

An Examination of Parental Support for Children's Drawing Skills

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Abstract

The purpose of this study is to examine the factors influencing parental support for children's drawing skills. Using a mixed-methods approach, the “Parental Support for Children's Drawing Skills Scale” was employed as a quantitative data collection tool, while a semi-structured interview form was utilized for qualitative data. The study sample consists of parents of 3-6-year-old children attending preschools affiliated with the Ministry of National Education in the city center of Van during the 2023-2024 academic year. A total of 25 schools were selected based on districts and neighborhoods with varying rental levels, and 736 parents were included in the study group through random sampling. For the qualitative portion of the study, maximum variation sampling, a type of purposive sampling, was chosen to form the study group, and 8 parents with different socioeconomic and educational backgrounds were included. Descriptive analyses, independent samples t-test, and ANOVA were applied for the quantitative data analysis, while content analysis was used for qualitative data. The study observed that parents were more inclined to praise their children rather than engage in drawing activities with them. No significant effect was found in the total scores on the overall scale and sub-dimensions based on the gender variable of the parents. However, significant differences were identified in both the overall scale and sub-dimensions based on parents' educational backgrounds. Furthermore, the analysis of the age variable revealed a significant difference in the resource support sub-dimension in favor of parents aged 31-40, while a significant difference was observed in the collaborative drawing sub-dimension in favor of younger parents. Qualitative analysis revealed that parents support their children's artistic development through diverse methods, including facilitating access to artistic materials, creating designated workspaces, displaying their children's artwork, engaging in joint artistic activities, introducing novel techniques, providing verbal guidance, and offering both process-oriented and product-oriented praise to enhance self-confidence. It would be beneficial to further investigate the types and levels of parental support needed by children of different age groups when engaging in drawing activities.

Keywords: Children's Drawing Skills, Parental Support, Children's Drawings

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INTRODUCTION

Student success is a process shaped by the complex interaction of many factors, including family, teachers, and the environment, not limited to the school setting (Skinner et al., 2022). This complex interaction indicates that various factors contributing to student success are interconnected, with each playing a significant role. Studies have indicated that when parents are actively involved in their children's education, it has a considerable and positive effect on their academic performance. (Barnard, 2004; Boonk et al., 2018; Cosso, Suchodoletz, Yoshikawa, 2022; Grolnick & Slowiaczek, 1994; Patall, Cooper, Robinson, 2008; Desforges & Abouchaar, 2003). This has become an important focus for education policies, educators, and researchers (Boonk et al., 2018; Patall et al., 2008).

Parents can participate in their children's education in various ways. In this context, parents can take an active role by interacting with the school and supporting learning at home (Boonk et al., 2018). Specifically, parents' regular communication with the school and assistance with homework can increase children's engagement in lessons and strengthen their motivation to learn. Additionally, encouraging learning at home and organizing activities related to children's interests can enrich the learning experience and promote more active participation in the learning process (Albez & Akan, 2022). In this way, parental involvement in the educational process can contribute to children having a successful education and development experience. According to Grolnick and Slowiaczek (1994), home and school stand out as fundamental institutions that socialize and educate children. Parental involvement serves as a bridge between these important institutions, linking home and school environments. In this context, parents' active participation at home and school plays a critical role in providing a holistic educational experience by supporting children's social, emotional, and academic development.

Drawing is considered not only an activity that children enjoy but also an extremely beneficial one for them (Burkitt, Jolley, & Rose, 2010). These benefits encompass cognitive, social, and emotional development areas. The act of drawing by children is a social and cultural activity influenced by the beliefs of adults and peers and the rules of the environment in which they are situated (Cameron et al., 2020).

Family and school provide children with different environments that influence their experiences and drawings. In this regard, how much importance parents and teachers place on children's drawings, along with their perceptions and expectations, can greatly influence children's development and their methods of self-expression (Cameron et al., 2020). In particular, when children start preschool, there is a noticeable variability in their drawing skills during primary school and subsequent educational stages. This variability can be explained, among other factors, by parental support related to drawing.

