



Analysis of the Art Education Status in Various Regions of Meizhou City Based on Participation in Painting Competitions

Xu LinLin^{1,2}, Deng HaiLin¹

¹Jiaying University, Meizhou, Guangdong 514015, China;

²Philippine Christian University, 1004, Manila City, Republic of the Philippines;

Email: 3391878638@qq.com, 375440573@qq.com

Abstract: Meizhou, known for its Hakka culture and a strong commitment to education, has historical and cultural significance, with a rich tradition of education. This study examines the current state of art education in different regions of Meizhou City, focusing on teacher resources and the participation and outcomes of the "Lin Fengmian Cup" painting competition in 2021. The study analyzes teacher resources and educational outcomes in both urban and rural areas, revealing disparities. Based on data collected from the painting competition, it is evident that participation and performance in art education vary significantly across regions. Urban areas tend to have higher participation and better outcomes, reflecting greater access to resources and opportunities. In contrast, economically underdeveloped rural areas face challenges in art education. The study underscores the importance of addressing these disparities, enhancing teacher resources, and providing policy and financial support for art education in less-developed regions. Promoting educational equity and advancing comprehensive quality education are essential for fostering well-rounded students and promoting social progress.

Keywords: art education, regional disparities, Meizhou city, "Lin Fengmian cup" competition, educational equity

I. Introduction

Meizhou is a place known for its Hakka culture and attaches great importance to education. Since ancient times, it has upheld the tradition of "farming and reading for generations." In modern China, the renowned painter and educator Lin Fengmian emerged, who has had a significant impact on the history and development of art education in China as a whole. As an economically underdeveloped area in Guangdong Province, Meizhou conducts comprehensive research on the development of art education in various cities and counties, identifies issues, and proposes solutions and strategies, playing a decisive role in guiding the development of art education in Meizhou City. This article analyzes and interprets the art education status in various regions of Meizhou City from the following three perspectives.

Firstly, it introduces the basic situation of educational resources and teaching staff in art education in primary and secondary schools in various regions of Meizhou City, and interprets the differences and main issues in art education between urban and rural areas.

Secondly, it analyzes the participation and the final awards and selections of the "Lin Fengmian Cup" painting competition for teachers and students in primary and secondary schools conducted throughout Meizhou City in 2021, and describes to a certain extent the art education achievements in various regions of Meizhou City, analyzing the art education situation among different areas.

Thirdly, based on the findings of the survey and research, strategies for improving art education in various regions are proposed.

II. Research Methods and Data Collection

This article focuses on the regional art education status and discusses and analyzes various factors influencing art education through methods such as literature research and data analysis. It uses case analysis to propose the consistency and relevance between the participation and awards of the painting competition for primary and secondary school students and the art education and teaching resources in various regions of Meizhou. First-hand data reflecting the effectiveness of art education in different regions, such as the participation in the "Lin Fengmian Cup" painting competition, were collected. These data were analyzed and interpreted to discuss the current status of art education in different areas of Meizhou, and to find practical and feasible methods and plans in practice, providing guidance for the development and improvement of art education in various regions of Meizhou.

III. Literature Review

Art education in primary and secondary schools is an important part of basic education and a significant form of promoting aesthetic education and quality education. Many researchers have conducted targeted and in-depth studies in this field. Zhang Fangfang [1], Shen Hongying [2], and others have discussed the current status of art education in rural primary and secondary schools, identified existing issues, and proposed strategies for improvement to promote regional



educational equity. Cui Jijia focused on secondary school art education, elucidating the problems existing in the art education process and methods for overcoming the challenges [3]. Peng Xu discussed the challenges faced by educational development in Meizhou city, such as the shortage of specialized teachers in subjects like art and music, the need to enhance teaching skills, and the improvement of teaching conditions. Suggestions and strategies were also proposed [4]. These studies indicate that there are disparities in art education between urban and rural areas in primary and secondary schools, and educational resources such as funding, teacher quality, teaching environment, and conditions significantly affect the effectiveness of art education.

Research based on data collection and investigation of art education resources and current status in specific regions has practical significance and has become the focus of many scholars' research. Chen Haoran conducted an in-depth investigation and analysis of the art education status in Shuangdun Town, Changfeng County, focusing on the basic situation of art teachers, supporting hardware facilities, teaching development, and attitudes. Constraints and feasible development strategies were proposed [5]. Li Haipeng conducted a case study on art education in primary and secondary schools in Xuchang City, investigating the current status, problems, and development strategies, with a focus on improving the art education level of primary and secondary school students [6].

