

# Revista Românească pentru Educație Multidimensională

2016, Volume 8, Issue 2, December, pp. 89-  
96

---

## Parents' Perception Concerning Artistic Practices in Education

Carmen - Gabriela BOSTAN

Doi: <http://dx.doi.org/10.18662/rrem/2016.0802.07>

**Covered in:**

EBSCO, ERIH PLUS, CEEOL, DOAJ,  
Ulrich Pro Quest, Cabell, Index  
Copernicus, Ideas RePeC, EconPapers,  
Socionet, Journalseek, Scipio

# Parents' Perception Concerning Artistic Practices in Education

Carmen - Gabriela BOSTAN<sup>1</sup>

**Abstract:** This research proposes to study concepts and practices aimed at school that have to support arts education as part of the key competence cultural awareness and expression. When we talk about this, we refer to the creative expression of ideas, experiences and emotions through a wide range of artistic means, among which we can mention music, performing arts, literature, visual arts, theatre, oratory, dance, painting, crafts, design and so on. The target group consists of parents of students in secondary education in many schools across the country. Research findings underline the need and importance of arts education in school in vision of parents. The artistic activities which take place in the school belong both in formal education when artistic elements are integrated within hours of the framework plan and the non-formal education, which takes place in the context of various thematic activities linked to historical events, cultural, local or in context of activities during the Week Otherwise program. Conceptions parents about art include references to creativity, personal development, imagination, discovery and development of talent child development expression and individual identity, variety of artistic experiences and means of expression, social skills, group work and interest in participating in cultural activities. In the view of parents, conceptualization of art being done through individual development of their children, relates to research and discovery of himself, awareness of behaviours existing (not necessarily artistic), accepting the impact that these have on becoming personal future of individuals and action to create patterns of behaviour and constructive thinking.

**Keywords:** arts education; parents; culture and education; cultural awareness and expression; school.

---

## 1. Introduction

This research intends to study the concepts and practices present in school that have as support the artistic education as part of the key competence - the cultural awareness and expression (appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media (music, performing arts, literature and the visual arts)).

---

<sup>1</sup> Institute of Educational Sciences, Romania, carmenbostan@ise.ro.

When we talk about this, we refer to the creative expression of ideas, experiences and emotions through a wide range of artistic means, among which we can mention the music, performing arts, literature, visual arts, theatre, oratory, dance, painting, crafts, design and so on.

The research target group consists of parents of students in secondary education in several Romanian schools.

## **2. Method**

### **2.1. Target group**

The research was conducted on a number of 183 parents

We note that to research have involved more than 2/3 of the mothers of students and about 1/3 of the fathers. The schools involved in the research were a third by rural and approximately 2/3 of urban. The mean age of respondents (parents) is 41.25 years old. Processing of statistical data arising from the survey shows that half of the parent participants in the research are university graduates, 13.8% are graduates of post-secondary education and 25.7% are high school graduates. If we add post-secondary graduates with the high-school graduates, we get a percentage of 39.5%. If we add they and those who have completed higher education obtain a total of 89.8%. We can conclude that participants have a high level of education in general. Only 3% of parents graduated the elementary education, referring here to those who finished only gymnasium / primary. The low level of educational attainment shows that these haven't a job. 7.2% are graduates of vocational schools, so they have a profession.

Parents distribution according the field of activity is somewhat balanced between the public sector - 36.5% and the private sector - 44.9%. Parents interviewed have children at primary school (27.50%), gymnasium (31.88%) and high school (40.63%).

The level of education in which the other children are included is as follows: 67 of the 183 parents participants in the survey (approximately one third of the total), have children: 46.3% to primary, 50.7% to gymnasium and 41.8% to high school; 116 parents have only one child in school.

### **2.2. Survey research**

- Is your child involved to school in activities that include artistic elements other than hours of music or drawing?
- If so, what are the artistic activities in which your child is involved?

- Who took the initiative to conducting artistic activities in school?
- Have you been involved in organization of artistic activity in school?
- Where was the last artistic activity organized by the school?
- When happened usually the artistic activities?
- What are the effects to involving the children in activities with artistic aspects?

### 3. Results and discussion

To the first question, the vast majority of parents (95%) responded that they know that their own children are involved (69.44%), respectively are not involved (25.56%). A small percentage - 5% of respondents - does not know if their children are or are not involved in such activities.

Highlighting of the developed artistic sides in schools has been made by the question (2 - If so, what are the artistic activities in which your child is involved?), which was answered 69% of parents interviewed. From statistical processing is noted that the best represented are show arts (theatre and dance) with a percentage of 74.60% (ie 51.47% of parents who responded to question (1)).

