
NEWSLETTER

Factors Influencing Child Aesthetic Development: An Empirical Analysis Based on the Survey Data of Over 70,000 Chinese Children

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THE study examined factors influencing child aesthetic development, using Sharpley value decomposition and mediation effect model analysis. It was based on a sample of 71,546 students (9-18 years old) from grades four throughout 12 from 189 schools across China.

Research Findings:

- (i) Individual-, family-, school-, community-related factors had differential levels of effect on child aesthetic development in the order: Individual > family > school > community. Among all the specific factors, the child's curiosity, attitude towards life, and the school's aesthetic education resources were the three most impactful factors in child aesthetic development. There were gender and educational phase differences in the impacts of these factors.
- (ii) The analysis based on the mediation effect model revealed that parental penchant for arts promoted child aesthetic development through parent-child interactions; that the teacher's quality of aesthetic education significantly mediated the effect of the school's aesthetic education resources on child aesthetic development; and that effective publicity of arts activities was supportive to the role of social aesthetic education resources.

Suggestions were also proposed as follows: i) Establish aesthetic education goals for developing student practice- and real life-based aesthetic literacy and foster students' self-motivation in this regard; ii) Give full play to the family's role in nurturing the child's aesthetic competence; iii) Create learning and living environments that facilitate aesthetic education; iv) Implement teaching patterns with diverse aesthetic experiences and practices; v) Increase publicity of social aesthetic activities via various channels and fully leverage social aesthetic education resources.

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