These studies provide an important foundation for the construction of this research. However, art exhibitions, competitions, and other activities are important demonstrations of the achievements of art education and serve as essential forms to enhance students' enthusiasm for learning art and build confidence. Therefore, the participation in influential and appealing art events vividly reflects the strength of regional art education, which is a topic that has received less attention from other scholars.

IV. Meizhou Regional Background and Data Analysis

4.1 Overview of Meizhou

Meizhou is a prefecture-level city in Guangdong Province, located in the northeastern part of the province. It is situated at the intersection of the Fujian, Guangdong, and Jiangxi provinces, and features five types of landforms, including plateaus, hills, mountains, terraces, and plains. It covers an area of 15,876.06 square kilometers and is divided into Meijiang District, Meixian District, Xingning City, Dabu County, Fengshun County, Wuhua County, Pingyuan County, and Jiaoling County, comprising two districts, one city, and five counties. [7]



Figure 1: Map of Meizhou City

Meizhou is a settlement of Han people who migrated southward from the Central Plains. Since the Tang and Song dynasties, the Hakka ancestors have migrated from the Central Plains to Guangdong, Fujian, and other places. Most of them came from scholarly families and continued the tradition of "cultivating oneself while farming the land." Therefore, Meizhou has developed a flourishing literary style, emphasizing culture and education, and has produced many talented individuals in the field of education. Despite being located in an economically underdeveloped area of Guangdong Province, Meizhou still places great importance on education, which can be seen from various aspects of society. In the

modern history of education, dozens of academicians have come from Meizhou. A square dedicated to academicians has been built in Meizhou City near the Meijiang River, reflecting the society's emphasis on education through cultural construction. [8]

4.2 Analysis of Art Education Teachers in Various Regions of Meizhou

Education is an important factor influencing social construction and development. Currently, China is investing more and more in education and continuously introducing relevant policies to guide its positive development. Due to economic and cultural differences between urban and rural areas, there are certain gaps in terms of art education in schools between urban and rural areas, including educational concepts, teaching management, educational levels, and teacher development. Although these gaps have been gradually improved under the guidance of policies, such as providing additional

government subsidies for teachers working in remote areas and establishing central primary schools through coordinated construction in townships, they still exist to a certain extent. It is undeniable that urban areas have richer educational resources, especially in the field of art education. Various official and social organizations in urban areas organize abundant art education activities, and art museums, cultural centers, and various art competitions provide strong support for social art education, which is the advantage of urban art education. For school art education, the most important thing is the allocation of good and reasonable teaching staff. Because the implementation of school art education ultimately relies on teachers, excellent teachers can make reasonable use of local resources for curriculum development in art education and improve teaching conditions with their professional qualities and abilities, thereby achieving good results in school art education. Only by strengthening the construction of teaching staff can school art education be effectively implemented in the final stage.

4.3 Participation in the Exhibition of Works in the 2021 "Lin Fengmian Cup" Painting Competition

In addition to teacher development, various authoritative art exhibitions and competitions reflect the direct results of art education in different regions. Therefore, this article analyzes the art education situation in various regions of Meizhou based on first-hand data from the participation in the exhibition of works in the 2021 inaugural "Lin Fengmian Cup" painting competition. This exhibition covered primary and secondary schools in all regions of Meizhou, with the participation of both students and teacher groups. It had a large scale and detailed classification. The competition lasted for three months and collected more than 1,300 art pieces throughout the city. Then, the organizing committee formed an expert evaluation group and a supervision group to conduct the preliminary evaluation. After the selection process, 371 pieces passed the preliminary evaluation. After the preliminary evaluation, there was a secondary evaluation process. From the works selected in the preliminary evaluation, 216 pieces were chosen as selected works and award-winning works for public exhibition. This event was academically guided by the Art Education Committee of the Guangdong Artists Association, and it was organized by the Meizhou Education Bureau, Meizhou Literary and Art Federation, Meizhou Lin Fengmian Art Foundation, Guangdong Lin Fengmian Art Research and Practice Center, and Lin Fengmian School of Fine Arts at Jiaying University. It was hosted by the China Hakka Museum and Meizhou Artists Association, with the Meizhou Lin Fengmian Research Society as a co-organizer. In the evaluation process, the evaluation team adhered to the principles of fairness, impartiality, openness, and the unity of academic and thematic considerations to conduct standardized and reasonable evaluations. The exhibition works cover a wide range of subjects, with distinctive styles and diverse forms, including traditional Chinese painting, oil painting, watercolor, sketching, printmaking, sketching, and paper-cutting, among other art forms[9]. The public exhibition of works further showcases the achievements of art education in different regions of Meizhou, and the fairness of the competition has been tested and recognized by society. The specific details of the competition are as follows:

