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RESEARCH ARTICLE

What Affects Parental Decision on Children Involvement in Music Curriculum Education

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ABSTRACT

In China's music education and training sector, the issue of variability in market supply and consumption has come to the fore. This study focuses on Henan Province in China and constructed an extended model to explore the influencing factors of parents' educational decisions by adding two variables to the TPB model. The current study took a sample of 650 parents from 21 music education institutions in seven cities in Henan Province. Data was collected by distributing electronic questionnaires to these parents. The results of the data analysis showed that attitude (ATT) was the most significant predictor of parental decision (PD). Quality of the music education institution (QUA), parental intention (PI), and perceived behavioral control (PBC) were also significant predictors of parental decision making. While subjective norms (SN) had no significant direct effect on PD. Also, PI mediated effects were validated. Based on the results of this study, recommendations are made for policy makers, administrators of music education organizations, with a view to promoting the healthy functioning of the music education market.

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INTRODUCTION

Education consumption is the cost expenditure of residents to consume education services and its products, which is a kind of effective demand shown for education products or services like other consumption activities (Li, 2022). However, educational consumption is a kind of consumption behaviour that is different from ordinary commodity consumption, and it has many characteristics that are different from ordinary commodity consumption. Sheehan (1980), when confronted with the division of educational activities, stated that it is impossible to classify them exactly due to their specificity, and that both investment and consumption are important manifestations of education (He, 2022).

The imbalance between supply and demand for education exacerbates parents' education consumption behaviour (Yousaf, Ahmad & Noor, 2023). When in-school education resources and quality of education fail to meet the needs of parents and children, a portion of families turn to the private education market for higher quality education resources that meet their needs (Wei & Xue, 2019). Out-of-school education has expanded to almost all corners of the globe and has become part of the daily lives of a growing number of families (Zhang & Bray, 2020). Research shows that about

33% of 15-year-old students from 64 countries or economies participate in various types of out-of-school education (He, 2022).

Chinese parents have been very active in participating in their children's education. Along with the increase in family and personal income, Chinese family education consumption has grown dramatically and become a hotspot for a new round of consumption (He, 2022). Among many subjects, music programme education is one of the most involved out-of-school programmes for children in China.

Chinese parents generally believe that music learning is an important part of children's aesthetic education and the basis for their all-round development. Music learning can change the cognitive function of the human brain and affect academic performance; music can be healthy for people's psychology; and the cultivation of a sense of wholeness and collaboration in music can help to harmonise interpersonal relationships (Men&Zhao, 2022; Zhu, 2023; Zhang, 2022). Children not only gain achievements in knowledge and skills in music learning, but also develop and promote intellectual and non-intellectual factors (Liu 2018). As a result, a large number of Chinese parents are committed to supporting their children's music learning and investing in their children's participation in music programme education. However, decision-making behaviours driven by this philosophy are often accompanied by problems such as anxiolisation and utilitarianism.

The report (2023) released by the 8th Music Industry High-end Forum shows that the total size of China's music industry in 2021 will be about 378.756 billion yuan, of which 113.38 billion yuan will be the size of the music education and training industry. China has such a huge music education market, which has attracted the attention of marketing and music education researchers in recent years. According to the classical school of economics, the supply and demand relationship in the market is 'an invisible hand' (Adam Smith, 1776), which determines the allocation of resources through the relationship between supply and demand and realises a virtuous circle in society.

The music education market should likewise follow the law of supply and demand, and social music education organisations, as the supply side, should aim to satisfy the market demand of consumers. On the demand side, as the leading participants in children's music education, how does the process and final decision-making behaviour of parents in choosing music education courses for their children take place, what factors influence this behaviour, and what are the influencing mechanisms? It is worthwhile for operators and managers of social music education institutions as the supply side to study, and for music educators and researchers as well as education policy makers to pay attention to and guide them together. However, current research on parental decision-making regarding their children's participation in music education is scarce. To bridge this gap, this study will explore Factors Influencing Parental Decision on Children Involvement in Music Curriculum Education through a survey of parents in Henan Province, China.

Scholars commonly use TPB theory to explain people's decision-making behaviours, and the explanatory power of TPB has been validated by researchers in many countries across multiple cultures and in multiple contexts (Mao, 2023; Brian & Achmad, 2023; Sun, Zhang, 2022; Sher, Sanjay & Prashant, 2022; Castillo, Armas&Taño, 2021; Nathalie, Irene, Augusto&Jos, 2020). Most studies provide evidence that decision-making behaviour is influenced by the decision maker's own psychology. Attitudes, subjective norms, perceptual behavioural control and intention are generally considered to be the basic factors influencing decision-making behaviour.

