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Exploring the Drivers Behind Parents' Intentions to Support Fine Art Education for Primary and Middle School Students: A Case Study in Chengdu, China

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Abstract

Purpose: The study investigated the effect of seven independent variables (perceived ease of use, perceived usefulness, social influence, hedonic motivation, self-efficacy, perceived satisfaction, subjective norms) on the dependent variable (behavioral intent). Furthermore, it is designed to identify significant differences between variables. **Research design, data, and methodology:** The project-objective consistency index was used to evaluate the validity of this study. Cronbach's Alpha was used for the pilot test (n=30) to evaluate reliability. Multiple linear regression analysis was performed on 100 valid questionnaires of students from the Western District of Chengdu Baotongshu Primary School, Chengdu Shishi Joint Middle School, and Chengdu Baotongshu Middle School to verify the significant relationship between the variables. Subsequently, 40 students underwent a 14-week Intervention Design Implementation Then, the quantitative results before and after idioms were compared using a paired sample T-test. **Results:** The analysis revealed that perceived ease of use, hedonic motivation, and subjective norm significantly influence parents' behavioral intention to support art learning. The comparison results of the paired sample T-test further confirmed these findings, showing significant differences in perceived ease of use, hedonic motivation, subjective norms, and behavioral intent between the pre-IDI and post-IDI stages. **Conclusion:** These findings can be used to develop strategies encouraging parental involvement in students' fine art learning, enhancing the overall learning experience.

Keywords: Perceived Ease of Use, Hedonic Motivation, Subjective Norm, Behavioral Intention, Self-Efficacy

JEL Classification Code: I23, J28, L2

1. Introduction

Learning fine arts has far-reaching value to the overall development of primary and secondary school students. Recently, the state has issued a series of policy documents emphasizing the importance of aesthetic education in primary and secondary education. In October 2020, the General Office of the CPC Central Committee and

The General Office of the State Council issued the Opinions of The General Office of the State Council on Comprehensively Strengthening and Improving Aesthetic Education in Schools, which put forward clear requirements for strengthening and improving aesthetic education in schools. In 2022, the Ministry of Education of the People's Republic of China issued the 2022 Art Curriculum Standards, which proposed a new concept for art education. In December 2023, the Ministry of Education of the People's Republic of China issued the "Notice of the Ministry of Education on the Comprehensive Implementation of the Action of Aesthetic Education in Schools," which made new requirements for art classes, students' participation in art practice, and schools' aesthetic education infiltration for students. Fine art learning is one of the ways to implement aesthetic education, which cultivates students' aesthetic ability, creativity, and imagination and promotes their all-round development through fine art education (Guo,

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2022). It is not only teaching artistic skills but also cultivating innovative thinking, aesthetic ability, and emotional expression ability (Qin et al., 2024). In many places, the entrance examination policy also raises the requirement of students' fine arts achievement, which shows that fine arts have become an important part of students' comprehensive quality evaluation.

Swaminathan and Schellenberg (2016) point out that arts education can promote students' cognitive development in non-arts fields. Posner and Patoine (2009) found that artistic activities can promote students' cognitive development and intellectual ability. Fine art education is a very important subject in art education. Through aesthetic appreciation and observation in fine art learning, students can greatly expand their vision: Fine art learning can help students understand different cultures and art forms and feel different beauty. By appreciating fine artworks from different periods and regions and being exposed to various fine art schools and styles, students can broaden their horizons, their cultural heritage, and their awareness and understanding of the world. Eisner (1996) summarized the value of fine art education into instrumentalism and essentialism. Tool value is reflected in daily life; fine art can be used for entertainment and interest, enrich people's lives, and assist in developing other disciplines. However, the essential value depends on the uniqueness of fine art and expresses one's understanding of objective things through fine art (Eisner, 1996).

Fine art learning has many advantages for people's development. However, most parents need help understanding fine art learning in the process of primary and secondary school students, and parents need to realize the value of fine art learning itself. Parents need to understand fine arts learning, and it is easy to guide and evaluate the misunderstanding, restricting the maximum of the unique value of fine arts education. Parents use "like is not like" to evaluate the quality of children's painting, not according to common sense painting or painting skills, to complete the work and blame the children for not learning seriously. From primary school to junior high school, with the growth of students' age and inappropriate evaluation and other factors, the enthusiasm for learning fine art gradually decreases, students do not pay enough attention to fine art homework, and parents' support for students' fine art learning gradually decreases. In the process of art teaching implementation, many teachers are separated from communication with students' parents and need strong support from parents, which has a negative impact on mobilizing students' enthusiasm for participation. According to the survey results of Chinese researchers on the current situation of junior high school fine art learning, 81% of students are not interested in art learning, and the current situation of junior high school students' interest in fine art learning could be more optimistic. (Wang, 2011).