Around the age of 2, children begin to draw with scribbles. Although drawings usually consist of scribbles during this process, they become more distinct as children's skills develop over time (Hiçyılmaz, 2023). This early drawing stage usually takes place at home, and parental support and influence are quite important during this process. The environment provided at home can offer children the opportunity to experiment with various drawing materials, try different techniques, and discover their own creative expressions, providing the essential elements necessary for developing their drawing skills. Therefore, the role of parents is critical in strengthening children's drawing skills.

Parental support refers to the efforts made to develop children's drawing abilities; this support includes providing drawing materials, participating in joint drawing activities, offering guiding feedback, and encouraging children's drawings with praise (Groot et al., 2023). Such support not only enhances children's artistic expression abilities but also fosters their self-confidence and creativity. In particular, the encouragement and assistance parents offer in drawing is crucial for fostering children's artistic skills and enhancing their capacity for self-expression (Mendoza Straffon et al., 2024).

Parents should avoid rote drawing, provide visual materials appropriate to developmental stages, and ensure that children's questions about artistic activities are not left unanswered in order to create an environment that helps develop children's creative potential (Oğuz, 2010). This approach helps children build their self-confidence, discover their talents, and realize their potential. Such an environment can be described as a place where children can share their experiences, receive unconditional love and support, and have their self-confidence strengthened through positive feedback.

A review of the literature reveals several studies focused on various aspects of children's drawing experiences. These include investigations into drawing activities conducted with fathers (Acer, Baş, & Teke, 2022), factors influencing children's drawing experiences (Oğuz, 2010), and the influence of both teachers and parents on children's drawing activities (Anning, 2002; Ring, 2006; Rose, Jolley, & Burkitt, 2006). Moreover, studies have explored the attitudes and practices that influence children's drawing experiences both at home and in school (Burkitt et al., 2010; Lesinskiene et al., 2018), the influence of teachers on children's art design (Madani et al., 2015), as well as the impact of parents and cultural factors on the development of children's drawing skills (Straffon et al., 2024). Studies have also explored children's perspectives on their drawing experiences (Pillar, 1998). Many investigations have focused on the impact of parental involvement on students' academic success (Boonk et al., 2018; Cosso et al., 2022; Grolnick & Slowiaczek, 1994; Patall et al., 2008). Within this context, alongside research examining the effects of parental involvement on academic achievement, there are also research studies that investigate how parents and various other factors affect children's drawings. However, the specific nature of parental support in relation to drawing and its effect on children's drawing skills has not been thoroughly investigated (Groot et al., 2023). Therefore, this study aims to address gaps in the existing literature by providing a deeper understanding of the nature of parental involvement that influences children's drawing skills. This mixed-methods research seeks to answer the following questions regarding parental support for children's drawing skills:

1. What is the extent of parental support for children's drawing skills?
2. Does parental support for children's drawing skills vary based on the parents' gender, educational background, and age?
3. What are the experiences of parents in supporting their children's drawing skills?

METHOD

This study employed a mixed-methods approach to investigate parental support for children's drawing skills. The mixed-methods approach is a research strategy that combines qualitative and quantitative research methods simultaneously. This strategy aims to achieve more robust and comprehensive results by utilizing both methods in the data collection and/or data analysis stages (Creswell & Plano Clark, 2015). A sequential explanatory design was selected. In this framework, the quantitative data collected in the first phase were further detailed and interpreted with the qualitative data collected in the second phase. In the first phase of the research, a general survey model, which aims to describe the current situation as it is (Karasar, 2012), was preferred. In the second phase, a phenomenological design was used to uncover experiences and meanings related to the phenomena (Yıldırım & Şimşek, 2011).