In this study, in addition to parents' own psychological factors, the quality factors of supply-side music education organisations are also included to form an extended TPB model. To reveal the factors and mechanisms that influence the occurrence of parental decision-making behaviours in their children's participation in music curriculum education, and to provide a theoretical and empirical basis for operators, policy makers, and researchers in the music education market.

THE REVIEW OF LITERATURE

Theory of planned behaviour (TPB)

In 1975, American scholars Fishbein and Ajzen proposed the theory of rational behaviour, detailing the significant effects of attitudes, subjective norms and intentions on behaviour (Fishbein & Ajzen,

1975). In 1985, Ajzen introduced the concept of 'perceptual behavioural control'into the Theory of Reasoned Action（TRA） proposed an extended model of TRA, and formally introduced the Theory of Planned Behaviour in 1991.

The Theory of Planned Behavior (TPB) contains five variables: Attitude toward the behavior, Subjective norm, perceived behavioral control, Intention, and Behavior. Behavioural attitude (ATT) is the positive or negative affective disposition that an individual maintains towards performing a certain behaviour. Subjective norms (SN) refer to an individual's perception of how influential people in the external environment perceive them to behave. Perceived behavioural control (PBC) refers to people's self-perception of whether they think they can successfully perform a behaviour and is an individual's perception of what motivates or inhibits the actual behaviour. Intention refers to how much an individual wants to perform a particular behaviour, i.e. the tendency or likelihood that an individual will perform a particular behaviour. Actual behaviour is what the individual does (Ajzen, 1991).

The Theory of Planned Behaviour suggests that an individual's behaviour is determined by a combination of their behavioural attitudes, subjective norms, perceived behavioural control and behavioural intentions (Ajzen, 1991). The three factors ATT, SN, PBC are positively correlated with behavioural intentions, which is the most direct factor influencing behaviour.

The current study examines the factors that influence parental decisions in their children's participation in music curriculum education. Here, behavioural attitudes are expressed as parents' attitudes towards their children's involvement in music learning. Subjective norms are the perceptions of more influential friends, relatives, colleagues, etc. in the neighbourhood about parents' investment in their children's participation in music learning. And perceived behavioural control is defined here as parents' judgement of the feasibility of decisions to support their child's music learning. Together, these three factors influence parental intentions and parental behaviour. The Theory of Planned Behaviour provides a strong theoretical foundation for the current study by incorporating these factors into the model.

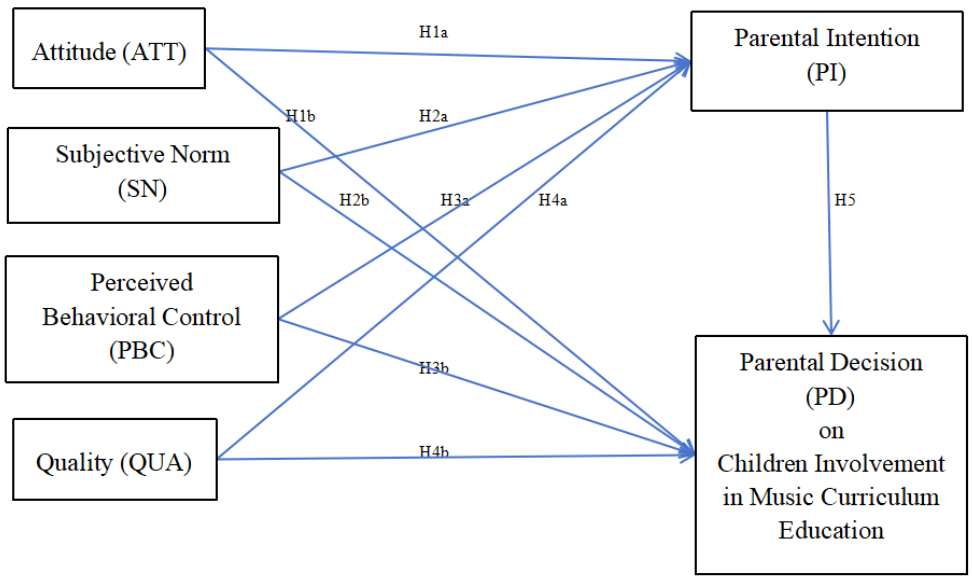
Theory of supply and demand

Supply and demand are important sources of power for the functioning of a market economy (Xu, 2019).In 1767, for the first time, Steuart explicitly combined supply and demand, using the term supply and demand (Eatwell et al., 1996). The classical school of economics believed that the supply and demand relationship in the market is an invisible hand (Adam Smith, 1776), which determines the allocation of resources through the relationship between supply and demand and realises a virtuous circle in society. Marx, based on critically inheriting the classical school, constructed the value basis of supply and demand theory (Marx, 1867).