In the process of fine art learning, the support of parents is very important. All parents want their children to be literate and well-educated people. Making unrealistically high demands on children without understanding or using improper methods or methods to encourage them to learn will only lead to counterproductive results, eventually leading to children not liking fine art learning, and parents will no longer support them (Zhong, 2016). Parents' educational ideas influence children's fine art learning. Children's fine arts and education are more about teaching parents than teaching children (Zhou, 2024).

For the above reasons, this study hopes to explore the factors that affect parents' willingness to support primary and secondary school students' fine arts learning and find ways to solve problems such as parents' low enthusiasm and insufficient support for primary and secondary school students' fine art learning. To help primary and secondary school fine art teachers and off-campus art educators in the practice of fine art education, "strengthen the contact with parents, while taking measures to improve parents' attention to and support for students' fine art learning," provide help for students' growth in the field of fine art learning, improve the effectiveness of primary and secondary school fine art education. Fine arts teachers can adjust their communication with parents according to the research results so that parents can better understand and support students' fine arts learning. Adjust the teaching program so that primary and secondary school students participate more actively in fine arts learning and then promote the support of parents.

2. Literature Review

2.1 Behavioral Intention

Bashir and Madhavaiah (2015) point out that behavioral intent is the degree to which a person consciously plans to perform or avoid performing a specific performance. Behavioral intent is the likelihood of a person performing a particular activity (Brusso, 2015). Perloff (2003, p. 92) conceptualizes behavioral intent as "the intention to perform a particular act, the plan to put the act into effect." According to Ajzen (1991), one's behavior is determined by one's intention to act. This study defined behavioral intent as the extent to which parents consciously developed plans to support students' fine arts learning, executing, or avoiding executing specific performances.

2.2 Perceived Ease of Use

Davis (1989) defined perceived ease of use (PEOU) as the degree to which a user believes that a particular system can be used with less effort and effort. Perceived ease of use

is defined as the perception of how easy it is to use technology as an intrinsic motivation and behavioral intent. The usefulness of such a system can also be seen in the extent to which customers find it easy to use the technology (Zeithaml et al., 2002). This study defines it as parents' perception of the ease of students' fine art learning (including modeling, design application, appreciation and comment, comprehensive exploration, and other learning fields).

H1: Perceived ease of use has a significant impact on behavioral intention.

2.3 Perceived Usefulness

Davis (1989) states that the normative formulation of perceived usefulness is "the degree to which a person believes that the use of a particular system will improve its efficiency." Perceived usefulness is defined as people's trust in a system when performing their duties to help them perform better (Saade & Bahli, 2005). Mayer et al. (1995) believe that the perceived usefulness provided by service systems can greatly enhance users' trust and positive attitude. This study specifically refers to the degree of parents' perceived belief in the usefulness of fine art learning when supporting students.

H2: Perceived usefulness has a significant impact on behavioral intention.

2.4 Social Influence

Bardakcyi (2019) points out that the beliefs of others may influence people and cause them to engage in certain behaviors even if they do not want to do something, which is why social influence is considered a direct predictor of behavioral intent. Social influence is defined as a change in one's thoughts, feelings, attitudes, or behaviors influenced by others (Liestiawati & Agustina, 2018). Social influence is the beneficial outcome of prosocial behavior identified and preferred by the agent, community, individual, organization, or environment (Rawhouser et al., 2019). In this study, social influence means that parents support individual students in being influenced by others when participating in fine art learning practice.

H3: Social influence has a significant impact on behavioral intention.

2.5 Hedonic Motivation

Chao (2019) points out that when speakers and mentors create entertainment value for students, they find the course a sensory "treat" and form positive emotions/emotions about it. Hedonic motivation, defined as "parents' pleasure in supporting students' use of art knowledge and skills system" (Chao, 2019, p.5), is one of the key factors influencing parents' behavioral intention to support students' implementation of fine art knowledge and skills learning practices. Hedonic motivation includes good feelings, fun, and enjoyment of products/services (Ryu et al., 2010). Hedonic motivation represents whether a person feels interested, excited, excited, pleasurable, or enjoyed by a product/service (Menezes & de Lucena, 2014). In this study, hedonic motivation means that parents support students in enjoying fun as the main driving force to participate in fine arts learning. Parents feel pleasure in supporting students' participation in fine art learning.