Study Group

The study group consisted of parents of children aged 3-6 attending preschools affiliated with the Ministry of National Education (MEB) in Van city center during the 2023-2024 academic year. Schools were selected using a convenience sampling method, considering districts and neighborhoods within the city center of Van that vary in rent levels (low, medium, high). A total of 25 schools were identified. Parents of children attending these selected schools were included in the study group through random sampling, with participation based on voluntary consent. Ethical approval for the

study was granted by the Ethics Committee of the Social and Human Sciences Faculty at Van Yüzüncü Yıl University (Ethics Approval No: 22058, dated 03.04.2024). Parents were contacted through the school administration, and informed consent was obtained from all participants prior to their inclusion in the study

In the qualitative phase of the study, the study group was formed using the maximum variation method, a purposive sampling technique. This method involves including individuals or situations in the sample that vary according to specific characteristics, criteria, and features (Creswell, 2016; Patton, 2018). Accordingly, eight parents with different socioeconomic and educational backgrounds were included in the study group. The demographic information of the participants who contributed to the research is presented in Table 1.

Table 1. Demographic Characteristics of the Study Group

Variables		Quantitative Sample	Qualitative Sample
Gender	Woman	403	4
	Man	333	4
Age Range	20-30	51	3
	31-40	382	3
	41-50	278	2
	51 and above	25	
Educational Background	Illiterate	54	1
	Primary School	161	1
	Secondary School	128	1
	High School	176	2
	Bachelor's Degree	158	1
	Master's Degree	38	1
	PhD	21	1
Total		736	8

Data Collection Tools

In this study, the “Parental Support for Children's Drawing Skills Scale” was employed as the quantitative data collection instrument. The scale, originally developed by Groot et al. (2023) and adapted to Turkish culture by Hiçyılmaz (2023), is a 7-point Likert-type tool consisting of 34 items across 4 subdimensions. The Cronbach's Alpha reliability coefficients were found to be .731 for the “Resource Support” dimension, .829 for “Collaborative Drawing,” .873 for “Scaffolding,” .863 for “Praise,” and .895 for the overall scale. Additionally, confirmatory factor analysis confirmed that the scale is structured around four distinct dimensions.

A semi-structured interview form was utilized as the qualitative data collection instrument in this study. The interview form, consisting of six questions, was developed based on the quantitative findings and designed to obtain in-depth information on how parents support their children's drawing skills. To assess the appropriateness and content validity of the interview questions, the form was sent to two experts in the field of Visual Arts education, both holding the academic title of Associate Professor. Based on their feedback, some questions were revised to include clarifying examples, while unnecessary questions were removed, and the interview form was finalized. To evaluate the functionality and clarity of the prepared interview form, a pilot study was conducted with two parents. The responses from the pilot interviews were analyzed, and it was determined that the interview questions were clear and understandable, making the form applicable in its current state. Additionally, the interviews were audio-recorded to ensure accurate data collection and analysis. The interviews were conducted on a daily basis and held face-to-face with the participants who were accessible for the study.

Data Collection Process

The “Parental Support for Children's Drawing Skills Scale” was digitized and administered after securing the required permissions. In the following phase, the purpose of the study was explained

to the parents, who were then invited to complete the digital version of the questionnaire. The qualitative data were gathered through interviews conducted with parents from the study group who consented to participate. These interviews, guided by a semi-structured interview form, lasted an average of 35 minutes.

Data Analysis

In the initial phase of data analysis, skewness and kurtosis values for the scale scores were examined. The results indicated that the skewness values for the subdimensions and the overall scale ranged from -.044 to .125, while the kurtosis values ranged from -.091 to -.607. Values within the range of -1.5 to +1.5 suggest that the distribution is normal (Tabachnick & Fidell, 2013). After establishing normality, descriptive analyses, independent samples t-tests, and ANOVA were conducted in line with the research objectives. Additionally, the formula (number of options - 1) / number of options was used to determine the level of parental agreement with the items on the scale.

