

# *ESA web-journal*

*Spring 2006*

*Summary of two articles by Jenny Macmillan*

## *Involving Parents: a review of the literature*

## *Involving Parents: a survey of attitudes*

Numerous studies in general education have concluded that parental involvement improves student achievement. Research in music education indicates that parental involvement is beneficial to progress on a musical instrument. However, few conventional music teachers are known to encourage it. Jenny's first article examines existing research on involving parents in general and in music education, and children's attitudes to this involvement. The second article reports on Jenny's own survey which explored the potential for collaboration between teacher and parent to support a child's instrumental learning.

Some teachers in the survey reported that they collaborate with parents, others that they prefer not to, all giving understandable reasons. Teachers proved more likely to encourage parental involvement if they have pedagogical qualifications, have followed specialist courses, and are experienced teachers. A key finding is that those children whose parents are involved in their instrumental learning welcome it. It is evident from Jenny's research that parents are more willing and able to assist than many teachers realise. So there are good grounds for believing parental involvement is beneficial and should be encouraged.

*These articles are reprinted with permission from the April and September 2005 issues of Piano Professional, the journal of the European Piano Teachers'*

*Association: [www.epta-uk.org](http://www.epta-uk.org). A longer version was published in the November 2004 issue of the British Journal of Music Education and appears on Jenny's website:*

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