H4: Hedonic motivation has a significant impact on behavioral intention.

2.6 Self-Efficacy

Jaradat and Al-Mashaqba (2014) pointed out that self-efficacy assesses a person's ability to plan and execute the procedures needed to achieve a certain goal. When a person believes they can complete the activity on their own, they approach and resolve difficulties willingly, efficiently, and pleasantly. Self-efficacy is an important aspect of human behavior and is characterized by how people motivate themselves and their activities (Kim et al., 2010). Self-efficacy affects personal achievement and organizational commitment (Ashfaq et al., 2021). Integrating past successes, following the example of others, gaining verbal recognition from influential people, and gaining motivation and emotional anthems can boost a person's confidence (Agarwal & Mishra, 2016). This study defines self-efficacy as parents' ability to support students' participation in fine art learning. When parents believe they can support students in completing fine art learning activities, they will solve difficulties positively and happily.

H5: Self-efficacy has a significant impact on behavioral intention.

2.7 Perceived Satisfaction

Oliver (1980) pointed out that satisfaction is the degree to which actual feelings about people and things align with expectations. Perceived satisfaction measures pleasure when service meets or exceeds customer expectations. Consumers' purchase of goods and continuous use of products/services are similar. User satisfaction is one of the most critical factors in evaluating the effectiveness of technology (Shin & Kang, 2015). In fine arts learning, student satisfaction depends on the overall evaluation of course activities, practical experiences, etc. Perceived satisfaction is the result

of comparing the desired experience perception (Oliver, 1980). In this study, it is defined as the happy emotion when parents support students to measure the process of fine art learning and the results meet or exceed their expectations.
H6: Perceived satisfaction has a significant impact on behavioral intention.

2.8 Subjective Norm

Basha et al. (2015) found that subjective norms reflect group influence and people's views on the importance of others, what they believe they should do, and whether they should participate in certain behaviors. Subjective norms are defined as the social pressure an individual feels on whether to adopt a certain behavior; that is, when predicting the behavior of others, the individual or group that influences the individual's behavior influences whether the individual adopts a certain behavior (Fishbein & Ajzen, 1975). Subjective norms are the extent to which a person perceives the "importance" of others' demands on their use of technology (Teo & Lee, 2010). This study defines it as the social pressure and influence that parents feel on whether to support students' fine arts learning.
H7: Subjective norms have a significant influence on behavioral intention.

3. Research Methods and Materials

3.1 Research Framework

The purpose of this study is to explore the behavioral intention of parents in Chengdu, China, to support students' fine art learning. Three theories, TAM, UTAUT, and TPB models, and three theoretical frameworks are used to support and develop the conceptual framework. The above three theoretical frameworks support the conceptual framework in Figure 1.

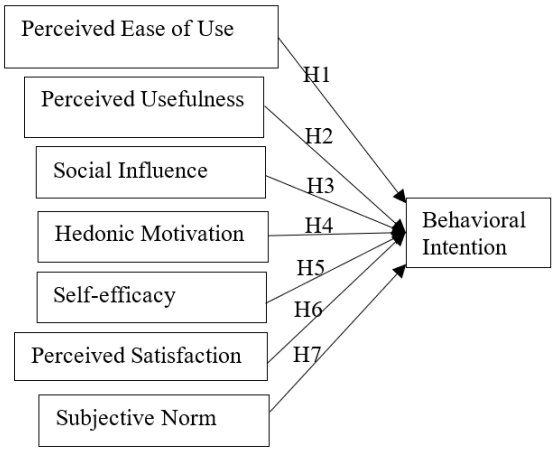

Figure 1: Conceptual Framework

H1: Perceived ease of use has a significant impact on behavioral intention.
H2: Perceived usefulness has a significant impact on behavioral intention.
H3: Social influence has a significant impact on behavioral intention.
H4: Hedonic motivation has a significant impact on behavioral intention.
H5: Self-efficacy has a significant impact on behavioral intention.
H6: Perceived satisfaction has a significant impact on behavioral intention.
H7: Subjective norms have significant impact on behavioral intention.

