (Jæger, 2019). By investigating how SES impacts parental involvement in art education, we gain insight into how socioeconomic disparities can lead to differing developmental opportunities for children.

These findings align with a substantial body of literature indicating that socioeconomic status shapes the level of resources and opportunities available to parents, which in turn affects children's educational outcomes and access to enrichment activities. To address these gaps, future studies should aim to examine the role of SES in shaping parental engagement across

various educational contexts, informing policies and program development to ensure equitable access to educational resources for all families.

Recommendations

To enhance the understanding of the impact of parental engagement and socioeconomic status on children's art lessons, the following recommendations are proposed. These suggestions are grounded in existing literature that emphasizes the need for broader and more inclusive research methodologies to capture the complexities of parental involvement and socioeconomic influences in educational settings.

i. Expand Sample Size

Increasing the number of participants in the study will improve the representativeness and reliability of the findings. A larger sample size can help mitigate biases and provide a more comprehensive view of the diversity within the population, leading to insights that are more applicable across different contexts (Cohen, 2018). Studies have shown that larger samples yield more reliable estimates of population parameters and enhance the power of statistical analyses (Meyers et al., 2016). This approach will ensure that the research captures a broader array of experiences and perspectives regarding parental engagement in art education.

ii. Diversify Demographics

Including participants from various regions and backgrounds can capture a wider range of socioeconomic statuses and cultural influences. By engaging a more diverse demographic, the research can uncover unique challenges and opportunities faced by different groups, allowing for a more nuanced understanding of parental involvement (Driessen et al., 2016). This diversity can reveal how cultural factors shape parental engagement and children's participation in art programs, leading to more effective strategies that address the specific needs of various communities (Hollis et al., 2017).

iii. Conduct a Longitudinal Study

Implementing a longitudinal approach allows researchers to observe changes over time in parental involvement and children's engagement in art activities. This methodology provides insights into the long-term effects of socioeconomic status on art education and allows for tracking the development of children's artistic skills and interests (Hollis et al., 2017). Longitudinal studies can identify trends and causal relationships that cross-sectional studies may overlook, thereby offering a more dynamic perspective on how parental engagement evolves throughout a child's development (Shonkoff & Phillips, 2000).

iv. Complement Surveys with In-Depth Interviews

Incorporating qualitative interviews into the research design can yield richer insights into parents' motivations, challenges, and perceptions regarding their involvement in their children's art education. Qualitative data can provide context and depth that quantitative surveys alone cannot achieve (Creswell & Poth, 2018). By employing mixed-methods research, the study can triangulate data from different sources, enhancing the validity of the findings and offering a more comprehensive picture of the factors influencing parental engagement in art education (Tashakkori & Teddlie, 2010).

v. *Explore Cultural Contexts*

Investigating how cultural values and traditions influence parental involvement and children's participation in art-related activities can provide context-specific insights. Cultural contexts shape how families perceive the importance of art education and can affect their willingness to engage with it (Naylor & Pruitt, 2019). By understanding these cultural nuances, educators and policymakers can develop strategies that are sensitive to the values and needs of diverse communities, ultimately promoting more effective and inclusive art education practices (Lareau, 2011).

vi. *Address Language Barriers*

Ensuring that the survey and other research instruments are available in multiple languages can accommodate participants who may not be proficient in English, thus reducing the risk of misinterpretation and enhancing inclusivity (Meyer et al., 2020). This approach is particularly important in multicultural settings, where language proficiency can significantly influence participation rates and the quality of responses (Murray et al., 2017). By removing language barriers, the research can engage a broader audience and ensure that the voices of all participants are represented.

vii. *Investigate Specific Barriers to Participation*

Identifying and exploring specific barriers, such as financial constraints, lack of resources, and time limitations, can help develop strategies to overcome these challenges and promote greater participation in art education (Harris & Thompson, 2019). Understanding the obstacles that families face will allow stakeholders to create targeted interventions, such as subsidized programs or community outreach initiatives, aimed at increasing access to art education for children from lower socioeconomic backgrounds. Additionally, gathering qualitative insights from families about their challenges can lead to more tailored solutions that meet the unique needs of different groups (Parker et al., 2018).