Students get involved in large numbers to activities that suppose visual arts (painting, sculpture, film, photography, graphics, animation, decorative art, fashion, design, design, design computer) - 61.90% (ie 42.71% of parents said that their child participating in artistic activities).

Literature represents a quarter of the students' preferences, in a nearest percentage with music. The arts and crafts occupies a worthy percentage - 15.90%; this considering that the craftsmen are becoming fewer and the traditional activities - sewing, embroidery, tapestry, cutting, DIY, fretwork, weaving, made jewellery, clothing accessories, accessories for home and garden, manufacture of ornaments for the holidays (fir, sorcova, goat, painted eggs) are increasingly rare. From survey we can conclude that these are attractive to children and contribute to perpetuate the cultural heritage of the Romanian people.

The lowest percentage was obtained for items related to architecture and urbanism. 6.35% of respondents said that they not know the artistic activities in which are involving their children.

To the question (3) the answer was in an overwhelming majority that the teachers (81.70%), followed by approximately equal percentages by students and parents. We should mention that teachers have no art education in teacher education faculties and are not courses for teachers

training in artistic fields. However, teachers are concerned with the organization of such activities and the results of this study confirm this fact.

To the question (4) parents surveyed have responded in 27% percentage that financial support was important, but noted in balanced proportions that the offering an opinion / personal impressions at the end of the activity, the preparation and pursue their of activities were also responsibilities assumed by them. A significant percentage - 28% of respondents respectively were not involved.

By processing of question (5) we observe that most activities were held in school but also outside it, without specifying where; 7% of events were both at school and elsewhere.

To the question about the effects of involving children in activities with artistic aspects, most parents have appreciated that all the elements suggested by survey contribute in personal development. The greatest impacts arising from the study is increased confidence in themselves, better socialization, self-awareness and skill development.

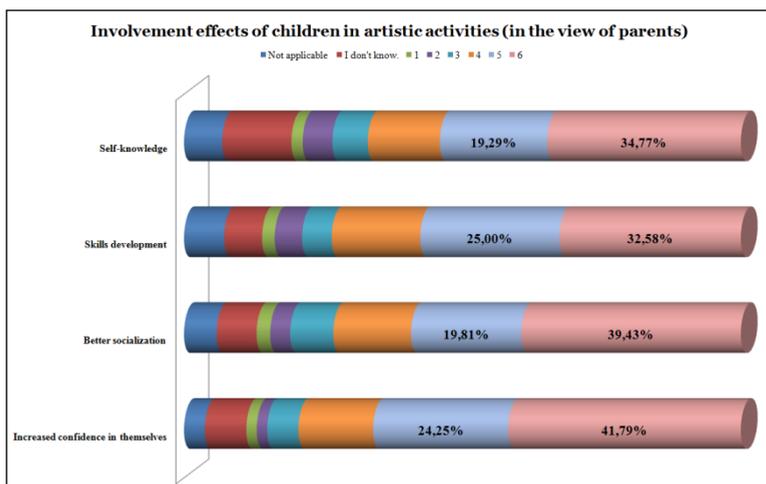


Figure 1

The effects of involving children in artistic activities have been associated by the parents in several categories:

- Increased self-confidence (66.04%); it helped to have more confidence in themselves; it made him feel better in school.

- Better socialization (59.24%): it helped to make friends; it helped to communicate more easily with other people; it helped to understand that teamwork is useful; it helped to be more relaxed.
- Skills development (57.58%) helped him to learn more easily; helped him to become more creative.
- Self-knowledge (54.06%): helped him to know himself better; helped him to identify his strengths/ advantages personal; helped him realize what he like to do.

The graph is suggestive to show that they got maximum feedback (5 and 6) all four categories identified; 66.04% of the parents have appreciated that increased the confidence in his children, 59.24% of parents have noticed that their children socialize more easily, 57.58% have noticed an increase in the ease of learning and creativity. The self-knowledge is important and 54.06% of parents have noted that their daughters / sons, after participating in various artistic events, they realized what they want to do in life and have identified personal strengths.

To the question concerning to the kinds of artistic activities to which their children participate, the parents respondents opined in the proportion of 73.49% - participation in cultural events such as theater, concerts, dance performances, films etc; 70.48% - visit museums, galleries, exhibitions; 39.76% - practicing arts classroom / school outside; 34.94% - visits and / or workshops in libraries / bookstores; presentations on various artistic forms - 19.28%; meetings with artists in the classroom / outside school - 13.86%

The opinions expressed by more than a third of parents in relation to their joint participation in the artistic and cultural experiences that they offer to their children show a frequency of 3-6 events in which it participates per year (38.82%); participation up to 2 times a year at art events involving a percentage of 29.41%; greater frequency of participation, 7-12 times, is mentioned by 18.82% of the parents participating, while 12.94% attend at least once monthly.

