

Literature Review: The Impact of Parental Involvement on Students' Learning Motivation in Primary School Music Education in China

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Abstract

Parental involvement is crucial for boosting students' motivation in Chinese primary school music education. As educational values evolve, more parents support their children's musical growth through practical help and emotional encouragement. This study aims to provide a systematic review of existing research on the influence of parental involvement on students' motivation to learn music. The paper first outlines the various forms of parental engagement observed in Chinese primary school music education, followed by an exploration of the theoretical connections between parental involvement and student motivation. Drawing on a comprehensive analysis of empirical studies, it synthesizes the types of parental involvement and their respective impacts on motivation. The findings indicate that parental involvement positively contributes to the development of students' autonomy, competence, and relatedness. However, contextual factors such as exam-oriented educational policies, traditional values, and limited school resources may moderate these effects. The review highlights the predominance of cross-sectional research in this field and calls for more longitudinal studies to examine the sustained impact of parental involvement on students' music learning motivation. Such evidence is essential to inform educational practices and policy development in primary school music education.

Keywords: Parental Involvement, Primary Music Education In China, Elementary Music Education, Learning Motivation; Literature Review

Introduction

Parents play a pivotal role in the developmental trajectory of their children, particularly in shaping educational outcomes. A substantial body of literature has consistently highlighted the positive impact of parental involvement on students' academic achievement (Fan & Chen, 2001; Hill & Tyson, 2009). Within the context of primary school music education, parental involvement extends beyond material investments such as purchasing instruments or enrolling children in extracurricular lessons (Cheng et al., 2024). Parental attentiveness to children's musical interests, coupled with verbal encouragement, contributes to a supportive emotional climate that reinforces the child's sense of identity as a music learner (Creech,

2010). Supervision activities—such as helping children set practice schedules or monitor progress—have been shown to foster disciplined learning habits and enhance musical outcomes (Tong, 2024). Furthermore, active parental engagement is often essential in compensating for limited school-based resources, thus influencing students' learning motivation and attitudes toward music (Wu, 2024). Parental perceptions of music as a valued academic subject also shape students' internalization of its importance. When parents demonstrate appreciation for music education and participate in music-related activities—such as attending school performances or engaging in shared music listening—children are more likely to develop a sense of belonging and commitment to their musical studies (Li, 2020). Such shared experiences not only cultivate emotional closeness but also strengthen students' intrinsic motivation toward music learning.

Despite these insights, scholarly work on parental involvement in Chinese primary school music education remains fragmented. Prior studies often lack systematic frameworks for analyzing the forms, mechanisms, and cultural adaptability of such involvement (Cui, 2023). In particular, questions remain regarding regional and socioeconomic differences, the motivational pathways through which parental involvement operates, and how these dynamics interact with uniquely Chinese cultural values. Given these gaps, a comprehensive literature review is necessary to synthesize existing findings and guide future empirical inquiry in this field.

Historical Evolution of Music Education in Chinese Primary Schools and the Changing Role of Parental Involvement

Primary school music education in China has experienced substantial transformations shaped by shifting educational ideologies, policy reforms, and sociocultural changes (Ho & Law, 2004). These shifts not only restructured curricula and pedagogy but also redefined parental involvement in children's music learning (Liu, Li, & Tang, 2015). In the early post-PRC period, music education was marginalized, limited to basic singing and theory through teacher-centered methods. National priorities emphasized literacy and ideological instruction, leading parents to view music as an optional extracurricular activity (He, 2014). The late 1970s economic reforms marked a turning point, elevating music's cultural and developmental status (Law & Ho, 2009). The 1985 National Guidelines formally integrated music into the curriculum, expanding content to include appreciation, performance, and movement-based learning (Dai, 2021). This shift, especially in urban areas, led parents to recognize music's role in holistic development, increasing investment in extracurricular programs (Liu et al., 2015). In the 21st century, the emphasis on *suzhi jiaoyu* (quality-oriented education) reinforced music's developmental value beyond technical training (Yang & Welch, 2023). Instruction became more student-centered, fostering cognitive, social, and emotional growth (Fung, 2018). Rising incomes and resource access further empowered parents to actively support their children's musical pursuits, with many turning to private instruction and professional tutoring as part of a broader developmental strategy (Yang & Welch, 2023; Yamamoto, 2025).