3.2 Research Methodology

The research process of parents' intention to support students' art learning includes four different stages. In the first stage, a sample population of parents (n=100) was surveyed throughout the study to collect valid data for the proposed conceptual framework. Next, multiple linear regression was applied to the collected data to test the proposed hypothesis strictly. In the case of 0.05, the significance can be determined. Hypotheses supported by the results are retained, while hypotheses not supported by the data are eliminated.

The second phase of the research was initiated with a pre-IDI survey. This survey, conducted with 40 parents of students (one parent representative per student) from a single class in the sample, set the stage for the subsequent phases. It was specifically targeted within the range of supported hypotheses, laying the groundwork for the interventions and their outcomes.

The third phase of the research was dedicated to the Implementation of Intervention (IDI). This phase, implemented by 40 student parents, was designed to introduce specific interventions, and measure their impact on the parents' support for their children's art learning.

In the fourth phase, 40 IDI participants completed a post-IDI survey and generated data. The pre-IDI and post-IDI data were analyzed by paired sample T-test, and the results before and after IDI were compared. This series of processes allows for a thorough examination of the research's objectives and assumptions.

3.3 Research Population, Sample Size, and Sampling Procedures

3.3.1 Research Population

The researchers selected 100 parents of primary and secondary school students in Chengdu (one parent representative per student) as the research population for pre-investigation. According to school enrollment statistics, there are about 4,961 students in the three primary and secondary schools in Chengdu, with a parent representative for each student totaling 4,961, and 100 parent representatives account for 2.02% of the total number of students. Parents of students from different schools are parent representatives of students in Grades 5 and 6 of the western districts of Chengdu Baotongshu Primary School, Grades 1 and Grade 2 of Junior Middle School of Chengdu Baotongshu Middle School, and Grades 1 and Grade 2 of Junior Middle School of Chengdu Shishi Joint High School. The researchers sent a total of 100 parents of the student's online questionnaires. The researchers then checked all the responses individually and confirmed that 100 were valid.

3.3.2 Sample size

The researchers randomly selected 30 parents to conduct a pilot survey and confirmed the reliability of the questionnaire through the "Cronbach Alpha" test. Then, 100 parents (one parent representative for each student) were selected as the research group, 100 valid questionnaires were obtained, and the relationship between independent variables and dependent variables was determined by multiple linear regression. Finally, the researchers selected 40 parents of students who participated in the IDI intervention phase.

3.3.3 Sampling Procedures

The researchers conducted multiple samples, and the relevant sampling procedures are as follows:

Sample 1: Sample for pilot survey and pilot test

Researchers conducted a fair and impartial process by randomly selecting 30 parents of students. They were asked to fill in the questionnaire and provide feedback on the pilot survey and test. The reliability of the questionnaire was then tested using Cronbach Alpha.

Sample 2: Pre-survey sample

The researchers conducted a sample survey of 100 parents of students in different schools and distributed an online questionnaire through the Questionnaire Star. They then collated all the responses and confirmed that 100 were valid.

Sample 3: Sample the IDI

The parents of 40 students in a class taught by the researchers were selected to implement IDI voluntarily.

3.4 Research Instruments

3.4.1 Design of Questionnaire

The researchers carried out three steps to design the questionnaire.

Step1: Identify the source of the questionnaire from three published articles (Huyen et al., 2022; Ying et al., 2022)

Step 2: Adjust and present the art learning questionnaire, which parents of primary and secondary school students in Chengdu support.

Step 3: Implement IOC.

3.4.2 Components of Questionnaire

The questionnaire was designed into three parts:

Part 1: Designed as screening questions to screen suitable respondents to determine if they are eligible.

Part 2: Designed as a basic information question, this part of the question confirms the respondent's basic information, including the gender, age, and school of the respondent's child.

Part 3: Design for pre-investigation of influencing factors. The pre-survey aimed to understand the IV and DV levels of 100 parents of primary and secondary school students in Chengdu.

3.4.3 IOC Results

The researchers invited three independent experts, scholars, or PHDS to implement the IOC (project-objective Consistency Index), three of whom were Chinese professors. In this IOC process, independent experts, scholars, or doctors mark "consistent" as +1, "suspicious" as 0, and "inconsistent" as -1. In this study, all questionnaire items were greater than 0.67, so the researchers retained all questionnaire items.

3.4.4 Pilot survey and Pilot test results

Researchers randomly conducted a pilot survey of 30 student parents, asking them to fill out questionnaires and give feedback. Subsequently, the researchers performed Cronbach's Alpha internal consistency reliability test with a value equal to or greater than 0.7 (Nunnally & Bernstein, 1994). Therefore, the following table shows the high-confidence approval results for each structure.