According to Marx, supply is the product that is on the market, or the product that can be offered to the market. Demand is the need to be able to pay, to realise exchange value (Marx, 1975). The different areas of production often strive to maintain a balance (Marx&Engels,2009)is a state of supply and demand fitness(Wang, 2022).

Supply and demand theory provides theoretical support for the current study. Although the educational activities of the music curriculum discussed in this study are different from purely commercial activities, music education services share similarities with general commodities, with the same problems of supply and demand, and the interdependence of supply and demand. The market plays a regulatory role when the supply of music education in schools fails to meet the needs of parents and the supply and demand for education do not match. When choosing music education institutions and curriculum, parents will weigh the match and balance between demand and supply, make decisions, and eventually reach a relative balance between supply and demand.

THE CONCEPTUAL FRAMEWORK AND RESEARCH HYPOTHESES



H6a: ATT-PI-PD H6b: SN-PI-PD

H6c: PBC-PI-PD H6d: QUA-PI-PD

Figure1: Conceptual framework

Source: Developed by the author

Attidute (ATT)

Behavioural attitude is positive or negative affective dispositions that individuals maintain towards performing a certain behaviour (Fishbein &Ajzen, 1977). Parents' attitudes towards music education usually influence their intention and decision making in choosing music curriculum for their children. This means that parents with negative attitudes towards music education will avoid or reduce their commitment to it, while parents with positive attitudes will have higher levels of support and more positive behaviours towards their children's participation in socio-musical education.

Previous research has demonstrated the significant influence of attitudes on intention and decision-making behaviour (Contini, Boncinelli, Marone et al., 2020; Liu, 2021; Castillo, Armas & Taño, 2021; Alam & Zhu, 2023; Kamajaya & Fachrodji, 2023；王, 2023 ;Rodrigues, Proença& Macedo, 2023;). These studies provide support for the formulation of hypothesis 1.

H1a: There is a relationship between attidute and parental intention on children involvement in music curriculum education.

H1b: There is a relationship between attidute and parental decision on children involvement in music curriculum education.

Subjective norm (SN)

Subjective norm is the external social pressures felt by the behaving individual to perform a certain behaviour (Ajzen, 1991). In the current study, this represents the influence of important people or groups around parents' decisions. Previous findings support the idea that subjective norms are an important factor in behavioural intentions and decision-making behaviour (Tran &Nguyen, 2021; Tang, Rasool, Khan et al.,2021; Sajjad, Bhatti, Hill&Omari,2023; Sobaih, Algezawy&Elshaer,2023; Wang,Wu&Zhang, 2023). This led to H2 for this study:

H2a: *There is a relationship between subjective norm and parental intention on children involvement in music curriculum education.*

H2b: *There is a relationship between subjective norm and parental decision on children involvement in music curriculum education.*

Perceived behavioral control (PBC)

Perceived behavioural control refers to an actor's perceived prejudgement of the ease or feasibility of the behaviour he or she is about to undertake (Ajzen, 1991). In this study, parents' perceived behavioural control means that parents are able to clearly perceive the objective constraints of resources, abilities and other conditions they need to support their children's involvement in music curriculum education, and thus their judgement of the feasibility of the decision-making behaviour. Research has demonstrated that perceived behavioural control is an important influence on intention and is often the most influential factor in behaviour (Lu, 2020; Zhang, 2020; Contini, Boncinelli, Marone et al. 2022; Li&Shao, 2023). Therefore, H3 was proposed:

H3a: *There is a relationship between perceived behavioral control and parental intention on children involvement in music curriculum education.*

H3b: *There is a relationship between perceived behavioral control and parental decision on children involvement in music curriculum education.*

Quality (QUA)

In previous studies, the quality of products (Hou, Liang et al., 2021; Xue, 2022; Kian & Chee, 2022; Yousaf, Ahmad & Noor, 2023) and services (Chang, Enkhjargal et al., 2020; Bhati, Vijayvargy&Pandey, 2022; He, 2022; Alil, Octavia, Sriayudha, 2022) have been recognised as important influences on people's intention and decision making. Since the quality of products and services offered by music education institutions for the provision of products and services overlaps in some parts, we used quality as a factor to test its relationship with parental intention and decision-making behaviours, which led to the formulation of hypothesis H4:

H4a: *There is a relationship between quality and parental intention on children involvement in music curriculum education.*

H4a: *There is a relationship between quality and parental decision on children involvement in music curriculum education.*

Parental intention (PI) & parental decision

In the TPB model, behavioural intention directly influences behaviour (Ngah, Putit, Ma et al., 2020; Gungaphul& Heeroo, 2022; Yadav, Kar &Rai, 2022; Mao,2023). Numerous studies have demonstrated that intention is the strongest predictor of consumer behaviour in the consumer domain (Alam, & Zhu, 2022; Long,Huang,Wei et al.,2022; Kamalanon, Chen & Le, 2022; Sajjad, Bhatti, Hill&Omari, 2023). Meanwhile, research has shown that intention mediates the influence of other factors on decision-making behaviour (Wang, 2023, Sun&Zhang(2022); Mao, 2023; Li, 2023)

Therefore, H5 and H6 were established:

H5: *There is a relationship between parental intention and parental decision on children invovlvement in music curriculum education.*

H6a: *Parental intention mediates the relationship between attitude and parental decision on children's involvement in music curriculum education.*

H6b: *Parental intention mediates the relationship between subjective norm and parental decision on children's involvement in music curriculum education.*

H6c: *Parental intention mediates the relationship between perceived behavioral control and parental decision on children involvement in music curriculum education.*

H6d: *Parental intention mediates the relationship between quality and parental decision on children's involvement in music curriculum education.*

RESEARCH METHODOLOGY

This study uses quantitative research methodology with a cross-sectional, analytical survey method and a structured questionnaire to collect primary data. As the current study was conducted in Henan Province, China, the main area of research was the music education market, and the objective of the study was to examine what factors influence parents' decision-making behaviour regarding their children's involvement in music curriculum education. Therefore, the target population of the current study is parents whose children have experienced involvement in music curriculum at a music education institution, and parents whose children have tried out or intend to try out music education programmes.

Considering the vastness of the geographical area and the complexity of the music education market in Henan Province, the researcher used multi-stage sampling and systematic sampling in the survey. Multi-stage sampling was first used to randomly select seven cities from the 18 cities in Henan Province (first stage). Three private music education and training institutions were selected from each city (second stage), and a total of 21 music education and training institutions participated in the study. Next the researcher numbered the parents of K12-age children in these 21 institutions and randomly selected a starting point to complete the sample.

Building on previous researchers, the current study went through a five-step process in developing the instrument. After inviting relevant experts to make several revisions to the questionnaire's dimensional rationality and the wording of the entry statements, the final questionnaire contained two parts: the first part was demographic information data. The second part, based on the scales of Ajzen (2002), Huang (2023); Wang, Zhang&Yu (2021) and others, formed an interval scale consisting of the components of attitude (ATT), subjective norms (SN), perceived behavioural control (PBC), and quality (QUA). 5-point Likert scale (Likert scale, 1932) was used, with values of '1' for strongly disagree, '3' for average, and '5' for strongly agree, and 35 questions were initially developed. A preliminary set of 41 items was developed. After the reliability test of the pre-survey, two items were deleted, and the final questionnaire was formed with 39 items.

In the data processing and analysis stage, the work was done mainly using Statistical Package for Social Sciences (SPSS) 27.0 and AMOS 24.0. Descriptive and inferential statistical analyses were performed on the collected data and hypotheses were tested.

FINDINGS

The formal research for this study was conducted in July 2024, covering 21 music education institutions in seven cities in Henan Province. The study collected research data by means of online electronic questionnaires. A total of 650 questionnaires were distributed, and the final valid questionnaires were determined to be 523, with a validity rate of 80.5%. The level of questionnaire recovery proposed by Taherdoost (2016) was better achieved.

Demographic information

From the demographic information table, it can be seen that the percentage of female respondents is higher, at 79.92 per cent. In terms of age distribution, the 31-40 age group is the largest with 43.40 per cent, followed by the 20-30 age group. The percentage of families with one child is the highest at 49.33 per cent. In terms of education level, respondents with bachelor's degree are the largest, accounting for 30.21 per cent, followed by university specialists. Occupational distribution shows that professional technicians or managers account for the highest proportion, at 23.33 per cent, followed by individual businessmen at 19.69 per cent. In terms of monthly household income, the income group of 10,001-20,000 yuan has the highest share of 37.67 per cent.