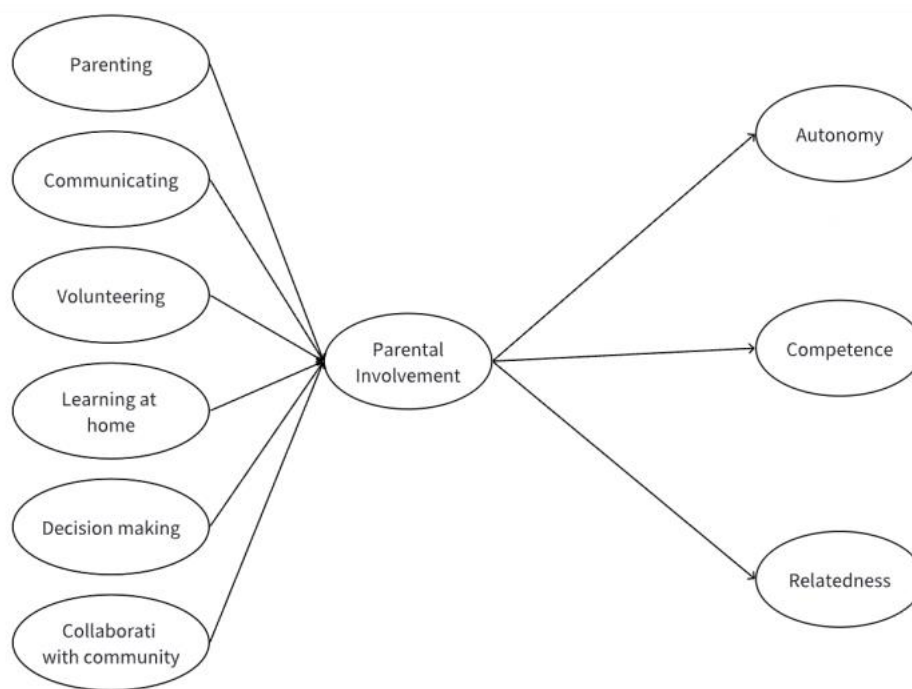
In recent years, China's emphasis on holistic education and supportive arts policies has elevated music's status in primary curricula (Huang et al., 2024). The revised National Music Curriculum Standards prioritize creativity, sensitivity, and artistic competence, broadening instruction to include modern genres and cross-cultural content (Wei, 2022). Digital technologies have further personalized music learning through online platforms, apps, and

virtual tutorials, enhancing access and interactivity. These innovations have reshaped parental involvement, especially in urban areas where families increasingly recognize music's developmental value. Concurrently, home-based support has intensified, with many parents—particularly in high-income households—investing heavily in resources and selecting schools based on music program quality. These families often contribute directly to school-based music initiatives, reflecting a shift toward collaborative parental engagement (Tong, 2024). This evolving landscape suggests a transition from passive support to active co-education, shaped by changing policies, values, and socio-economic contexts. It highlights the need to further explore how parental expectations and resources interact with institutional structures in shaping children's musical development.

Theoretical Basis: Self-Determination Theory and Epstein's Model of Parental Involvement in Music Education

The influence of parental involvement on students' learning motivation in Chinese primary music education can be effectively understood through Self-Determination Theory (SDT) and Epstein's parental involvement model. SDT (Deci & Ryan, 1985) emphasizes three basic psychological needs—autonomy, competence, and relatedness—as key to intrinsic motivation. In music education, parental actions can either support or undermine these needs. Autonomy is fostered when children are allowed to choose instruments or genres, whereas controlling behaviors may suppress motivation (Reeve, 2009). Parental support also enhances competence through process-focused feedback. For example, recognition of effort in learning melodies has been shown to boost students' musical self-efficacy (Chen & Liu, 2021). Relatedness is strengthened by shared musical experiences—such as singing or concert attendance—which cultivate emotional bonds and sustain engagement (Chen, 2020). When aligned with SDT's core needs, parental involvement significantly promotes intrinsic motivation in music learning.