Table 1: Pilot Test Result

Variables	No. of Items	Sources	Cronbach's Alpha	Strength of Association
Perceived Ease of Use	5	Davis (1989)	0.965	Excellent
Perceived Usefulness	5	Davis (1989)	0.981	Excellent
Social influence	4	Bardakcyi (2019)	0.874	Very Good
Hedonic Motivation	5	Chao (2019)	0.994	Excellent
Self-efficacy	5	Jaradat and Al-Mashaqba (2014)	0.972	Excellent
Perceived satisfaction	5	Oliver (1980)	0.861	Very Good
Subjective Norm	5	Basha et al. (2015)	0.962	Excellent
Behavioral intention	7	Bashir and Madhavaiah (2015)	0.953	Excellent

4. Results and Discussion

4.1 Results

4.1.1 Demographic Profile

This section illustrates the data in terms of their frequency and percentage. The researcher presents the demographics of the entire study population (n=100), followed by a selected group of students' parents (n=40). The intervention participants are selected from the class taught by the author. They participate in IDI, as shown in Table 2.

Table 2: Demographic Profile

Entire Research Population (n=100)		Frequency	Percent
Gender	Male	51	51%
	Female	49	49%
Age (Parents confirm their child's age)	11-12	52	52%
	12-13	23	23%
	13-14	22	22%
	15 and above	3	3%
School the child attends	Western district of Chengdu Baotongshu Primary School	50	50%
	Chengdu Baotongshu middle School	23	23%
	Chengdu Shishi United Middle School	27	27%
Total		**100**	**100%**
IDI Participants (n=40)		**Frequency**	**Percent**
Gender	Male	21	47.5%
	Female	19	52.5%
Age (Parents confirm their child's age)	11-12	33	82.5%
	12-13	7	17.5%
	13-14	0	0
	15 and above	0	0
School the child attends	Western district of Chengdu Baotongshu Primary School	40	100%
Total		**40**	**100%**

4.1.2 Results of multiple linear regression

The researchers performed Multiple Linear Regression (MLR) on the results of 100 questionnaires and analyzed whether each hypothesis was supported. There are seven research hypotheses. According to variance expansion factor (VIF) analysis, tolerance values are less than one and greater than 0.1; VIF values are all less than 10, indicating that there is no multicollinearity problem between multiple variables, and the model constructed with seven variables as independent variables is relatively stable. The R square (R^2) value of the multiple linear regression model with seven independent variables is 0.878; the independent variable accounts for 87.8% of the dependent variable, indicating a high degree of fit. Research shows that independent variables (perceived ease of use, perceived usefulness, social influence, hedonic motivation, self-efficacy, perceived satisfaction, subjective norms) greatly impact parents' behavioral intention to support primary and secondary school students' art learning.

Table 3: The multiple linear regression of five independent variables on behavioral intention

Variables	Standardized Coefficients Beta value	t-value	p-value	VIF	R^2
Perceived ease of use	0.17895	2.77*	0.007	3.15	0.878
Perceived usefulness	0.00380	0.0951	0.924	1.21	
Social influence	-0.10224	-1.5805	0.117	3.16	
Hedonic motive	0.26723	3.6508**	< 0.001	4.05	
Self-efficacy	0.03341	0.4587	0.648	4.01	
Perceived satisfaction	0.09602	1.3315	0.186	3.93	

Variables	Standardized Coefficients Beta value	t-value	p-value	VIF	R^2
Subjective norm	0.54743	6.5053**	< 0.001	5.35	
Dependent variable: Behavioral Intention					

Note: p-value <0.05*, p-value <0.001**

According to the multivariate linear results, 3 of the seven variables have P values. of 0.05; the hypothesis is supported; 4 variables, P values of gt 0.05 do not support the hypothesis. H1, H4, and H7 are supported, but H2, H3, H5, and H6 are not. Among all unsupported hypotheses, perceived usefulness (PU), social influence (SI), self-efficacy (SE), and perceived satisfaction (PS) had no significant effect on behavioral intention (BI). In this case, the researchers removed the independent variables, perceived usefulness (PU), social impact (SI), self-efficacy (SE), and perceived satisfaction (PS), and made relevant adjustments. According to the results of multiple linear regression analysis, IDI is then conducted, following the following assumptions:

H8: There are significant mean differences in the influence of perceived ease of use on parents' behavioral intention to support primary and secondary school students' fine art learning before and after IDI.