The qualitative data of the study were analyzed using content analysis, with codes VE1 and VE2 assigned for male parents and VK1 and VK2 for female parents. Participant opinions were coded and processed with an emphasis on coherence and logical integrity. The coding was conducted by two researchers specializing in visual arts education. They developed codes such as 'Access to Artistic Materials,' 'Parental Involvement in the Child's Artistic Activities,' 'Introduction of New Artistic Techniques,' and 'Process-Oriented Praise.' These codes were then categorized under the theme of parents' experiences in supporting their children's drawing skills, based on commonalities. In the next stage, the consistency of coding between the two researchers was evaluated. The reliability value was calculated to be approximately 87% using the formula proposed by Miles and Huberman (2019).

FINDINGS

The first research question seeks to address, "To what extent do parents support their children's drawing skills?" In this context, the mean (\bar{X}) and standard deviation (S) values of the scores obtained by parents on the scale are shown in Table 2.

Table 2. Descriptive Statistics of the Parental Support for Children's Drawing Skills Scale

No	Dimensions	Scale Item	\bar{X}	Sd
M1	Resource Support	"Does your child have access to a wide variety of drawing utensils at home (for example, colored pencils, markers, paint, crayons, charcoal, coloring books, etc.)?"	5,03	1,74
M2		"How often do you provide your child with books, magazines, (digital) drawing games, or other material as drawing inspiration?"	3,94	1,66
M3		"Do you (or would you) allow your child to draw in different places within the house (e.g., at the dining table, on the floor, etc.)?"	4,82	1,91
M4		"How often do you display your child's drawings in the house?"	3,84	1,69
Total			4,41	1,20
M5	Joint Drawing	"How often do you encourage your child to draw by suggesting to draw together?"	3,47	1,65
M6		"How often do you sit with your child while he/she is drawing?"	3,51	1,51
M7		"How often do you pay attention to what your child is drawing?"	4,17	1,69
M8		"How often do you draw together with your child if he/she asks you to do so?"	4,15	1,80
Total			3,82	1,29
M9	Scaffolding	"(When your child draws,) how often do you help to improve his/her drawing skills?"	3,91	1,81
M10		"(When your child draws,) how often do you help to draw certain things by demonstrating it?"	3,82	1,72
M11		"(When your child draws,) how often do you make verbal suggestions on how to draw certain things?"	4,02	1,72

Total			3,92	1,49
M12	Praise	“How often do you praise your child while he/she is drawing?”	5,12	1,65
M13		“How often do you praise your child when he/she has completed a drawing?”	5,20	1,60
M14		“Do you praise your child also if his/her drawing is not so good?”	5,04	1,75
Total			5,12	1,45

According to Table 2, the “Resource Support” subdimension ($\bar{x}= 4.41$) is observed at a “sometimes” level, the collaborative drawing subdimension ($\bar{x}= 3.83$) is at a “sometimes” level, the guiding support sub-dimension ($\bar{x}= 3.92$) is also at a “sometimes” level, and the praise subdimension ($\bar{x}= 5.12$) is observed at a “frequently” level. Additionally, the responses of participants to the question, “How often do you praise your child when they finish a drawing?” were found to be at a “frequently” level ($\bar{x}= 5.12$), whereas their responses to the question, “How often do you encourage your child to draw by suggesting to draw together?” were determined to be at a “sometimes” level ($\bar{x}= 3.47$). These findings suggest that parents are generally more inclined to praise their children rather than engage in drawing activities together.

The second sub-problem of the study is defined as, “Does parental support for children's drawing skills vary according to parents' gender, educational level, and age?” In this context, an independent samples t-test was applied to determine whether parental support for children's drawing skills differs based on the gender variable of the parents. The analysis results are displayed in Table 3.