Overall, the survey sample has a higher proportion of women, the 31-40 age group, households with one or two children, university degrees, professional and technical personnel or managers, and households with monthly incomes of 10,001-20,000 yuan. The diversity of the population reflects certain socio-economic characteristics.

Table1: Statistical table of demographic information

Variable	Item	Frequency	Percentage (%)
Gender	Male	105	20.08
	Female	418	79.92
Age	20-30	145	27.72
	31-40	227	43.40
	41-50	133	25.43
	51 years old and above	18	3.44
Number of Children	One	258	49.33
	Two	223	42.64
	Three and above	42	8.03
Level of Education	Primary school and belo w	17	3.25
	Middle School	29	5.54
	High School	96	18.36
	College degree	157	30.02
	Undergraduate degree	158	30.21
	Master degree or above	66	12.62
Occupation	State and social administr ators	34	6.50
	Government servants	79	15.11
	Private entrepreneurs	75	14.34
	Professional and technica l personnel or manageme nt personnel	122	23.33
	Individual businessmen	103	19.69
	Industrial workers	57	10.90
	Agricultural, forestry, ani mal husbandry and fisher y workers or freelancers	44	8.41
	Urban and rural unemplo yed and underemployed persons	9	1.72
Monthly household income	3,000 yuan and below	10	1.91
	3,001-5,000 yuan	39	7.46
	5,001-10,000 yuan	135	25.81
	10,001-20,000 yuan	197	37.67
	20,001-30,000 yuan	100	19.12
	30,000 and above	42	8.03
Total		523	100

Descriptive statistics

From Table 2, we can see that the mean values of the variables being tested are 3.879-4.015.The standard deviation is 0.838-1.019.The data reveal concentrated trends and variability among participants on the different dimensions. The mean scores were mostly close to 4, indicating a relatively positive attitude, perception, and approval of parents towards their children's involvement in music curriculum education. The values of the standard deviation, on the other hand, reveal the extent of individual parental variation on the different dimensions.

Table2: Statistical table of demographic information

Variables	N	Minimum	Maximum	Mean	Standard deviation
ATT	523	1.67	5	4.008	0.881
SN	523	1.5	5	4.015	0.838
PBC	523	1.33	5	3.879	1.009
QUA	523	1.33	5	3.941	0.939
PI	523	1.4	5	3.977	0.884
PD	523	1	5	3.925	1.019

Reliability and validity analysis

The six constructs of Attitude (ATT), Subjective Norms (SN), Perceived Behavioural Control (PBC), Quality (QUA), Parental Intention (PI) and Parental Decision Making (PD) were examined for reliability and validity and the results are displayed in Tables 3 and 4.

Table 3: KMO and Bartlett ball test results of the scale

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.933
Bartlett's Test of Sphericity	Approx. Chi-Square	9952.644
	df	528
	Sig.	.000

Table 3 shows that the KMO value of 0.933, which is greater than 0.7, and the Bartlett's test approximate chi-square value of 9952.644 passed the Bartlett's test of sphericity (p is close to 0, which is less than the significance level of 0.05), which suggests that the sample data is suitable for factor analysis and has a high level of structural validity.

Table 4: Reliability and validity

Name	Factor loading	Cronbach's Alpha	AVE	CR
ATT1	0.715	0.876	0.542	0.876
ATT2	0.758			
ATT3	0.736			
ATT4	0.733			
ATT5	0.754			
ATT6	0.719			
SNs1	0.712	0.860	0.511	0.862

SNs2	0.661			
SNs3	0.642			
SNs4	0.731			
SNs5	0.72			
SNs6	0.81			
PBC1	0.798	0.908	0.622	0.908
PBC2	0.776			
PBC3	0.818			
PBC4	0.778			
PBC5	0.756			
PBC6	0.803			
QUA1	0.794	0.892	0.581	0.892
QUA2	0.775			
QUA3	0.732			
QUA4	0.791			
QUA5	0.737			
QUA6	0.74			
PI1	0.677	0.845	0.524	0.846
PI2	0.756			
PI3	0.771			
PI4	0.731			
PI5	0.68			
PD1	0.81	0.873	0.631	0.873
PD2	0.781			
PD3	0.79			
PD4	0.797			