H9: There are significant mean differences in the influence of hedonic motivation on parents' behavioral intention to support students' fine art learning before and after IDI.

H10: There are significant mean differences in the influence of subjective norms before and after IDI on parents' behavioral intention to support students' fine art learning.

H11: There are significant mean differences in the influence of behavioral intention before and after IDI on parents' behavioral intention to support students' fine art learning.

4.2 IDI Intervention Stage

The IDI intervention program lasted 14 weeks. It was based on quantitative and qualitative data collected during the previous IDI phase to achieve the purpose of this study, namely to encourage parents to improve their support for art learning in primary and secondary school students. The IDI intervention was described chronologically, as shown in Figure 2.

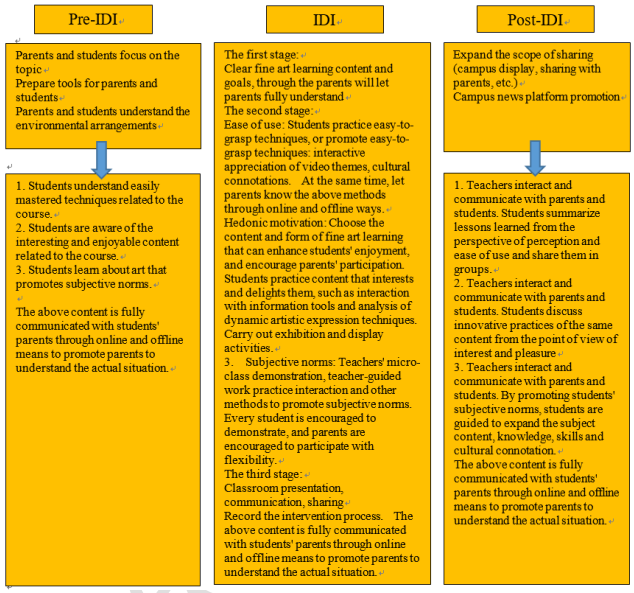

Figure 2: IDI activity

4.3 Results Comparison between Pre-IDI and Post-IDI

The researcher implemented a paired-sample t-test analysis on all four variables to identify whether there were any differences between Students' drawing software to learn the drawing behavior intention between the pre-IDI and post-IDI phases. The tables below illustrate paired-sample t-test analysis on four variables as follows:

Table 5: Paired-Sample T-Test Results

Variables	Mean	SD	SE	p-value
Perceived ease of use				
Pre-IDI	3.54	0.269	0.0425	p<0.001
Post-IDI	4.17	0.556	0.0880	
Hedonic Motive				
Pre-IDI	3.48	0.381	0.0602	p<0.001
Post-IDI	4.16	0.608	0.0961	
Subjective Norm				
Pre-IDI	3.31	0.248	0.0391	p<0.001
Post-IDI	3.87	0.679	0.1073	
Behavioral Intention				
Pre-IDI	3.39	0.333	0.0527	p<0.001
Post-IDI	4.02	0.517	0.0818	

Perceived ease of use significantly increased between the

post-IDI period (M=4.17, SD=0.556, SE=0.0880) and pre-IDI period (M=3.57, SD=0.269, SE=0.0425), P< 0.001, the mean difference between the post-IDI period and the pre-IDI period was 0.73. Therefore, H11 supports a significant average difference in perceived ease of use between pre- and post-IDI.

The increase in hedonic motivation was not just a small shift. It significantly rose in the post-IDI stage (M=4.16, SD=0.608, SE=0.0961) compared to the pre-IDI stage (M=3.48, SD=0.381, SE=0.0602), P< 0.001. The mean difference between the post-IDI period and the pre-IDI period was a notable 0.68. This substantial increase supports H4, indicating a significant mean difference in hedonic motivation between pre-IDI and post-IDI.

The increase in subjective norms was not just a minor change. It significantly rose in the post-IDI period (M=3.87, SD=0.679, SE=0.1073) compared to the pre-IDI period (M=3.31, SD=0.248, SE=0.0391), P< 0.001. The mean difference between the post-IDI period and the pre-IDI period was a substantial 0.56. This robust increase supports H7, indicating a significant mean difference in subjective norms between pre-IDI and post-IDI.

Behavioral intention, post-IDI stage (M=4.02, SD=0.517, SE=0.0818) and pre-IDI stage (M=3.39, SD=0.333, SE=0.0527) significantly increased the behavioral intention to support art learning, P< 0.001, the mean difference between the post-IDI stage and the pre-IDI stage is 0.63. Therefore, a significant mean difference exists between the behavioral intent supporting pre-IDI and post-IDI.

