



Parent and Teacher Partnership in Supporting Children Musical Learning

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Abstract

The purpose of this study is to determine a better understanding of how parents and music teachers have participated in partnership as well as to analyze which factors influence parents and music teachers in order to develop partnership to support the children musical learning. More specifically, this study will create suitable information for parents and music teachers to cooperate the partnership which support the children musical learning.

Data collection will rely on survey and interview methodology to investigate participation of parents and music teachers' partnership at Yamaha Petkasem music school. There are 287 parents. After survey, researcher will select 20% of parents for interview. There are 20 parents and 20 music teachers who are proper for interview portion. The document analysis portions of this study include survey and interview. The quantitative results revealed that parent and teacher partnership in supporting children musical learning was moderate level. Regarding each partnership: parenting was at high level while communicating, learning at home and decision making were moderate level. The qualitative results which reveal from interview. All parents and music teachers cooperate with each other by exchanging their opinions about children music learning either before class or after class. Due to the advantage of face-to-face, all of parents and music teachers thought that it is the best way to communicate because they are able to observe the countenance during the conversation. Most of interviewees mentioned that immediate communication was the complete communication. The main topic that parents and music teachers communicate with each other is not only children musical learning, but also musical progress in a week and in a long term. They discussed about the development of musical learning in each child, music examinations as well as individual musical skills which include listening, singing, playing, reading notes and creating music, characteristic and personality. Factors that influence parents and music teachers to develop partnership to support the children musical learning are parents and music teachers' attitude and all of the organization and people that involved with children's musical learning: parent, music teacher, children, administer of music school.

Key words: partnership, parent partnership, parent and music teacher partnership, children musical learning, supporting children musical learning

Introduction

“There is no topic in education on which there is greater agreement than the need for family and community involvement. Teachers want to know how to work with parents in positive ways and how to involve the community to increase student success. Parents want to know if schools are providing high quality education, how to help their children do their best, and how to connect and communicate with teachers. Students want to succeed in school. They need guidance, support, and encouragement from their parents and their teachers.” (Epstein, J. L., 2009)

Parent-teacher partnership is important for the field of education. Parents are important to support not only tuition fees but also encouragement. They support and push forward children, moreover bring about to educational achievement. Parent-school cooperation brings the strengths of home and school into a working partnership. Parent and teacher partnership in school tends to encourage student success and longevity. Families and schools all contribute to student achievement and can have significant impact when working together. (Epstein, J. L., 2009 and Slavin, R. E., 1994)

When families get involved, schools improve and children get achievement in school. For over 25 years, researchers at Johns Hopkins university have worked with educators, parents, students, community partners, and other researchers to learn how preschools and elementary, middle, and high schools can develop and maintain more effective program of partnerships. They have continued an active research agenda to study the nature and effects of systematic interventions that increase family and community involvement. With many partners and participants, they have learned how programs of school, family, and community partnerships can be organized to improve schools, strengthen families, and help students succeed. (Epstein, J. L., 2009)

A significant amount of past and current dissertation contends about parent-teacher or home-school

partnership that affect the success of the children learning. Hutchins, D. J. (2011), Hopson, T. (2010), Marshall, J. (2010), Zarnowski, B. J. (2010), Galinski, P. A. (2007) & Boone, B. J. W. (2002) similarly state in dissertation that parental partnership in education develop communication of parent and teacher. Implementation of research can potentially increase academic success for students. To include with in Thailand, there are not researcher who study about framework of parent and music teacher partnership.

Parent-teacher or Family-school partnership can be in the form of many different activities, be at many different levels, and be in music school. Researcher, the position of piano teacher got experience about parent involvement in music school. There are some parents who cooperate with teacher, go along their children's learning music and some do not. Parents who often cooperate with music teachers and look after their children carefully about learning and practicing music lessons, their children can develop musical skills increasingly. On the contrary, parents who do not interested to take care of their children, their children musical learning are not develop or some break off their music lessons. Therefore, learning music is necessary to cooperate from parent.

Furhermore, a significant amount of past and current research contends about the parental partnership affects the success of the children musical learning. A substantial amount of research has been conducted concerning about the parental support in music. Sichivitsa, V. (2008) stated that parental support in music, and teacher's professionalism and friendliness motivated students to stay in the choral music program. Weerts, R. (2000), Creech, A. (2007) & Macmillan, J. (2010) similarly state in dissertation that parental partnership affects the success of the children musical learning. Parental involvement is important for children's musical achievement in instrument learning.