Table 3. Independent Samples t-Test Results for the Parental Support for Children's Drawing Skills Scale by Gender

Dimensions	Gender	N	X	S	t	p
Resource Support	Woman	403	4,4398	1,22865	,758	,448
	Man	333	4,3724	1,16642		
Joint Drawing	Woman	403	3,8207	1,32662	-,077	,939
	Man	333	3,8281	1,24680		
Scaffolding	Woman	403	3,9578	1,51413	,813	,417
	Man	333	3,8679	1,46988		
Praise	Woman	403	5,1886	1,37889	1,371	,171
	Man	333	5,0400	1,52963		
Overall Scale	Woman	403	4,3201	1,02851	,899	,369
	Man	333	4,2518	1,02211		

The findings in Table 3 indicate that the gender of the parents has no significant impact on the total scores from the overall scale or its subdimensions. [“Resource Support” ($t=0.758$; $p>.05$), “Joint Drawing” ($t=-0.077$; $p>.05$), “Guiding Support” ($t=0.813$; $p>.05$), “Praise” ($t=1.371$; $p>.05$), and “Overall Scale” ($t=-0.899$; $p>.05$)]. These results indicate that the gender of the parents does not statistically significantly affect their support for their children's drawing skills.

Table 4 presents the results of the one-way analysis of variance (ANOVA), conducted to assess whether parental support for children's drawing skills differs based on the parents' educational level.

Table 4. One-Way ANOVA Results for the Parental Support for Children's Drawing Skills Scale by Educational Level

Dimensions	Groups	N	\bar{X}	S.s	sd	F	p	Dunnett's C difference
Resource Support	1- Illiterate	54	3,64	1,254				
	2- Primary School	161	4,30	1,275				
	3- Secondary School	128	4,37	1,305	6/729	5,888	,000	1-2;1-3;1-4
	4-L High School	176	4,47	1,211				1-5;1-6;2-7
	5- Bachelor's Degree	158	4,61	1,009				
	6- Master's Degree	38	4,66	,802				
	7- PhD	21	4,90	,718				
Joint Drawing	1- Illiterate	54	3,24	1,173				
	2- Primary School	161	3,83	1,447				
	3- Secondary School	128	4,20	1,383	6/729	4,580	,000	1-3;1-4;3-5
	4-L High School	176	3,92	1,283				
	5- Bachelor's Degree	158	3,66	1,106				
	6- Master's Degree	38	3,61	,977				
	7- PhD	21	3,85	,800				
Scaffolding	1- Illiterate	54	3,57	1,329				
	2- Primary School	161	4,07	1,587				
	3- Secondary School	128	4,22	1,543	6/729	5,292	,000	2-7;3-5;3-6
	4-L High School	176	4,13	1,594				3-7;4-5;4-6
	5- Bachelor's Degree	158	3,66	1,242				4-7
	6- Master's Degree	38	3,36	1,209				
	7- PhD	21	3,02	1,258				
Praise	1- Illiterate	54	4,35	1,761				
	2- Primary School	161	5,18	1,638				
	3- Secondary School	128	5,31	1,499	6/729	3,383	,000	1-2;1-3;1-4
	4-L High School	176	5,25	1,502				
	5- Bachelor's Degree	158	5,04	1,096				
	6- Master's Degree	38	5,06	,747				
	7- PhD	21	5,13	1,014				
Overall Scale	1- Illiterate	54	3,66	,856				
	2- Primary School	161	4,31	1,156				
	3- Secondary School	128	4,49	1,080	6/729	4,946	,003	1-2;1-3;1-4
	4-L High School	176	4,41	1,088				1-5;1-6
	5- Bachelor's Degree	158	4,23	,834				
	6- Master's Degree	38	4,17	,681				
	7- PhD	21	4,24	,651				

The analysis in Table 4 shows a significant difference in the mean scores of the “Resource Support” subdimension based on the parents' educational levels ($F= 5.888$; $p<.05$). To identify the source of this difference among the groups, a Post Hoc analysis was conducted using the Dunnett C test. The results indicated that the difference favors those with higher educational levels. This difference was observed between the 1-2, 1-3, 1-4, 1-5, 1-6, and 2-7 educational level groups. The findings indicate a strong correlation between parents' educational level and the resource support they offer to their children. This indicates that as the educational level of parents increases, so does their capacity to support their children. In other words, parents with higher educational levels tend to offer more resources and support to their children.