Region	Number of Participating Artworks	Number of Selected Works	Number of Award-Winning Works	Percentage of Award-Winning Works	Percentage of Total Selected and Award-Winning Works	Number of Art Teachers in Primary and Secondary Schools	Percentage of Participating Teachers
Meijiang	36	15	9	25%	17%	151	23.80%
Meixian	32	8	4	12.50%	8.50%	167	19.20%
Dabu	10	7	2	20%	6.40%	172	5.80%
Fengshun	50	8	4	8%	8.50%	231	21.60%

Wuhua	40	19	14	35%	23.40%	372	10.80%
Pingyuan	8	6	2	25%	5.70%	74	10.80%
Jiaoling	17	8	3	17.60%	7.80%	84	20.20%
Xingning	50	21	11	22%	22.70%	284	17.60%
Total	243	92	49	-	-	1565	-

Table 1, Participation of Teacher Groups ((Note: Data is rounded to the nearest whole number based on information from Meizhou Education Bureau and Meizhou Lin Fengmian Art Foundation)

From the data on the participation of the teacher group, it can be observed that the level of teacher involvement is not very high when considering the number of art teachers in different regions of Meizhou and the requirement for each teacher to submit one artwork. The lowest participation rate is in Dabu County, with a participation rate of only 5.8%, while the highest is in Meijiang District, accounting for 23.8%. Overall, the percentage of teacher participation is not high, ranging from approximately 1 in 10 to 1 in 5 in different regions. In terms of the quality of artworks submitted by teachers, Wuhua County has the highest ratio of award-winning works to the total number of participating works, with 14 out of 40 artworks winning awards, accounting for 35%. On the other hand, Fengshun County has the lowest ratio, with only 8% of the 50 artworks winning awards. Moreover, Wuhua County also has the highest ratio of selected and award-winning works, accounting for 23.5%, while Pingyuan County has the lowest ratio at 5.7%. It should be noted that the number of teacher submissions is relatively low in Pingyuan and Dabu counties. The ratio of selected and award-winning works in Dabu County is similar to that of Pingyuan County, indicating that the level of participation and artwork quality of art teachers in Dabu County is lower compared to other regions. Meijiang District, which represents the urban area of Meizhou, has relatively high levels of participation and artwork quality, which suggests that art teachers in urban areas have higher requirements for their artistic skills and are generally better than those in other counties and townships.

Region	Number of Participating Artworks	Percentage of Total Participation	Number of Selected Works	Number of Award-Winning Works	Percentage of Selected and Award-Winning Works	Percentage of Total Selected and Award-Winning Works
Meijiang	66	12.50%	21	19	60.60%	23.30%
Meixian	101	19.10%	14	7	20.80%	12.20%
Dabu	23	4.40%	2	2	17.40%	2.30%
Fengshun	65	12.30%	18	13	47.70%	18%
Wuhua	50	9.50%	1	1	4%	1.20%
Pingyuan	57	10.80%	10	7	29.80%	9.90%
Jiaoling	82	15.50%	22	20	51.20%	25.60%
Xingning	84	15.90%	12	3	17.90%	8.70%
Total	528	100%	72	-	-	-

Table 2: Participation of Primary School Group ((Note: Data is rounded to the nearest whole number based on information from Meizhou Education Bureau and Meizhou Lin Fengmian Art Foundation)

From the data on the primary school group in table 2, the total number of participating artworks in different regions of Meizhou is 528. Meixian District has the highest number of participating artworks, with 101 artworks accounting for 19.1% of the total participation. Jiaoling County and Xingning City follow closely, both with participation rates exceeding 15%. However, in terms of the final number of selected and award-winning works, Meixian District ranks fourth with only 12.2%, and Xingning City ranks third from the bottom with only 8.7%. Jiaoling County has the highest ratio of selected and award-winning works among all regions, at 25.6%, with over 51.2% of the participating artworks being selected or winning awards, second only to Meijiang District. Overall, Jiaoling County performs relatively well in terms of artwork participation and competition results compared to other regions. Although Meijiang District does not have a significant advantage in terms of the number of submitted artworks, it has the highest ratio of selected and award-winning works to the total number of participating works, reaching 60.6%. The proportion of Meijiang District's selected and award-winning works to the total number of selected and award-winning works also ranks second, accounting for 23.3%. This indicates that, compared to other regions, the artwork quality in the urban area is relatively high, and the effectiveness of art education is better. The poorest performance is in Wuhua County and Dabu County, which rank last in terms of the proportion of submitted artworks to the total submissions. In Wuhua County, out of the 50 submitted artworks, only 1 was selected and 1 won an award. In Dabu County, out of the 23 submitted artworks, only 2 were selected and 2 won awards. The numbers of selected and award-winning works in Dabu County are the lowest among all regions, accounting for only 1.2% and 2.3%, respectively. Although a single competition cannot fully reflect the state of art education in a specific region, it does indicate a significant imbalance in the art education situation among primary schools in different regions of Meizhou to some extent.