Epstein's (2001) six-dimensional framework—parenting, communicating, volunteering, learning at home, decision-making, and community collaboration—offers a comprehensive lens on family engagement in the Chinese context. Parenting often involves creating musically stimulating home spaces, while parent-teacher communication helps tailor learning strategies (Sun, 2020). Volunteering, such as assisting with school performances or sharing musical skills, reflects the collectivist ethos underpinning Chinese education (Tong, 2024). The use of digital tools in home-based learning has expanded parental roles, with interactive apps like Simply Piano enhancing retention when parents are actively involved (Wang et al., 2022). Decision-making, including instrument selection and course enrollment, often reflects broader cultural and educational goals. Community collaboration, such as intergenerational workshops, supports cultural continuity and shared responsibility (Chen & Liu, 2020). Empirical studies affirm the applicability of Epstein's model in China. Comprehensive involvement across domains correlates with increased motivation and sustained music engagement (Li et al., 2018). As Zhou and Sun (2022) note, in China's collectivist culture, parental engagement is not only normative but essential to the co-construction of children's artistic and moral development.



Empirical evidence increasingly supports the alignment of parental involvement in Chinese primary music education with Self-Determination Theory (SDT; Deci & Ryan, 1985) and Epstein's (2001) parental involvement framework. By supporting autonomy, competence, and relatedness at home, parents foster intrinsic motivation and sustained engagement in music learning. Autonomy is enhanced through enriched home environments—such as designated practice spaces or exposure to diverse musical resources—that encourage self-directed exploration (Liem & Martin, 2013). Respect for children's musical preferences, including repertoire and performance style choices, further boosts intrinsic motivation, with studies reporting gains as high as 37% (Reeve & Jang, 2006). Parental feedback is also pivotal in developing competence. Praise that focuses on effort and specific progress fosters musical confidence and deliberate practice (Chen & Liu, 2021). Immediate recognition of small improvements can strengthen self-efficacy and reduce performance anxiety by over 50% (Chan, 2011). Such support has also been linked to a 40% increase in high-quality practice time (Margiotta, 2011). Relatedness is fostered through shared musical experiences. Family music activities significantly enhance emotional connection and engagement, with participation twice weekly associated with a 53% increase in sustained learning (Chen, 2020). Collaborative home review of classroom content has also been shown to deepen emotional investment by nearly 50% (Liu, 2023). These findings underscore SDT's explanatory power in the Chinese context and demonstrate the cultural relevance of Epstein's six-dimensional model. The home thus emerges not merely as a supplement to formal instruction but as a dynamic motivational context for children's musical growth.

Within Epstein's (2001) framework, Chinese parental involvement reflects distinct cultural adaptations that enhance its effectiveness in primary music education. The "learning at home" dimension has notably evolved through the use of AI-based practice tools, offering personalized instruction and real-time feedback that improve concept retention and align with SDT's emphasis on autonomy and competence (Deci & Ryan, 1985). These platforms

support adaptive learning and have been linked to stronger long-term motivation (Wang et al, 2024; Zhang, 2023). Cultural richness also informs the “volunteering” and “collaborating with community” domains. Parents frequently assist in concerts and intergenerational workshops, reinforcing relatedness and promoting cultural continuity (Li & Zhang, 2020). These practices embody Epstein’s school–family partnership while deepening students’ emotional engagement and identity. Empirical evidence confirms the benefits of multidimensional involvement. Guo and Zhang (2021) found that participation across multiple domains enhanced intrinsic motivation by 25% compared to single-domain involvement. Broader engagement also correlates with greater emotional connection and academic achievement (Luo & Guan, 2025). Collectivist cultural values further amplify these effects. Parental involvement is viewed as a normative responsibility, fostering deeper integration into school music programs (Yang, 2023). Zhou and Sun (2022) reported that Chinese parents in collectivist settings engaged in music activities nearly twice as often as those in individualist cultures, contributing significantly to students’ motivational persistence. Sun and Wang (2022) additionally linked such engagement to stronger emotional resonance and identity formation. These findings affirm the cultural flexibility of Epstein’s model. When enacted through practices that support autonomy, competence, and relatedness, parental involvement in China forms a synergistic motivational ecology rooted in both SDT and culturally grounded behavior (Yao, 2015). Taken together, these integrated efforts point to the profound influence of parental involvement on students’ learning motivation in Chinese primary music education.