The purpose of this study is to determine a better understanding of how do parents and teachers that

have participated in partnership and what factors influence parents and music teachers to develop partnership to support the children musical learning. In addition to gaining a better understanding of what parents attribute to parent-teacher partnership and to create suitable information for parents and music teachers to cooperate the partnership to support the children musical learning. This study also provide a guide for administrators to implement in schools for relevant parent-teacher partnership that parents attribute to increasing student's achievement and parent-teacher partnership in children musical learning. Parent-teacher partnership can be effective to cooperate on music student success.

The problem statement is ascertaining how do parents and teachers that have participated in partnership, what influences parents to engage in parent-teacher partnership in music education. This study was guided by three research questions: How do parents and music teachers that have participated in partnership? What are factors influence parents and music teachers to develop partnership to support the children musical learning? And what are the suitable information for parents and music teachers to cooperate the partnership to support the children musical learning?

Methodology

This dissertation composes of quantitative and qualitative research method. This mixed method dissertation relies on survey and interview methodology. Survey methodology used questionnaires to collect the data. On the contrary, interview methodology used semi-structure interview to collect the data. The data analysis in mixed method analyze quantitative data separately from qualitative data. Furthermore, researcher collects quantitative data first, followed by qualitative data and set priority data in equal weight.

The selection of the study design is determined by the research questions. This mixed-method dissertation relies on survey and interview methodology

to investigate participation of parent-teacher partnership at Yamaha Phetkasem music school which is private music school. Current maintainer is Yamaha music school Thailand. In survey portion, there are 287 samples of parents. After survey, researcher will select 20 % of samples. There are 20 parents who are proper for interview and music teachers are entire amount of population of 20 teachers in interview portion that will select by purposive sampling method.

The interview portion of this study is semi-structured interview. Researcher analyzes data from survey documents, parent-teacher partnership interviews to explore how do parents and teachers have participated in partnership, what influences parents to engage in parent-teacher partnership in music education, how parents and teachers work together in partnership in the field of music education, what factors influence parent and music teacher to develop partnership to support the children musical learning, and what the suitable information for parents and music teachers are cooperate the partnership to support the children musical learning.

Results

The results of the partnership between parents and teachers to develop in music learning of the children were obtained from 287 questionnaires and analysed by SPSS program. The results can divide into 2 parts as following: Demographics information and the partnership between parents and teachers to develop in children musical learning (Parenting, Communicating, Learning at home and Decision making)

Demographics information

The demographic information of parents who are respondents was consisted of gender, level of education, monthly income, number of children, number of children which learning music, course and duration at school. The descriptive statistic (i.e. frequency and percentage) was used in order to analyse the demographic information.