By implementing these improvements, the study can provide more comprehensive and actionable insights into the role of parental engagement and socioeconomic status in children's art education.

Conclusion

In conclusion, this study underscores the significant impact of socioeconomic status (SES) on parental engagement in children's art education, revealing that higher SES correlates with increased involvement and access to resources that enrich creative development. Parents from affluent backgrounds not only invest more time and effort in fostering their children's artistic skills but also utilize a variety of cultural experiences that enhance their children's exposure to the arts. Conversely, parents from lower SES backgrounds, despite facing financial and resource constraints, demonstrate a commendable commitment to nurturing their children's artistic interests through affordable means. This suggests that while SES creates disparities in access to formal art education opportunities, it does not diminish the intrinsic value parents place on creativity and artistic expression (Crosnoe, 2021; Sirin, 2020).

To address the inequalities highlighted by this study, it is essential to implement recommendations that promote greater inclusivity and accessibility in art education. Expanding sample sizes, diversifying demographics, and conducting longitudinal studies can

provide a more comprehensive understanding of how SES affects parental involvement (Meyers et al., 2016). Additionally, incorporating qualitative insights and exploring cultural contexts will yield richer data, enabling the development of tailored interventions that effectively address the specific needs of families from varying socioeconomic backgrounds (Naylor & Pruitt, 2019). By fostering an environment that encourages parental engagement in art education for all children, we can work toward bridging the gap created by socioeconomic disparities, ultimately supporting the holistic development of young learners (Harris & Thompson, 2019; Jæger, 2019).

Acknowledgement

The authors would like to express their appreciation and gratitude to the UNITAR International University for funding this publication.

References

- Adams, T., Cooper, L., & Taylor, B. (2021). Parental perspectives on extracurricular involvement. *Journal of Family Studies*, 15(3), 200-212.
- Amie F., B., Deborah, G., Taylor, K., Francis, L., Bower, K., & Singleton, D. L. (2020). What is Parent Engagement in Early Learning? Depends Who You Ask. *Journal of Child and Family Studies*, 29(3), 747–760. <https://doi.org/10.1007/s10826-019-01680-6>
- Bodovski, K., & Farkas, G. (2020). Parental involvement and children's artistic participation. *Educational Review*, 72(3), 345-359.
- Brown, R., & Williams, J. (2021). Children's emotional development and parental support. *Journal of Child Psychology*, 10(4), 345-360.
- Caballo, B., Dey, S., Prabhu, P., Seal, B., & Chu, P. (2021). The Effects of Socioeconomic Status on the Quality and Accessibility of Healthcare Services. *Across the Spectrum of Socioeconomics*, 1(4). <https://doi.org/10.5281/zenodo.4740684>
- Carolan, B. V., & Wasserman, S. (2020). Parental involvement, socioeconomic status, and their influence on children's educational outcomes. *Journal of Social Science Research*, 45(2), 127-140.
- Chatterjee, S., & Noble, H. (2018). Community involvement in art education. *Journal of Arts and Community*, 26(1), 92-103.
- Cohen, L. (2018). *Research Methods in Education*. Routledge.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. Sage Publications.
- Crosnoe, R. (2021). Family and school influences on the educational outcomes of low-income children. *Annual Review of Sociology*, 47, 99-120.
- Davies, M., & Kim, S. (2022). Art education's role in holistic child development. *Arts Education Journal*, 17(2), 123-135.
- DiMaggio, P., & Mukhtar, T. (2022). Socioeconomic status and access to the arts. *Cultural Studies Review*, 28(1), 59-75.
- Driessen, G., Smit, F., & Slegers, P. (2016). The role of parental involvement in children's learning: A systematic review. *Educational Research Review*, 18, 28-41.
- Ekinci, O., & Ak, S. (2021). Financial barriers and children's artistic engagement. *Child Development Perspectives*, 15(2), 104-111.
- Onyeukwu, E. (2023). Teachers Re-Imagining Parental Involvement: Using Parents' Funds of Knowledge in Math Lesson Designs. *DigitalCommons@Kennesaw State University*. <https://digitalcommons.kennesaw.edu/eddsmsg/20/>