Region	Number of Participating Artworks	Percentage of Total Participation	Number of Selected Works	Number of Award-Winning Works	Percentage of Selected and Award-Winning Works	Percentage of Total Selected and Award-Winning Works
Meijiang	68	15.10%	17	13	44.10%	17.10%
Meixian	72	16%	28	14	58.30%	24%
Dabu	10	2.20%	4	3	70%	4%
Fengshun	34	7.60%	10	4	41.20%	8%
Wuhua	50	11.10%	25	12	74%	21.10%
Pingyuan	85	18.90%	5	2	8.30%	4%
Jiaoling	49	10.90%	17	7	49%	13.70%
Xingning	82	18.20%	11	3	17.10%	8%
Total	450	100%	117	58	-	-

Table 3: Participation of Secondary School Group ((Note: Data is rounded to the nearest whole number based on information from Meizhou Education Bureau and Meizhou Lin Fengmian Art Foundation)

From the data on the secondary school group, the total number of participating artworks in different regions of Meizhou is 450. Pingyuan County has the highest number of participating artworks, with 85 artworks participating in the preliminary

round, accounting for 18.9%. Xingning City is close behind, accounting for 18.2%. However, both Pingyuan County and Xingning City have relatively few artworks selected and awarded, ranking in the bottom two positions. This indicates that although Pingyuan County and Xingning City have higher levels of participation, the quality of their artworks is not as good as in other regions. Dabu County has the fewest number of participating artworks, only 10. Although it has a higher proportion of artworks selected and awarded, accounting for 7 out of 10 artworks, the proportion is still relatively low at 4% due to the small number of artworks. Meijiang District and Meixian District, overall, have relatively good performance in terms of the number of participating artworks and the proportion of selected and awarded artworks compared to other regions. The proportion of participating artworks is above 15%, and about half of the artworks receive selection and awards. Meixian District has the highest proportion of selected and awarded artworks to the total number of selected and awarded artworks, at 24%. Although Wuhua County is in the middle in terms of participation, 74% of the 50 participating artworks are selected and awarded, with a proportion of 21.1% of the total number of selected and awarded artworks, surpassing Meixian District. This indicates that the art education in Wuhua County's secondary schools is relatively effective. Similarly to the primary school group's participation situation, although a single competition cannot clearly indicate the state of art education in a specific region, it does reflect to some extent the uneven art education situation among secondary schools in different regions of Meizhou. In addition, the level of participation in each region is not proportional to the number of students or teachers in the region. For example, Wuhua County, Xingning City, and Meixian District have the highest number of students in Meizhou, and the average number of art teachers is relatively high compared to other regions. However, they do not necessarily have an advantage in terms of participation in painting competitions and the effectiveness of selection and awards.

V. Conclusion:

Education is the foundation for improving the overall quality of a nation, promoting social progress and development. As an important part of school aesthetic education, art education plays a significant role in the comprehensive development and healthy growth of students' physical and mental well-being. From the analysis of teacher resources and the effectiveness of art education in various regions of Meizhou, it can be observed that there is a certain disparity between urban and rural areas due to uneven economic, cultural, and educational development in different regions. Currently, art education in schools in economically underdeveloped and remote areas lags behind economically developed areas or urban areas in terms of teacher resource development, educational level, and artistic resources. Therefore, further accelerating the reform and development of art education in schools in economically underdeveloped and remote areas, providing more policy and financial support for local art education, changing people's perception of aesthetic education from the perspective of spiritual life, and emphasizing the importance of aesthetic education and its development are urgent requirements for promoting educational equity and advancing comprehensive quality education.

Acknowledgments: This paper is one of the phase results of the following projects: 2022 Guangdong Provincial General University Youth Innovation Talent Project (Humanities and Social Sciences): Research on the Aesthetic Characteristics of Meizhou Hakka Folk Modeling Art and Regional Artistic Creation, Project Number: 2022WQNCX067.

2023 Jiaying University Research Project (Humanities and Social Sciences) Cultivation Project: Research on the Aesthetic Characteristics of Meizhou Hakka Folk Modeling Art and Regional Artistic Creation, Project Number: 2023SKM06.

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