Discussion

The types of parental involvement in children's education and their impacts on learning motivation have become important research directions in the fields of pedagogy and psychology. International, domestic, and regional studies have explored the influence of parental participation on students' learning motivation from different perspectives. However, this section only reviews the impacts on students' musical learning motivation from three dimensions of parental involvement: emotional support and autonomy, behavioral support and ability development, as well as social support and interpersonal relationships, providing important insights for educators and researchers. Studies have shown that parental involvement can enhance students' musical learning motivation. The following is a summary of research on the types of parental involvement in primary school music education and their impacts on learning motivation, which also serves as the source literature for supporting the study on the influence of parental participation on the musical learning motivation of Chinese primary school students.

| Authors/Article Title/Journal | Research Questions | Methodology | Key Findings & References |
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| <p>Authors: Ande Creech</p> <p>Article Title: Learning a musical instrument: the case for parental support</p> <p>Journal: Music Education Research</p> <p>Year:2010</p> <p>Page:32 pages</p> | <p>1. How can parents most constructively support their children’s musical development?</p> <p>2. Do different parent-teacher-pupil interaction styles affect the nature and extent of parental support?</p> | <p>Quantitative survey of 337 parent–pupil–teacher trios (violin instruction) Cluster analysis to identify six interaction types Measurement tools: Likert-scale questionnaires assessing control, responsiveness, support types, and student learning outcomes</p> | <ul style="list-style-type: none"> · Parental support categorized as behavioral, cognitive/intellectual, and personal (Grolnick & Slowiaczek, 1994). · Support levels varied significantly across six interaction clusters based on interpersonal styles (Baumrind, 2005; Birtchnell, 2001). · High personal and cognitive support were associated with improved musical enjoyment, motivation, self-efficacy, and persistence (Creech, 2006). · Parental involvement is most effective when balancing autonomy with care, acting as an advocate while fostering independence (Noack, 1998; Manturzewska, 1990). |
| <p>Authors: Ellie Knott</p> <p>Article Title: How Important is Parental Involvement in A Child’s Musical Education for the Achievement of Musical Success?</p> <p>Journal: Research in Music & Science</p> <p>Year:2018</p> <p>Page: 8 pages</p> | <p>1. How does parental involvement relate to a child’s musical success?</p> <p>2. What external factors mediate the impact of such involvement?</p> | <p>Literature review with critique of early and contemporary studies</p> <p>Thematic analysis focused on the parent–teacher–pupil relationship, socioeconomic factors, and instrument-specific practices</p> | <ul style="list-style-type: none"> · Early studies were inconclusive due to methodological limitations(e.g., Zdzinski, 1992). · Highlighted the importance of parental flexibility and teacher communication(Davidson et al., 1996) . · Introduced a model linking parenting goals, styles, and practices to child motivation and success(McPherson, 2009). · Emphasized the importance of adaptability in parental roles (Creech , 2010). · Confirmed the importance of parental support during practice and its variation with child independence(Upitis et al., 2017) . · The “harmonious trio” dynamic fosters the strongest motivational and learning outcomes (Creech & Hallam, 2003; Gouzouasis et al., 2014). |
| <p>Authors: Cancan Cui</p> <p>Article Title: Measuring parental involvement as parental actions in children’s private music lessons in China</p> <p>Journal:</p> | <p>1. What is the validity and fit index of the scale based on Fung’s (2018) framework as applied to parents with children between the ages of 5 and 12 years old who are taking private music lessons?</p> | <p>A descriptive study with a Chinese online-based survey.</p> <p>Purposive snowball sampling.</p> | <ul style="list-style-type: none"> ● The PLAPMLS scale—based on Fung’s (2018) “change and human actions” framework—identifies three action dimensions: proactivity, passivity, and avoidance, across seven factors (Fung, 2018; Amatea et al., 2005) ● Exploratory and confirmatory |