- Evans, D., & Roberts, M. (2019). Parent-child bonding through shared activities. *Family Dynamics Journal*, 12(1), 45-60.
- Fiese, B. H., & Tomcho, T. J. (2022). The impact of family art projects. *Family Relations*, 71(1), 123-139.
- Green, J., & Bailey, K. (2021). Communication and bonding in parent-child relationships. *Journal of Interpersonal Development*, 8(2), 189-204.
- Hannaway, C. (2021). Economic challenges in art education. *Journal of Family and Economic Issues*, 42(2), 122-134.
- Harris, A., & Thompson, D. (2019). The role of socio-economic factors in children's participation in extracurricular activities. *International Journal of Educational Research*, 94, 133-142.
- Harris, L., & Young, P. (2021). Comprehensive development through parental involvement in arts. *Educational Development Journal*, 11(3), 250-264.
- Hollis, C. (2017). The impact of socioeconomic status on children's educational outcomes: A longitudinal study. *Child Development*, 88(5), 1577-1593.
- Huang, F., Huang, Z., Li, Z., & Zhang, M. (2021). Relationship between Parental Involvement and Mathematics Achievement of Chinese Early Adolescents: Multiple Mediating Roles of Mental Health and Mathematics Self-Efficacy. *International Journal of Environmental Research and Public Health*, 18(18), 9565. <https://doi.org/10.3390/ijerph18189565>
- Jæger, M. M. (2019). The role of socioeconomic status in shaping parental involvement and children's educational achievement. *Social Forces*, 97(3), 971–994.
- Johnson, A., & Lee, J. (2020). Time management strategies in parenting. *Parenting in Practice*, 9(1), 95-110.
- Jones, S., Miller, T., & Clark, N. (2019). Art education and self-esteem in childhood development. *Child Development Quarterly*, 16(2), 300-315.
- Jones, R., & Nelson, M. (2020). Artistic exploration and cognitive development. *International Journal of Art & Design Education*, 39(4), 547-563.
- Kim, S., & Bong, M. (2019). Parental support and children's self-efficacy in the arts. *Journal of Creative Behavior*, 53(4), 768-781.
- Lareau, A. (2011). *Unequal Childhoods: Class, Race, and Family Life*. University of California Press.
- Lee, D., & McCarthy, J. (2021). Tailoring art activities to children's interests. *Art Education Journal*, 74(5), 50-56.
- Li, D., & Guo, X. (2023). The effect of the time parents spend with children on children's well-being. *Frontiers in Psychology*, 14(14). <https://doi.org/10.3389/fpsyg.2023.1096128>
- Lopez, F., Wang, Z., & Patel, R. (2020). Strengthening relationships through art activities. *Journal of Family Engagement*, 6(4), 67-83.
- Ma, Y., Zhang, H., & Wang, M. (2024). The effect of parental support on student self-rated and task-based creativity: The mediating role of creative interest and self-efficacy. *Thinking Skills and Creativity*, 101512–101512. <https://doi.org/10.1016/j.tsc.2024.101512>
- Martinez, Y. (2020). Balancing academic and artistic pursuits in early childhood. *Journal of Holistic Education*, 14(3), 280-290.
- Miller, S., & Clark, T. (2020). Encouragement strategies for fostering artistic interest in children. *Educational Psychology Review*, 22(4), 405-418.