Figure 1 showed the results of the gender of par-

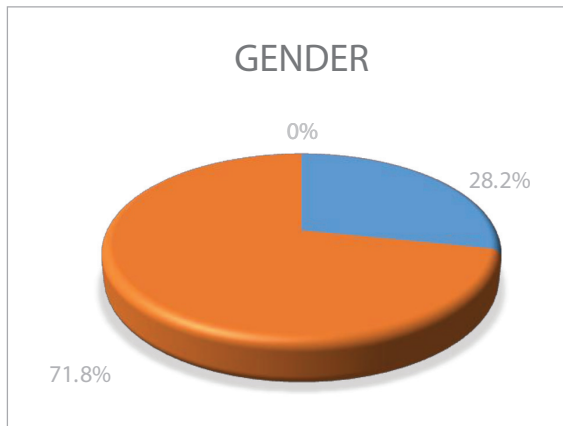


Figure 1 Gender

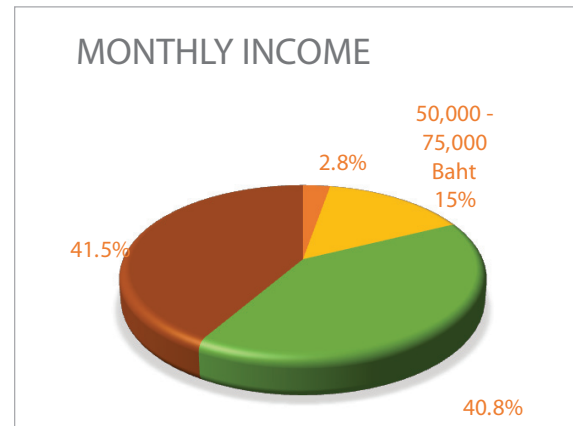


Figure 3 Monthly Income

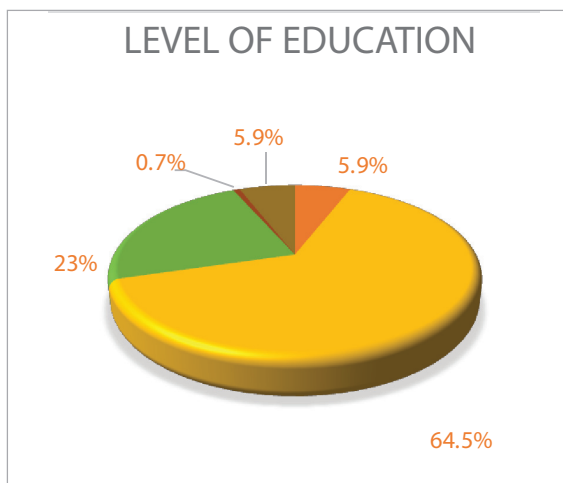


Figure 2 Level of Education

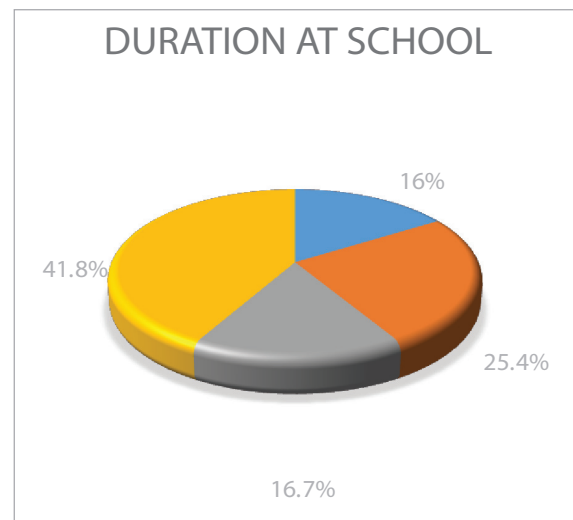


Figure 4 Duration at school

ticipants; found that the majority of gender respondents were female for 206 persons (71.8%) whereas male respondents were 81 persons (28.2%).

Figure 2 showed the results of the respondent's level of education found that the most of respondents was Bachelor Degree accounted for 185 persons (64.5%) next below was Master Degree accounted for 66 persons (23.0%) next below was Below diploma and others accounted for 17 persons (5.9%) while only 2 persons (0.7%) was Doctoral Degree.

Furthermore, Figure 3 showed the outcomes of respondents classified by monthly income. The result shows that the largest groups were the respondents who have monthly income Above 100,000 Baht accounted for 119 persons (41.5%) next below was

group who has monthly income 75,001 - 100,000 Baht accounted for 117 persons (40.8%) next below was group who has monthly income 50,000 - 75,000 Baht accounted for 43 persons (15.0%) and the least was a group who has monthly income Below 50,000 Baht accounted for 8 persons (2.8%).

In addition, Figure 4 showed the results of respondents classified by duration of children at school have found that most of children was at school for more than 3 years accounted for 120 persons (41.8%) followed by 1 - 2 years accounted for 73 persons (25.4%) followed by 2 - 3 years accounted for 48 persons (16.7%) followed by less than 1 year accounted for 46 persons (16.0%), respectively.