According to the pairwise sample t-test results demonstrated above, the researchers came to the following conclusions. First, all four variables had significant average differences between the post-IDI stage and the pre-IDI stage. Second, the researchers found that parents' behavioral intention to support primary and secondary school students' fine art learning was significantly enhanced between the pre-IDI and post-IDI stages.

5. Conclusions, Recommendations and Limitations

5.1 Conclusions & Discussions

The study investigated the effect of three independent variables (perceived ease of use, hedonic motivation, and subjective norms) on the dependent variable (behavioral intent). It employed a comprehensive study design, data collection, and methodology to draw meaningful conclusions.

The study design combines the validity of the project-objective consistency index (IOC) with the use of Cronbach's Alpha in pilot testing to ensure the reliability of the measuring instrument. This rigorous measurement method reinforces the credibility of the study. Data were collected from 100 valid questionnaires of students from the Western Branch of Chengdu Baotongshu Primary School, Chengdu Baotongshu Middle School, and Chengdu Shishi Joint High School, and multiple linear regression analysis was conducted to verify the significant relationship between independent variables and dependent variables. In addition, a 14-week Intervention Design Implementation (IDI) was conducted on 40 students. Data after idi were collected and compared with data before idi by paired sample T-test.

Our study's findings are clear and robust. We have identified the factors that significantly influence parents' behavioral intention to support fine art learning. Specifically, perceived ease of use, hedonic motivation, and subjective norms emerge as key influencers. Conversely, perceived usefulness, social influence, self-efficacy, and perceived satisfaction do not significantly impact parents' behavioral intentions. This underscores the importance of strengthening perceived ease of use, hedonic motivation, and subjective norms to enhance parents' support for students' fine art learning.

The comparison results of the paired sample T-test showed that perceived ease of use, hedonic motivation, subjective norms, and behavioral intention had significant differences between the post-IDI and pre-IDI stages. This indicates that the implementation of the 14-week intervention design has a significant positive impact on parents' behavioral intention to support students' fine arts learning.

To sum up, this study proves that in the context of Chengdu, China, parents' behavioral intention to support primary and secondary school students' fine art learning can be improved by strengthening parents' perceived ease of use, hedonic motivation, and subjective norms, which makes a valuable contribution. The study's robust methodology, comprehensive analysis, and practical implications provide insights into the factors that enhance parents' behavioral intention to support primary and secondary school students' fine arts learning. These findings can inform educational strategies and interventions aimed at increasing parents' support for fine arts learning and thus promoting students' fine arts learning. There are many advantages for parents to support students' fine art learning. It can stimulate children's interest and enthusiasm, cultivate their aesthetic ability and creativity, promote their all-round development, enhance parent-child relationship and family harmony, and lay the foundation for children's future development.

5.2 Recommendations

Improving parents' support for primary and secondary school students' fine arts learning not only carries far-reaching educational significance but also is an indispensable help for students' all-round development. First, parents' support can significantly improve children's enthusiasm and self-confidence in participating in art learning. Secondly, parents' support helps children form a correct aesthetic and creativity, enhancing their cultural literacy and aesthetic ability. Finally, parental support can promote home-school co-parenting and create a more harmonious and comprehensive growth environment for children. In this article, we will explore a series of recommendations derived from the research findings aimed at improving parents' behavioral intentions to support fine art learning in primary and secondary school students.

One of the main recommendations that emerged from the study was to improve perceived ease of use.

Simplify access to learning resources: Share a convenient fine art learning resource platform that allows parents to easily find art textbooks, video tutorials, and online courses tailored to their child's age and interests. By simplifying access to learning resources, parents can reduce the time cost and economic pressure in supporting their children in learning fine arts.

Provide practical tools and guidance: Provide parents with a list of practical fine art learning tools and materials purchased by parent volunteers in a class group manner. Let parents know how to prepare the learning environment for their children and how to guide them to create to reduce their anxiety and unease. Design a simple learning process, including clear learning objectives, phased task arrangements, and clear learning feedback. In this way, parents can have evidence to rely on when guiding their children to learn and understand their children's situation.