The opinions expressed by more than a third of parents in relation to their joint participation in the artistic and cultural experiences that they offer to their children show a frequency of 3-6 events per year (38.82%); participation up to 2 times a year at art events involving a percentage of 29.41%; a greater frequency of participation, 7-12 times, is mentioned by 18.82% of the parents, while 12.94% attend at least once monthly.

The children participate in arts activities organized outside of the school, according to the statements of parents (34.97%), while 65.03% said that they haven't such participation.

#### 4. Conclusions

The parent participants in this study had the following salient features: mothers (over three quarters); urban origin (over three quarters); age 40-49 (over half) and 30-39 years (almost half) third of respondents; graduates (more than half), private sector employment, full time (almost half); first child at school (almost half).

The cultural capital delivered to pupils through the family implies a frequency of 3-6 times per year to participate in an artistic event. Opportunities offered by parents to the children involve personal development through dance, arts, knowledge of a musical instrument, drama.

For artistic education, the parents most frequently resort to private lessons or children's clubs, or use the most popular networks for nonformal education: Children's Palace, Children's Clubs, cultural institutions or local associations.

The most activities which it supports by parents relate to dance (contemporary dance, modern dance, ballet). Studying a musical instrument is also a significant concern, supported largely by private lessons in violin, guitar and piano. Where possible, these activities are carried out through hours organized by the Children's Palace or music schools. Lessons for plastic arts (painting, drawing) are part of the horizon concerns of parents to provide their children personal development opportunities. The theater, photography, the creative workshops and crafts are practiced through existing networks (children's clubs, associations, cultural institutions etc.).

The reasons which determine parents to not give their children the cultural activities in other contexts outside the school were not being analyzed, but they may involve factors such as the level of parents' education or economic level and age of the child (at the high school level, students are more independent program in relation to the family).

The art and artistic education are appreciated by parents as necessary for the formation of kids' personality and development for a good and successfully life.

The arts and artistic education are deemed necessary for the formation and development of students' personality throughout life.

The developing of communication skills and integration in the school context, are reported by parents as significant benefits.

According to the opinions of those involved in research, school teachers are those who initiate activities with elements of artistic and participation in running these involved the adhesion of nearly three quarters of students; less than a quarter declared that not wanted to participate.

The initiative of activities belongs to the parents or students in about a quarter of cases, a smaller percentage being perceived as coming from cultural operators, municipalities and NGOs.

Consultation with parents and considering of their opinions reveals a equal array of responses (positive / negative, noting that where were consulted, almost three quarters of parents indicated that was took into account their opinion), their participation meaning, most often, financial support and, more rarely, just offering an opinion / impression at the end of the activity.

The most common types of activities have been supposed the participation in cultural events (theater, concerts, dance performances, films, etc.) and visiting museums, galleries and exhibitions.

---

## References

---

- Bercu, Nicoleta (coord.). *Mecanisme și practici de aplicare și de dezvoltare a curriculumului la nivel de școală și de clasă*. ISE, 2012.
- Bârlogeanu, Lavinia. *Psibopedagogia artei – educația estetică*. Iași: Polirom. 2001.
- Călin, M. *Educație estetică și artistică. În: Științele educației – Dicționar Enciclopedic*, Ed. Sigma. București, 2007.
- Căpiță, Laura (coord.). *Valorificarea experiențelor de învățare nonformală în construirea competențelor cheie*, ISE, 2011.
- Mihăilescu A., Iacob M (coord.), *Arta în școală. Concepte și practici*, ISE, 2014
- Țibu, S. & Botnariuc, P. F. (coord.) *Portofoliul pentru educație permanent*, Afir Color 2010.
- \*\*\* Road Map for Arts education, UNESCO, 2006, <http://www.unesco.org/new/en/culture/themes/creativity/arts-education/official-texts/road-map/>, accesat la data de 7 aprilie 2014
- \*\*\* Legea Educației Naționale nr.1/ 2011
- \*\*\* OMECTS nr. 3035/ 10.01. 2012 privind aprobarea Metodologiei – cadru de organizare și desfășurare a competițiilor școlare și a Regulamentului de organizare a activităților cuprinse în calendarul activităților educative, școlare și extrașcolare.

- \*\*\* Recommendation 1884 (2009) *Cultural education: the promotion of culture, creativity and intercultural understanding through education*, Parliamentary Assembly Council of Europe, <http://assembly.coe.int/Main.asp?link=/Documents/AdoptedText/ta09/EREC1884.htm>
- \*\*\* *Recommendation of the European Parliament and of the Council on key competences for lifelong learning* (2006). 18 Dec. 2006, 2006/962/EC.
- \*\*\* *Key competences for lifelong learning*, <http://eur-lex.europa.eu/legal-content/HR/TXT/?uri=uriserv:c11090>