Table 4 shows that the factor loadings for all items exceeded 0.6, indicating that all measures were valid.Cronbach's α was used to assess the reliability of the variables, and the reliability values for all variables were greater than 0.8, ranging from 0.8 to 0.9, indicating that the scales were of good reliability (Fornell & Larcker,1981). Next, the AVE and CR values were calculated using the standardised factor loading coefficients. Where the AVE values were all more than 0.5, indicating good convergent validity (Aazh et al., 2021) suggesting that the measurement items can reasonably explain the variance of the factors. The Combinational Reliability (CR) values were all greater than 0.7 indicating good internal consistency of the scale (Sürcü & Maslakçi, 2020). Meanwhile, we conducted a test of discriminant validity, which is shown in Table 5. the square root of AVE values for each factor were greater than the correlation coefficient values of that factor with the other factors, indicating that the scale has good discriminant validity.

Table 5: Discriminant validity

Constructs	**ATT**	**SN**	**PBC**	**QUA**	**PI**	**PD**
ATT	**0.736**					
SN	0.163	**0.715**				
PBC	0.448	0.449	**0.789**			
QUA	0.337	0.441	0.403	**0.762**		
PI	0.413	0.492	0.587	0.496	**0.724**	
PD	0.465	0.374	0.520	0.499	0.532	**0.794**
Note: Diagonal numbers are AVE square root values						

5.4 Structural models and hypothesis testing

In this study, structural equation modelling (SEM) was developed and analysed using AMOS27 (Figure2). The causal relationships between the model constructs were investigated and used to describe the influences that predicted parental decision on children involvement in music curriculum education.

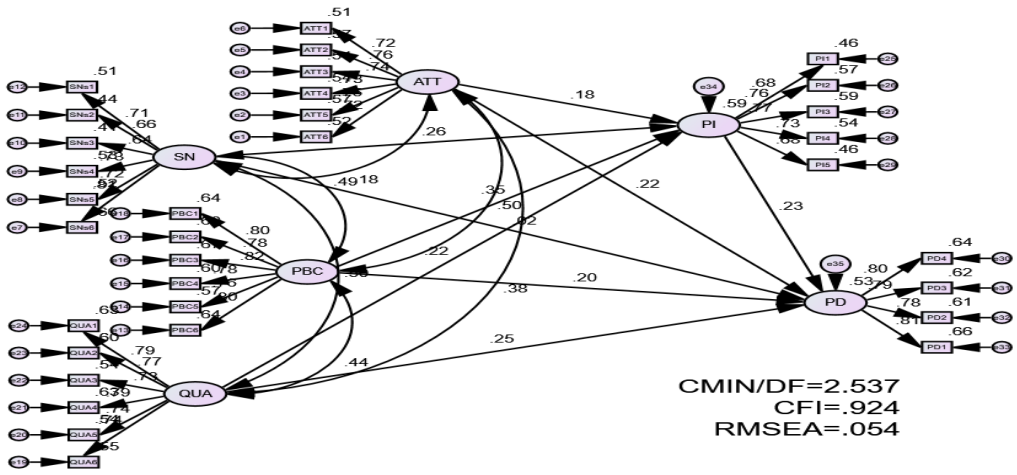


Figure 2: Structural model

The evaluation of statistical indicators of model fit for structural equation models is essential for assessing the fit of the model and determining its consistency with the observed data (LePine, 2022). Therefore, model fit assessment was first performed. The fit metrics are shown in Table6:

Table 6: Goodness-of-fit metrics

Goodness-of-fit metrics	Judgement Criteria	Model results	Whether the criteria are met
CMIN/ DF	<3	2.423	Yes
RMSEA	<0.10	0.052	Yes
CFI	>0.90	0.924	Yes
IFI	>0.90	0.924	Yes
TLI	>0.90	0.916	Yes

According to the criteria proposed by Hu and Bentler (1998, 1999), the overall model of this study fits the data well such as CMIN/DF = 2.423, IFI = 0.924, CFI = 0.924, TLI = 0.916 and RMSEA = 0.052. It shows that the path of influence on parental decision on their children's involvement in music curriculum education can be effectively explained through this model.

The hypothesised path test results in the table below show detailed causal relationships and interactions between variables. To achieve the research objectives, six hypotheses were formulated in this study, including five direct hypotheses and one mediation analysis. The results of hypothesis testing are presented in Tables 7 and 8.