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| <p>Frontiers in Psychology Year:2023 Page:14 pages</p> | <p>2. What is the reliability of this measure?</p> <p>3. What are the correlations between (a) age and original intentions (children, parents, and parents' friends and neighbors) and (b) actions responding to change (proactivity, passivity, or avoidance)?</p> <p>4. What actions (proactivity, passivity, and avoidance) are parents inclined to make in their children's private music lessons?</p> | <p>The Parents' Level of Action in Private Music Learning Scale (PLAPMLS).</p> <p>Exploratory factor analysis (EFA) and confirmatory factor analysis (CFA).</p> <p>Correlation analysis and repeated-measures ANOVA.</p> | <p>factor analyses confirmed scale validity and structure (Bandalos, 2018).</p> <ul style="list-style-type: none"> ● A weak positive correlation exists between children's age and parents' proactivity, and between proactivity and children's intention to continue lessons (Cui, 2023; Shen, 2016) . ● Parents driven by peer/parent pressure exhibited more passive/avoidant behaviors, whereas those motivated by children's interest were firmly proactive (Upitis et al., 2017) . ● Despite a slight decline with age, Chinese parents remain proactive in private music lesson contexts (Ho, 2003) . |
| <p>Authors: Gary E. McPherson Article Title: The role of parents in children's musical development Journal: Psychology of Music Year:2008 Page:20 pages</p> | <p>1. How do parents' goals, styles, and practices influence children's musical development?</p> <p>2. What are the psychological needs of children in musical learning, and how do parents address them?</p> <p>3. How do child characteristics and sociocultural factors mediate parental influences on musical achievement?</p> | <p>A theoretical framework based on literature review in educational and developmental psychology.</p> | <ul style="list-style-type: none"> ● A developmental model where parenting goals, emotional climate, and actions influence musical identity, achievement, and motivation (Darling & Steinberg, 2017). ● Early perceived musical competence is strongly shaped by parental belief and feedback (Wigfield et al., 1997) . ● Autonomy-supportive parenting enhances persistence, creativity, and self-regulation; conversely, controlling approaches diminish motivation (Wigfield & Eccles, 2002). ● Parental behaviors such as attending lessons, aiding practice, and showing interest bolster musical engagement (McPherson et al., 2006; Darling & Steinberg, 2017; Zdzinski, 1996) ● Focus on effort over innate ability supports long-term musical achievement (Pomerantz et al., 2005). ● Parents' beliefs about innate |

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| | | | <p>talent vs. learned skill shape their support through challenges (McPherson & Davidson, 2002; Bandura, 2006) .</p> <ul style="list-style-type: none"> ● Parent–child interaction forms motivational values (interest, utility, challenge, confidence) affecting engagement (Eccles, 2005; McPherson et al., 2006) . |
| <p>Authors: Cancan Cui and Xin Xie Article Title: A comparison of the parental values of children’s extracurricular music learning in Guilin, China and in Tampa, United States Journal: Frontiers in Psychology Year:2024 Page:15 pages</p> | <p>1. How do parents in Guilin and Tampa perceive and value their children’s music learning? 2. Does the value parents hold for their children’s extracurricular music activities differ across different cultural contexts? If so, how do parents’ values and perceptions differ between Guilin and Tampa?</p> | <p>A qualitative multiple-case study with four families (two in Guilin, two in Tampa). Purposive sampling. Semi-structured interviews with parents and children. Cross-case analysis.</p> | <ul style="list-style-type: none"> ● Both Guilin and Tampa parents strongly value children’s autonomy in instrument choice and participation (Zdzinski, 1996) ● Musical joy is consistently ranked as the primary purpose by parents in both cultures (McPherson, 2009). ● Guilin parents additionally expect aesthetic development, emphasizing "beauty," and achievement in competitions or graded exams (KONG, 2018). ● Socioeconomic status, educational background, and parents’ arts experiences influence levels of support (Barnes et al., 2016) . ● The study reinforces that cultural context shapes parental behaviors, attitudes, and perceptions across the two regions (KONG, 2018; Tulviste et al., 2003). |