A significant difference was observed in the mean scores of the “Joint Drawing” subdimension based on the parents' educational levels ($F= 4.580$; $p<.05$). Post Hoc analysis conducted to identify the source of this difference revealed that the difference favors those with higher educational levels. This difference was observed between the 1-3, 1-4, and 3-5 educational level

groups. A detailed examination of the mean scores in the 'Joint Drawing' subdimension shows that as the educational level increases up to middle school, the mean scores also increase. However, from high school to the doctoral level, there is a decrease in mean scores as the educational level rises. These findings suggest that parents' educational level has a significant impact on their 'Joint Drawing' behaviors.

A significant difference was identified in the mean scores of the “Scaffolding” subdimension based on the parents' educational levels ($F= 5.292$; $p<.05$). Post Hoc analysis was conducted to determine the source of this difference, revealing that it occurs between the 2-7, 3-5, 3-6, 3-7, 4-5, 4-6, and 4-7 educational level groups. A detailed examination of the mean scores in the 'Scaffolding' subdimension shows that as the educational level increases up to middle school, the mean scores also increase. However, from high school to the doctoral level, there is a decline in mean scores as the educational level rises.

A significant difference was found between the mean scores of parents in the “Praise” subdimension and their educational levels ($F= 3.383$; $p<.05$). Post Hoc analysis was conducted to determine the source of this difference, revealing that it occurs between the 1-2, 1-3, and 1-4 educational level groups. The findings suggest a relationship between parents' educational level and the praise they give to their children's drawings. It is noteworthy that the mean scores of parents with no formal education are significantly lower compared to those of other educational levels.

When Table 4 is examined in terms of the overall scale, a significant difference is observed between the mean overall scale scores of parents and their educational levels ($F= 4.946$; $p<.05$). Post Hoc analysis was conducted to identify the source of this difference, revealing that it occurs between the 1-2, 1-3, 1-4, 1-5, and 1-6 educational level groups. A detailed examination of the overall scale mean scores shows that the mean scores of parents with no formal education are significantly lower compared to those of other educational levels.

Table 5 presents the results of the one-way analysis of variance (ANOVA) conducted to assess whether parental support for children's drawing skills differs based on the parents' age.

Table 5. One-Way ANOVA Results for the Parental Support for Children's Drawing Skills Scale Based on Age Groups

Dimensions	Groups	N	\bar{X}	S.s	sd	F	p	Difference (LSD)
Resource Support	20-30	51	4,07	1,244				
	31-40	382	4,50	1,186				
	41-50	278	4,40	1,195	3/732	3,872	,009	
	51 and above	25	3,86	1,197				1-2;2-4
Joint Drawing	20-30	51	4,14	1,236				
	31-40	382	3,91	1,306				
	41-50	278	3,67	1,272	3/732	3,017	,029	
	51 and above	25	3,63	1,184				1-3;2-3
Scaffolding	20-30	51	4,38	1,279				
	31-40	382	3,88	1,439				
	41-50	278	3,89	1,614	3/732	1,756	,154	
	51 and above	25	3,85	1,233				
Praise	20-30	51	5,16	1,234				
	31-40	382	5,09	1,450	3/732			
	41-50	278	5,18	1,468		,703	,550	
	51 and above	25	4,76	1,668				
Overall Scale	20-30	51	4,39	,909				
	31-40	382	4,33	1,043	3/732			
	41-50	278	4,25	1,017		1,194	,311	
	51 and above	25	3,99	1,063				

Table 5 indicates a statistically significant difference in the mean scores of the “Resource Support” subdimension among different age groups of parents ($F= 3.872$; $p<.05$). To more precisely identify the source of this difference, a Post Hoc analysis was conducted using the LSD test. The

results indicate that this significant difference occurs between the 1-2 and 2-4 age groups, favoring parents in the 31-40 age group. After the 31-40 age group, a decrease in mean scores is observed. This suggests that parents in the 31-40 age group have more access to resources, and this support tends to diminish as age increases.