Table 7: Hypothesis testing

Paths	Estimate	S.E.	C.R.	P	Result
H1a:PI<---ATT	0.181	0.043	3.756	***	Supported
H1b:PD<---ATT	0.220	0.059	4.315	***	Supported

H2a:PI<---SN	0.258	0.042	5.019	***	Supported
H2b:PD<---SN	0.016	0.058	0.298	0.766	Not supported
H3a:PI<---PBC	0.351	0.041	6.409	***	Supported
H3b:PD<---PBC	0.201	0.056	3.448	***	Supported
H4a:PI<---QUA	0.218	0.044	4.424	***	Supported
H4b:PD<---QUA	0.249	0.060	4.736	***	Supported
H5:PD<---PI	0.232	0.091	3.302	***	Supported

In analysing the influences on parental intention, we found that all variables examined had a significant positive effect on parental intention. The data results support H1a, H2a, H3a, and H4a.Specifically, the path coefficients for Attitude, Subjective Norms, Perceived Behavioural Control, and Quality were all statistically significant (p-values less than 0.05). This suggests that these factors play an important role in the formation of parents' intention to participate in education. Perceived behavioural control, in particular, had the largest path coefficient (Estimate = 0.351).

For the influences on parental decisions, we found that attitude, perceived behavioural control, quality, and parental intention had a significant positive effect on parental decisions. Of these, the quality of the music education institution had the greatest influence on parental decision (Estimate = 0.249). Thus, H1b, H3b, H4b, and H5 were supported. Whereas the effect of subjective norms was not significant (P=0.766), H2b was not supported.

In order to verify the validity of the mediation effect and the reasonableness of the path, this study adopts the Bootstrap sampling test to randomly sample the original data several times (5,000 times in this study) and re-calculate the effect sizes, so as to obtain more robust estimates and confidence intervals to assess the strength and significance of the mediation effect. Table 8 shows the results of the mediation test.

Table 8: Results of mediating effect testing

Path	**Indirect effect**	**Standard error**	**Bias-corrected 95%**		**Result**
			Lower	**Upper**	
H6a:ATT→PI→PD	0.042	0.024	0.007	0.110	Supported
H6b:SN→PI→PD	0.060	0.033	0.012	0.151	Supported
H6c:PBC→PI→PD	0.081	0.037	0.012	0.166	Supported
H6d:QUA→PI→PD	0.051	0.028	0.006	0.124	Supported

Parental intentions mediated the influence of multiple factors on parental decisions. The results of the data analyses support H6a-d. Specifically, attitudes, subjective norms, perceived control, and quality all indirectly influenced parental decisions through parental intention. Bias-corrected 95% confidence intervals provided a bias-corrected confidence interval for each pathway, none of which included zero, further confirming the significance of the mediating effect.

In summary, all the hypotheses proposed in this study are valid except for H2b.

DISCUSSION

This study adds the variable of quality of music education institutions to the framework of the Theory of Planned Behaviour to reveal the factors influencing parental decision regarding their children's involvement in music curriculum education. The findings validate the feasibility of the application of the Theory of Planned Behaviour and the Supply and Demand Theory to the music education market sector. The discovery of the influencing mechanisms of parental decision has certain reference value for the sound operation of the music education market.

This study found a significant positive effect between parents' attitudes towards their children's involvement in music curriculum education and their intentions and final decisions. This finding is consistent with the results of studies conducted by Jia (2022), Wang (2016), Liu, 2020;Yusoff, Mohamed, Mohamed&Muin, 2022, Proença& Macedo, 2023. These studies have demonstrated the positive influence of attitude on decision intention and ultimately decision behaviour. This suggests that when parents have positive attitudes towards music education, they are more likely to recognise the potential benefits of music education for their children's overall development, such as improved creativity, aesthetic ability, self-confidence and social skills. Such perceptions led parents to establish intentions to support their children's music learning and to make decisions that were more likely to favour programmes that provided high quality music education.

Perceived behavioural control was the most important influence on parental intention (Estimate=0.351), while positively influencing parental decision-making. This finding corroborates the results of previous studies (Lu,2020; Castillo, Armas & Taño, 2021；Zhang, 2020). This finding illustrates that parents are most likely to develop positive intentions to participate when they feel they have control in their children's music learning. And a higher level of perceived parental control means that they are more confident and capable of guiding their children through music education and ultimately making decisions.

Notably, the present study demonstrated that SN was not a direct influence on parental decision-making (p=0.766), which is inconsistent with previous research. This may reflect a shift in modern parenting philosophy, where parents are more inclined to make choices based on their own understanding and assessment of their child's educational needs, rather than simply following the expectations of others. And parents may believe that they are ultimately responsible for their child's education, so their personal judgement may be more important than outside opinions. This view may be consistent with current educational trends that emphasise parental initiative and autonomy in their children's education.