Over the past three decades, researchers have increasingly focused on how families can best support children’s interests (Creech, 2010). Parental involvement in music education has been broadly defined as the various ways in which parents support their children’s learning process, including supervision of practice, provision of resources, and encouragement (Creech, 2006). This concept has been extensively applied within the field of music learning, particularly concerning instrumental learning among children and adolescents (Sosniak, 1985). The positive effects of parental involvement have heightened the recognition of parental support’s role in music education. Specifically, various types of parental involvement have been identified that support children’s musical development through behavioral support, cognitive/intellectual support, and personal support. For example, parents may create a

structured home environment conducive to practice (Creech, 2006) or arrange supplementary musical activities outside formal lessons (Sloboda & Howe, 1991). As research into family music education has deepened, multiple modes of parental involvement have been developed, typically employing both behavioral monitoring techniques and emotional communication. Two commonly observed forms of parental support in music education are “direct supervision” and “emotional encouragement” (Creech, 2006; Creech et al., 2008).

With parental involvement becoming increasingly prevalent in music education, its impact on children’s motivation for musical learning has gained more attention. The study entitled “Learning a Musical Instrument: The Case for Parental Support” aimed to identify how parents can most effectively support their children’s musical development. It also explored how interaction styles between parents and teachers, as well as between parents and children, influence the degree of parental involvement support behaviors. Specifically, by employing a parental involvement model encompassing behavioral, cognitive/intellectual, and personal support, and using a quantitative survey methodology combined with cluster analysis, the study measured interpersonal interaction behaviors and learning outcomes. This approach identified six distinct parent–student–teacher interaction types and compared differences in the three categories of parental support across these interaction types. The findings revealed that the extent of parental involvement support behaviors varies depending on interpersonal interaction styles, which in turn affect learning outcomes. When parents engaged in behaviors such as soliciting their child’s perspective on appropriate parental involvement, negotiating practice-related issues with the child within teacher-defined parameters, providing a structured home practice environment, facilitating positive teacher–student relationships, communicating with teachers about the child’s progress, and consistently maintaining a highly attentive audience role, children demonstrated enhanced musical learning outcomes. These outcomes included increased enjoyment of music, motivation, self-esteem, self-efficacy, and personal satisfaction with music lessons. The study’s results suggest that parental involvement significantly influences children’s motivation and outcomes in music learning. Effective parental involvement requires flexibility, allowing parents to navigate between intimacy and distance on the responsiveness axis, as well as between guidance and compliance on the control axis. For instance, during the early stages of learning, parents may need to provide considerable practical help and personal support. However, over time, parents should gradually enable their children and teachers to develop an autonomous relationship. Moreover, the study found that although parental support can promote positive student outcomes, it is not an absolute guarantee. Even with strong parental involvement, some students may still exhibit poorer outcomes. Therefore, parents should avoid extremes such as complete non-involvement in the pursuit of autonomy or excessive involvement that undermines the child’s independence. When parents solicit their child’s views on appropriate involvement, negotiate within teacher-set boundaries, provide structured practice environments, support healthy teacher–student relationships, maintain communication with teachers about progress, and remain a highly attentive but non-intrusive audience, children are more likely to achieve positive musical learning results.

A substantial body of research has consistently demonstrated that parental involvement is critical to students’ academic success (Zdzinski, 1992). Beyond general academic achievement, the study titled *How Important is Parental Involvement in a Child’s Musical Education for the Achievement of Musical Success* further explores how parental involvement specifically