Figure 5 displayed the amount of student in each

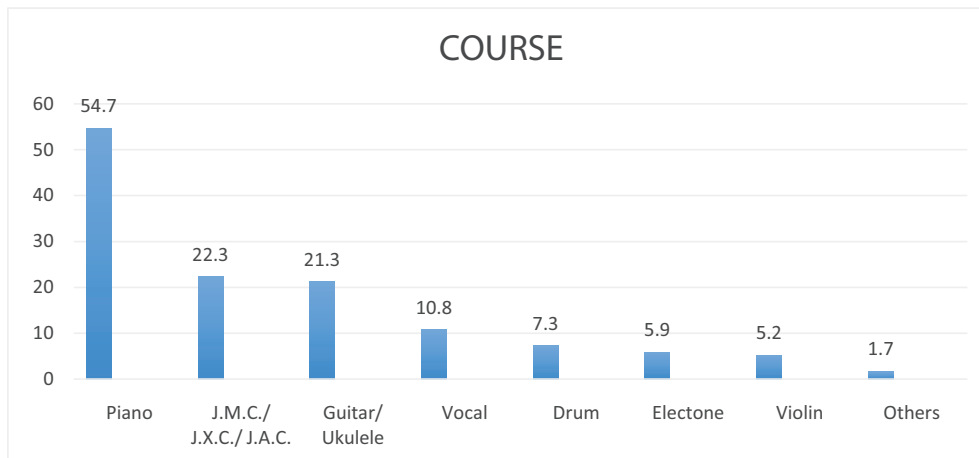


Figure 5 Music Course

Table 1 Parent and teacher partnership in supporting children musical learning

Parent and teacher partnership	\bar{x}	S.D.	Level
Parenting	3.74	0.857	High
Communicating	3.25	1.019	Moderate
Learning at home	3.47	0.874	Moderate
Decision making	3.37	0.849	Moderate

of music course, the result can sort by descending order as follow; Piano accounted for 157 persons (54.7%), Junoir Music Course (J.M.C.)/ Junior Extension Course (J.X.C.)/ Junior Advanced Course (J.A.C.) accounted for 64 persons (22.3%), Guitar/ Ukelele accounted for 61 persons (21.3%), Vocal accounted for 31 persons (10.8%), Drum accounted for 21 persons (7.3%), Electone accounted for 17 persons (5.9%), Violin accounted for 15 persons (5.2%) and Others accounted for 5 persons (1.7%), respectively.

Parent and teacher partnership in supporting children musical learning

This part consisted of Parenting, Communicating, Learning at home and Decision making. The statistic used to this sector was descriptive statistics which are mean and standard deviation. This part find the meaning of a code from 5 likert scales (Likert, 1932). Likert - type use to measure attitudes or opinions (Burns & Grove, 1997). These ordinal scales

measure levels of agreement or disagreement.

In this research, researcher uses 5 likert scales to rate parent and teacher partnership in supporting children musical learning:

Not at all (1) means no participate between parent and teacher

Slight (2) means there are sometime participation between parent and teacher

Moderate (3) means there are moderately participation between parent and teacher

High (4) means there are frequently participation between parent and teacher

Highest (5) means there are very frequently participation between parent and teacher

Table 1 described the mean score of Parenting, Communicating, learning at home and Decision making. The outcomes show that “Parenting” was high level. While “Communicating”, “Learning at home” and “Decision making” were moderate level.

“Parenting” mean parents sent the children at

music school regularly, also monitor the development in music learning of the children. Moreover, teachers and parents share the information in music learning of the children, teachers guide the parents about music practice at home. Furthermore, parents provide music instruments for the children, consult the children when they have problem in music learning and satisfy to communicate with teachers about children musical learning.

“Communicating” mean parents share the general opinion in children musical learning with teachers, have a direct communicate with teachers, not only contact the teachers by Social network (Line, Facebook) and also teachers talk to parents about target in music learning. Furthermore, parents communicate with teachers about development of the children, communicate with teachers about grade promotion, communicate with teachers about concert, competition and music activities and communicate with teachers about problems in music class. Moreover, parents satisfy to communicate with teachers about children musical learning.

“Learning at home” meant teachers advice the parents about importance of music practice at home and parents know the importance of music practice at home. Furthermore, parents look after the children in music practice at home and parents and teachers discuss about music practice at home. Moreover, teachers advice the parents about techniques in music practice, communicate with parents about grade promotion, music competition, concert and music activities. And parents satisfy to support and inspire the children about music practice at home

Moreover, “Decision making” means parents deem the importance of decision making between parents and teachers, communicate with teachers about children musical learning, communicate with teachers about problem in class. Moreover, teachers advice the parents about the solution of music learning problems. Furthermore, parents communicate with teachers about future plan in music learning and sat-

isfy in decision making between parents and teachers.

According to the researcher, there are twenty parents’ interviews who their children study piano, Junior Music Course (J.M.C.)/ Junior Extension Course (J.X.C.)/ Junior Advanced Course (J.A.C.), violin, guitar, electone and vocal. Beside parents, the researcher also interviews twenty music teachers which include piano, Junior Music Course (J.M.C.)/ Junior Extension Course (J.X.C.)/ Junior Advanced Course (J.A.C.), violin, guitar, electone, drum, bass and vocal. There are several types of interview. This quantitative research conducts of three methods to gain the information which include face-to-face interviews, telephone interviews and mailed questionnaires depending on the convenience of interviewees. For parents, there are eleven who are willing to use face-to-face interviews, five parents with mailed questionnaires interview, and four parents with telephone interviews. On the other hand, there are seventeen music teachers who are willing to use face-to-face interviews and three music teachers who are willing to use mailed questionnaires interview.