Establish a home-school cooperation mechanism: Schools should regularly communicate with parents to understand their difficulties and needs in supporting children's fine art learning process and provide timely targeted help and suggestions. At the same time, schools can organize parent exchange meetings to share successful cases and experiences and enhance parents' confidence and motivation. The school establishes a close cooperative relationship with the family and regularly organizes parent-teacher meetings, workshops, and other activities to let parents know the learning progress and performance of their children in the school fine arts course. Through home-school cooperation, parents can more intuitively feel their children's changes and progress in learning fine arts, thus enhancing their confidence in supporting their children's learning.

This study highlights the importance of hedonic motivation.

Show the fun of fine art learning: By showing the charm of fine artworks, let parents and children feel the fun and sense of achievement of fine art learning. You can organize fine art exhibitions, competitions, and other activities so that children can display their works simultaneously, but also let parents see the efforts and growth of children in the learning process. Through holding exhibitions, handicrafts, and other activities, parents and children can personally experience the fun and sense of achievement of fine art learning. These activities can stimulate children's interest in learning and allow parents to see their children's potential and progress in fine arts to more actively support their learning.

Emphasize the connection between art and life: guide parents and children to pay attention to the application of fine art in daily life, such as home decoration, handmade, etc. Through practical activities, parents and children can personally experience the close connection between art and life to stimulate their interest and enthusiasm for fine art learning. To popularize the importance of fine arts education to children's growth, such as cultivating creativity, improving aesthetic quality, and promoting emotional expression. Let parents realize that fine art learning is not only a hobby but also a way of education that is beneficial to the all-round development of children.

Encourage co-learning between parents and children: Invite parents and children to participate in fine art creation activities, such as completing a painting or making handicrafts together. This way of parent-child learning can enhance the parent-child relationship and allow parents to understand the content and process of fine art learning to support their children's learning more actively. Parents are encouraged to participate in fine art learning with their children and create works together. Parent-child learning can not only enhance the feelings between family members but also allow parents to have a deeper understanding of their children's interests and needs so as to more actively support their learning.

Strengthening supervisor norms is important in improving parents' support for students' fine arts learning.

Setting an example: Invite parents or experts who have achieved achievements in fine arts to share their experiences so that parents can see the positive impact of fine arts learning on their children's future development. By setting an example, we can enhance parents' recognition and support for their children's learning of fine arts. Schools and society should actively promote the role models of parents who actively support their children's learning of fine arts and

influence and inspire other parents through their stories and experiences. These role models can come from all walks of life, and what they have in common is that they attach great importance to their children's fine arts education and are willing to work hard for it.

Strengthen social publicity: Publicize the importance and value of art education through media, the Internet, and other channels to improve social attention and recognition of fine art education. When society attaches importance to fine art education, parents will be more active in supporting their children's learning. Schools can also establish partnerships with communities, businesses, etc., to jointly provide more resources and opportunities for children's fine art learning.

Establish an evaluation system: Establish a scientific evaluation system for fine art learning and conduct an objective and comprehensive evaluation of children's learning results. Through the evaluation system, parents can understand their children's advantages and disadvantages in the learning process so as to support their learning more targeted. At the same time, establishing the evaluation system can also let parents see the school's attention and invest in fine arts education to enhance their trust and support.

To sum up, it is necessary to improve parents' intention to support primary and secondary school students' fine art learning from three aspects: perceived ease of use, hedonic motivation, and subjective norms. By providing convenient learning resources, stimulating hedonic motivation, strengthening subjective norms, and other measures, we can effectively enhance parents' support for children's fine art learning and lay a solid foundation for children's all-around development.

5.3 Limitations for Future Research

Although independent variables provide valuable insights into the influence of parents' intention to support elementary and middle school students' fine art learning behavior, their limitations must be acknowledged to guide future research in this area. These limitations provide potential avenues for further investigation and research to improve:

Sample size and demographics: This study's MRL data only covered 100 students, and the IDI intervention focused on parents of a class in the Western Branch of Chengdu Paotongshu Primary School. Future studies should enlarge the sample size and, at the same time, diversify the sample to include parents from different regions and children of different ages and cultural backgrounds to improve the study's representativeness and universality.

Variables and Relationships: The study focused on three specific independent variables and one dependent variable. Future studies can delve into more independent variables and their potential interactions to provide a more comprehensive perspective on the factors influencing parents' behavioral intention to support primary and secondary school students' fine arts learning.

Intervention design: This study implemented an intervention program targeting specific independent variables. Future research should explore more innovative intervention designs to compare the effectiveness of different strategies in improving parents' behavioral intention to support fine art learning in primary and secondary school students.

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