The finding that quality is a significant influence on parental intention and parental decision-making in terms of music education organisations is in line with previous studies (Dou, 2022; Simon, Deborah &Nicolás, 2020; Yousaf, Ahmad &Noor, 2023). And in this study, quality is the most influential factor among all the factors on parental decision making. This suggests that parents' high expectations and positive evaluations of the quality of the programme significantly contributed to more positive educational decisions. This finding emphasises the centrality of educational quality in the parental decision-making process. When parents perceived that a particular music education programme met their expectations, they had stronger intentions and ultimately chose that programme.

The finding that parental intention is a significant predictor of parental decision is consistent with previous studies (Tang,Mohsin,et al.,2021; Mao,2023.He,2022). Also, parental intention mediated the relationship between ATT, SN, PBC, QUA and PD. This finding has also been confirmed in the studies of Wang (2023), Nurzulain, Zuraini & Norhidayah (2020), Mao(2023); Li,2023. This suggests that parents' educational decision-making is a complex psychological process involving the influence of multiple intrinsic and extrinsic factors. Parental intention serve as a bridge for them to translate their attitudes, perceived behavioural control and expectations into actual actions. When parents develop a positive intention to participate in education, they are more likely to translate this intention into actual educational decisions.

CONTRIBUTION AND RECOMMENDATIONS

The contribution of this study is in three main areas. Firstly the current study combines Theory of Supply and Demand to extend the practical scope of application of TPB. At the same time, the current study validates the theory and the model to make the model more widely applicable, and also provides some theoretical reference for future related research in the field of music education. Second, the current study developed a scale of factors influencing parental decisions in their children's music curriculum education in line with the Chinese context. This should be the first scale for this research area. Moreover, based on the in-depth analysis of the factors influencing parental decision behaviours, it can enable operators and managers of music education institutions to understand the mechanisms and weights of the dimensions influencing parental decision-making. As a result, they can enhance their internal management and adjust their business strategies, which will ultimately strengthen the ability of music education institutions to run schools and regulate the music education and training market.

The findings of this study showed that parental ATT and SN significantly and positively influenced the PI of their children's involvement in music learning, and that ATT was the strongest predictor of PD, and that SN, although it did not form a direct effect on PD, indirectly influenced PD as mediated by PI.Therefore, the first recommendation for managers and operators of music education institutions is to strengthen their efforts to promote music education and organise music activities. Music education institutions adopt all kinds of publicity channels to carry out the necessary publicity and promotion. More parents should be made fully aware of the connotation, value and curriculum of music education, as well as the significance and importance of children's music learning, and at the same time increase their positive attitudes towards supporting their children's music learning.

Current research suggests that PBC is the most important influence on PI and significantly influences PD. This may imply that parents are more likely to develop positive intentions to participate, and hence decision-making behaviours, when they feel they have control over the educational process and outcomes. Therefore, the second recommendation is to regularly invite parents to participate in teaching and music activities in music education organisations to enhance parental involvement and sense of belief.

QUA of music education institutions is the strongest predictor of PD. Also QUA indirectly affects PD mediated by PI.Therefore managers and operators of music education institutions should pay attention to the improvement of product quality and service quality to facilitate parental decision making.Strengthening the in-service training of social music teachers, promoting curriculum development, and comprehensively improving the teaching level and curriculum quality of teachers will ultimately lead to the comprehensive improvement of teaching quality and service quality.

LIMITATIONS AND SUGGESTIONS FOR FUTURE RESEARCH

There are still some shortcomings in this paperal study of the factors influencing parental decision regarding their children involvement in music curriculum education. Due to the constraints of research level, research funding and research environment, in terms of research methodology, this study only uses a single quantitative research method. Although quantitative research has the advantage of objectivity and reliability, with the development of education science, it is difficult for a single quantitative method to deal with more complex educational research problems and to obtain accurate and objective research conclusions (Lv, 2020) and quantitative research may not be able to fully capture the influence of contextual factors, such as culture, history, or environment, on the research topic. Therefore, in future research on parental decision, we will consider using a mixed-methods approach, adopting a more advanced and diversified research methodology to conduct relevant studies.

Another limitation is that because this study used a cross-sectional study, but did not conduct a longitudinal study with a tracking type of sample. Parental decision-making is a complex process that changes as parents learn more about music education and as their children grow. Future research will explore the dynamic development process of parental decision in a longitudinal way, analyse the impact and effect of variables over time, and achieve more valuable research results.

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