The highlight of research topics are to follow research questions about the interaction of parents and music teachers who have participated in partnership in the field of music education, factors which influence parents and music teachers to develop their partnerships in order to support the children musical learning, and the suitable information for parents and music teachers are cooperate as partnership in order to support the children musical learning. As a result, all parents and music teachers cooperate with each other by exchanging their opinions about children music learning either before class or after class.

Due to the advantage of face-to-face, all of parents and music teachers thought that it is the best way to communicate because they are able to observe the countenance during the conversation. Beside the tangible conversation between parents and music teachers, teachers said there was able to observe parent’s

emotion through the face-to-face discussion. Moreover, there are no misunderstanding about parent and music teacher's conversation because each other can interrupt and raise the question during conversation if they do not understand the question. Most of interviewees mentioned that immediate communication was the complete communication.

The main topic that parents and music teachers communicate with each other is not only children musical learning, but also musical progress in a week and in a long term. They discussed about the development of musical learning in each child, music examinations as well as individual musical skills which include listening, singing, playing, reading notes and creating music, characteristic and personality. There are different characteristic in each child including hardworking child as well as lazy child. Practicing music is very important for learning music. The problem of learning music is the lack of practicing at home.

The main problem of learning music is Thai parents' attitude. We cannot deny that parents play the major part for the child's development process. Some Thai parents believe that music class is less important comparing to other academic classes in school such as mathematics, science, English and others. There are some parents that ask their children to pause with the music practicing during the academic exam in school. As a result, it affects with their children's musical learning progress accordingly.

Factors that influence parents and music teachers to develop partnership to support the children musical learning are:

Parents and music teachers' attitude: As a result of interviews, parents and music teachers' attitude toward the level of concern for their children and their students about the music can be categorize into three main categories including high level of concern, medium level of concern, and low level of concern. These concerns have an affect toward children's development progresses. From the interview with music teachers, there are two students who

start learning piano at age of four. Moreover, they both start learning same time. Currently, they both are 17 years old. However, there progress are not the same. One of the students pass the exam at the advance level. She is one level away from being a piano teacher. On the other hand, the other student only pass the exam at the intermediate level. However, there is no clear answer which cause this differences. There is only one thing that interviewee mentioned which is the difference of parents' attitudes. The level of concern for their children progress toward piano practicing at home are different between these two families. Moreover, by setting the target in advance, student and teacher will have clearer path as a guideline to follow through. According to interviews, it can be conclude that the most important variable which will play an important role in the children's musical developing progress is the understanding through the communication among parents, teachers, and children in every topic of discussion.

All of the organization and people that involved with children's musical learning: According to the researcher's forty parents and music teachers interview result, it has been concluded that children's developing progress highly depends on people who involved in children's musical learning as followed:

Music Teacher: Music teacher is one of the closest person who has the tendency to understand the most about each student's music capability and progress. Moreover, teacher also understand the characteristic and the willingness to learn music through the observation during lessons. With all the information in hands, teacher should be the one who plan each student teaching lessons. The lessons for each student should be customize because each individual has different types of developing progress including both group study as well as individual study.

Parent: Once there is a conversation between parent and teacher, parent always mention that he/she does not have any knowledge about the music.

According to twenty parents interview result, parents play the most important roles for their children's developing progress. Besides learning in the classroom, parents are influential people who can assist with their children's music practicing at home which is the necessary activity for fast track development process of their children.

Children: The nature of children is to play and have fun. Music learning usually need enough amount of time to concentrate and focus with the learning and practicing. Some of the students can sit and practice in a long period of time, but some students cannot. According to the music teachers interview result, the beginning stage for children to learn music is the age of four to eight years old which twenty to thirty minutes are expected for their focus of learning. For the higher stage, children will need more practicing time as well as higher efficient level of concentration during the practice.

Administer of music school: The management in the music teaching institution will play an

important role in the aspect of corporation between parents and music teachers. If there is a good communication between parents and teachers, but there is not enough support from the institution, students would not be able to maximize their learning capabilities.

Suggestions for Future Research

The purpose of this research is to determine a better understanding of how parents and music teachers have participated in partnership as well as to analyze which factors influence parents and music teachers in order to develop partnership to support the children musical learning. It should have study in case about how parents and music teachers have participated in support student specific in study music instrument such as piano, guitar, violin, drum et al.

It should have research and development to support children's learning by parents and teachers partnership in any subjects in Thai cultural context.

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