A significant difference was observed in the mean scores of the “Joint Drawing” subdimension among various age groups of parents ($F= 4.580$; $p<.05$). Post Hoc analysis conducted to identify the source of this difference revealed that it occurs between the 1-3 and 2-3 age groups, favoring the younger age group. These findings indicate that parents' average age has a significant impact on their “Joint Drawing” behaviors.

The one-way analysis of variance results shown in Table 5 indicate that there are no statistically significant differences between the age groups and the mean scores of parents in the “Overall Scale,” “Scaffolding,” and “Praise” subdimensions (respectively $F= 1.194$; $F= 1.756$; $F= 0.703$, $p>0.05$).

The third research question aims to address, “What are parents' experiences in supporting their children's drawing skills?” In this context, a content analysis was carried out to explore parents' perspectives on their experiences in supporting their children's drawing abilities. The results of this analysis are shown in Table 6.

Table 6. Parents' Experiences in Supporting Their Children's Drawing Skills

Kodlar	Direct Quotations from Interviewees
Access to Art Materials	"In our home, my child has access to various materials such as colored pencils, crayons, paints, and paper for drawing." VE1 "I provide art materials that are appropriate for my child's age and interests." VK4
Determination of Workspaces	"Yes, I give my child the freedom to draw in different areas. However, we set certain rules and boundaries in some places. For example, I tell them to be careful when drawing at the dining table and not to draw on the walls." VE2 "I allow drawing on the table and the floor. When using watercolor, I tell them not to stain the carpet and clothes and to clean up the workspace after finishing." VK2
Display of Works	"I sometimes display my child's drawings on the refrigerator." VE4 "I leave it up to them to decide whether to display their drawings. I share them with family members on social media. There's no specific area limitation at home; they can hang them wherever they want." VK3
Parental Involvement in Child's Artistic Activities	"We sometimes draw together." VE3 "I am usually happy to paint with my child and gladly accept the opportunity to do so." VK1
Introduction of New Artistic Techniques	"I support my child by demonstrating new techniques and offering different materials." VK2 "I showed him how to do color transitions." VE3
Determining Work Topics	"To support my child's artistic development, we choose drawing subjects together, considering his interests and abilities. For example, because he loves nature, we often work on nature scenes, animals, and plants." VK4 "Sometimes we sit together and discuss what topics he wants to work on." VE3
Verbal Guidance and Direction	"I believe that direct guidance is not appropriate. I usually don't guide him so that his imagination can develop and he can express himself comfortably. However, if he wants, I guide him by giving indirect hints." VK3 "When guiding my child, I provide hints." VE4
Process-Oriented Praise	"The other day, he worked on a drawing for hours, and I praised him for his effort and patience during this process." VK3 "When I notice that he doesn't give up even in challenging moments, I praise his determination and perseverance." VE1
Product-Oriented Praise	"I appreciate him when he completes his drawings." VK2 "Last week, I provided feedback on a painting he completed, saying, "This looks really amazing, and you've used the colors beautifully!" VE1
Self-Esteem Boosting Praise	"Appreciating my child's work gives him the opportunity to boost his confidence in his talents and abilities." VK4 "Praising every effort and work he does increases his self-confidence and helps him develop his artistic skills." VE4

When examining parents' views on their experiences in supporting their children's drawing skills as presented in Table 6, it is observed that these experiences are categorized under the following headings: access to art materials, determination of workspaces, exhibition of artworks, parental involvement in artistic activities, introduction of new artistic techniques, selection of topics, verbal guidance and direction, process-focused praise, product-focused praise, and confidence-boosting praise. These findings suggest that parents employ various methods to support their children's artistic development.