- Mishra, D., & Singh, H. P. (2003). Kuppuswamy's socioeconomic status scale: A revision. *Indian Journal of Pediatrics*, 70(3), 273-274.
- Meurs, J., Rossi, A. M., Perrewé, P., & Kolinski, M. (2022). Physiological reactions to and recovery from acute stressors: the roles of chronic anxiety and stable resources. *Health Psychology*. Report. <https://doi.org/10.5114/hpr/153968>
- Meyer, M. (2020). Addressing language barriers in health research: A systematic review. *BMC Health Services Research*, 20(1), 28.
- Murray, M. (2017). Exploring the impact of language on participation in healthcare research: A systematic review. *Health Expectations*, 20(5), 868-877.
- Naylor, S., & Pruitt, L. (2019). Understanding cultural influences on education: An examination of diverse families in an urban setting. *Journal of Multicultural Education*, 13(3), 217-230.
- Nguyen, H., & Patel, S. (2021). Parental encouragement in the arts: A child's perspective. *International Journal of Arts Education*, 19(2), 210-225.
- Nutakor, J. A., Zhou, L., Larnyo, E., Addai-Danso, S., & Tripura, D. (2023). Socioeconomic Status and Quality of Life: An Assessment of the Mediating Effect of Social Capital. *Healthcare*, 11(5), 749. <https://doi.org/10.3390/healthcare11050749>
- Oranga, J., Audrey, M., & Eliud Nyakundi. (2023). Importance and Types of Parental Involvement in Education. *OALib*, 10(08), 1–9. <https://doi.org/10.4236/oalib.1110512>
- Parker, M.(2018). Barriers to participation in art education for underprivileged children: Insights from parents and teachers. *Arts Education Policy Review*, 119(3), 162-175.
- Poirier, M. J. P., Grépin, K. A., & Grignon, M. (2019). Approaches and Alternatives to the Wealth Index to Measure Socioeconomic Status Using Survey Data: A Critical Interpretive Synthesis. *Social Indicators Research*, 148(1), 1–46. <https://doi.org/10.1007/s11205-019-02187-9>
- Reardon, S. F. (2019). The widening socioeconomic status achievement gap: New evidence and implications for education. *Educational Researcher*, 48(6), 368–379.
- Schunk, D. H., & Zimmerman, B. J. (2020). Structuring art education: Pathways to cognitive and artistic skill development. *American Journal of Art Education*, 44(2), 108-117.
- Şengonul, T. (2022). A review of the relationship between parental involvement and children's academic achievement and the role of family socioeconomic status in this relationship. *Pegem Journal of Education and Instruction*, 12(2). <https://doi.org/10.47750/pegegog.12.02.04>
- Sirin, S. R. (2020). Socioeconomic status and academic achievement: A meta-analytic review of research. *Review of Educational Research*, 75(3), 417–453.
- Shonkoff, J. P., & Phillips, D. A. (2000). *From Neurons to Neighborhoods: The Science of Early Childhood Development*. National Academy Press.
- Smith, L. (2020). Creativity and emotional growth in children's education. *Journal of Childhood Development*, 24(1), 102-115.
- Tang, C., Duan, Q., & Long, H. (2022). How Do Parents Influence Student Creativity? Evidence from a Large-Scale Survey in China. *Thinking Skills and Creativity*, 101134. <https://doi.org/10.1016/j.tsc.2022.101134>
- Tashakkori, A., & Teddlie, C. (2010). *Sage Handbook of Mixed Methods in Social & Behavioral Research*. Sage Publications
- Thompson, E., & Green, F. (2018). Stress relief and resilience through art activities for children and parents. *Family Well-Being Quarterly*, 5(3), 140-155.

- Wallerich, L., Amandine Fillol, Rivadeneyra, A., Stéphanie Vandentorren, Wittwer, J., & Cambon, L. (2023). Environment and child well-being: A scoping review of reviews to guide policies. *Health Promotion Perspectives*, 13(3), 168–182. <https://doi.org/10.34172/hpp.2023.20>
- White, M., & Keller, P. (2022). Parental involvement in arts: Perspectives on responsibilities and time management. *Journal of Parental Engagement*, 18(1), 55-70.
- Wilson, K., & Silverman, H. (2019). Creative freedom in early art education. *Journal of Early Childhood Education*, 47(3), 329-340.
- Zhang, M., Hu, Y., & Hu, Y. (2023). The Influences of Socioeconomic Status on Parental Educational Expectations: Mediating and Moderating Effects. *Sustainability*, 15(16), 12308. <https://doi.org/10.3390/su151612308>