DISCUSSION, CONCLUSION, RECOMMENDATIONS

In preschools, the act of drawing by children aged 3-6 is recognized as more than just a process of developing basic motor skills; it is considered a significant activity that reveals how children perceive and express both their personal experiences and the world around them (Bonilla-Sánchez et al., 2022). In this process, parental involvement is a critical factor in supporting the child's development and school life (Albez & Akan, 2022). Parents' active participation enhances children's academic achievements while playing a crucial role in fostering their social, emotional, and psychomotor development. Specifically, the perceptions and attitudes of both parents and educators toward drawing activities influence how children engage with these creative tasks (Cameron et al., 2020; Rose et al., 2006). Within this framework, the current research seeks to explore how parents support the development of their children's drawing abilities. The analysis of the collected data revealed that the mean total score for the "Resource Support" subdimension was 4.41, for the "Joint Drawing" subdimension was 3.83, for the "Scaffolding" subdimension was 3.92, and for the "Praise" subdimension was 5.12. A similar finding was reported in a study conducted by Straffon et al. (2024), which also indicated that parents are more inclined to praise their children rather than engage in drawing with them. In the qualitative aspect of the study, an examination of parents' experiences in supporting their children's drawing skills revealed that they provided feedback in the form of process-focused praise, product-focused praise, and confidence-boosting praise. This behavior can be seen as positive in terms of boosting children's self-confidence and maintaining their motivation. Nevertheless, it is important to recognize that continuous praise can elevate external motivation while potentially diminishing children's intrinsic motivation.

Upon analyzing the variable of parental gender, the study revealed no significant impact on the total scores from the overall scale or its subdimensions. This result indicates that gender does not play a significant role in parents' support for their children's drawing skills. In other words, both mothers and fathers are equally effective in enhancing their children's drawing abilities.

In this study, significant differences were found in the overall scale and its subdimensions according to the variable of parents' educational background. Notably, a strong relationship was identified between parents' educational level and the resource support they provide to their children. This finding indicates that as parents' educational level increases, their capacity to support their children also improves. Therefore, it can be said that parents' educational level is an important factor in determining the quantity and quality of the support provided to children. In the qualitative part of the study, it was particularly found that parents provided support in terms of access to artistic materials, determining workspaces, and exhibiting their children's work. Ring (2006) notes in his research that when children have easy access to drawing materials and spaces where they can draw, their frequency of drawing increases. Providing the necessary resource support is crucial for children to start drawing, as it forms the foundation for this activity. However, simply providing resource support is not enough; different types of support are also needed to encourage children to actually begin drawing (Groot et al., 2023).

In the overall scale, as well as in the subdimensions of joint drawing, scaffolding, and praise, a gradual increase in average scores was observed as the educational level increased up to middle school. However, from high school onwards, up to the doctoral level, a decline in average scores was noted. This finding suggests that the amount and quality of support provided by highly educated parents to their children may vary over time. Further research is needed to clarify the reasons for this

decline. Understanding how and why highly educated parents modify their support for their children is crucial for developing educational policies and support programs aimed at families.

In the study, an analysis based on parents' age revealed a significant difference in favor of parents aged 31-40 in the resource support subdimension. This finding indicates that parents in this age group have greater access to resources. Additionally, it was observed that this support decreases with age. Another noteworthy result of the study is that the average scores of younger parents aged 20-30 are lower than those of parents aged 31-40. Possible reasons for younger parents receiving less support include a lack of experience or challenges in adapting to the parenting role. In the joint drawing subdimension, a significant difference was found in favor of younger parents among the age groups. Specifically, as age increases, there is a decrease in average scores for joint drawing. This suggests that younger parents may be more active in their interactions with their children. Factors such as increasing responsibilities and time constraints with age may explain this decline. Additionally, no statistically significant difference was found between age groups in the overall scale, scaffolding, and praise subdimension scores. Based on these findings, it is recommended to offer guidance and support programs to help younger parents develop their parenting skills. For older parents, it is suggested to organize guidance and training programs to enhance their time management and coping skills with increasing responsibilities.

The study group was limited to parents of children aged 3-6 in the city center of Van. It would be beneficial to examine what type and level of parental support children of different age groups need while drawing. Additionally, it is known that parental support varies according to the parents' cultural and socioeconomic status (Straffon et al., 2024). Accordingly, it is suggested that future research replicate this study with a larger, more diverse sample, including parents of children from various age groups across Turkey.

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