influences children's motivation for music learning. It also examines the triangular relationship among parents, teachers, and students, investigating how this dynamic affects success in music education. Additionally, the study addresses how external factors such as socioeconomic status and family circumstances moderate the effectiveness of parental involvement. The research employed a literature review methodology, synthesizing key studies from the past 30 years, including those by Zdzinski (1992), Davidson et al. (1996), McPherson (2009), and Creech (2010). These studies utilized diverse methodologies—ranging from surveys and interviews to observational techniques—to investigate the impact of parental involvement on music learning. Despite methodological differences, they collectively emphasize the pivotal role of parental involvement in fostering children's motivation and achievement in music. Findings consistently indicate that parental involvement exerts a significant positive influence on children's musical motivation. Specifically, parents who provide both practical support (such as attending music lessons and assisting with practice) and psychological support (including encouragement and emotional nurturing) can markedly enhance their children's motivation and accomplishment in music (Creech & Hallam, 2003; Uptis et al., 2017). Moreover, the research highlights that external factors such as socioeconomic status and family conditions play a crucial role in shaping parents' capacity and effectiveness in supporting music learning. For instance, families with lower socioeconomic status may face more life stressors, which can limit the extent of parental involvement in their children's musical development. The role of teachers also emerges as critical within this context. Teacher self-efficacy and their respect for children's extracurricular lives can amplify parental involvement's effectiveness, thereby further promoting children's motivation and success in music (Creech & Hallam, 2003). Additionally, the research proposes a "harmonious triad" model, underscoring the importance of effective interaction among parents, teachers, and students for successful music learning outcomes (Creech, 2010). However, despite the considerable evidence supporting the positive impact of parental involvement on children's musical motivation, findings are not entirely consistent. Furthermore, there remains a notable gap in the literature regarding the influence of external variables such as family circumstances and cultural differences on learning motivation, which warrants further investigation.

In a study of Chinese parents' motivation for students' music learning, "Measuring parental involvement as parental actions in children's private music lessons" constructed a scale to measure the level of participation of Chinese parents in children's private music lessons in their children's private music lessons. Drawing on Fung's (2018) theory of "change and human behavior," the study conceptualized parental involvement along three dimensions: proactivity, passivity, and avoidance. The primary objective was to construct and validate the Parental Level of Action in Private Music Learning Scale (PLAPMLS), which was designed to assess how these behavioral dimensions influence children's music learning motivation and outcomes. The finalized scale included 25 items across three subscales measuring proactive, passive, and avoidant parental behaviors. Utilizing an online survey distributed via snowball sampling, the study recruited 894 parent participants from 20 provinces across China. The data revealed a significant positive correlation between proactive parental behaviors and students' musical motivation. Specifically, behaviors such as encouraging the child, reflecting jointly on musical content, communicating with music teachers, and creating a supportive learning environment were found to enhance children's interest and engagement in music learning. For example, when parents enrolled their children in private music lessons in

response to the child's own interest, proactive parental involvement was significantly associated with higher learning motivation ($r = 0.18, p < 0.01$). Conversely, when enrollment was driven by external influences—such as peer or neighbor comparison—proactivity was negatively correlated with student motivation ($r = -0.26, p < 0.01$), while passivity and avoidance were positively correlated ($r = 0.31, p < 0.01$). These findings suggest that externally motivated parental decisions may lead to disengaged behaviors, which in turn could undermine children's intrinsic learning motivation. Furthermore, the study identified a significant negative correlation between child age and parental proactivity ($r = -0.15, p < 0.01$), indicating that as children grow older, parents tend to become less actively involved. However, the implications of this age-related decline for children's musical motivation warrant further investigation. These results underscore the critical influence of parental behavior on students' music motivation. When parental involvement aligns with children's intrinsic interests, parents are more likely to act proactively—a finding that aligns with Liu et al. (2015), who observed an increasing emphasis among Chinese parents on nurturing internal motivation in their children. Additionally, the observed decline in parental proactivity with age may be attributed to increased academic pressure, as suggested. The study also revealed that mothers often play a leading role in their children's music education, resonating with Kong's (2021) findings regarding the central role of mothers in child-rearing within the Chinese cultural context.

The article "The Role of Parents in Children's Musical Development" explores the multifaceted influence of parental involvement on children's motivation to learn music. Central research questions include: What roles do parents play in their children's musical development? How do parental goals, styles, and practices affect children's musical motivation? And how do cultural factors shape both the methods and effectiveness of parental support? Adopting a literature review and theoretical framework approach, the study synthesizes findings from music psychology and educational theory to construct a conceptual model that highlights reciprocal feedback loops in parent-child interactions. In this model, children's socio-contextual characteristics interact dynamically with parental goals, involvement styles, and practices to shape musical competence, achievement, identity formation, and sustained engagement with music. Findings underscore the significant role of parental involvement in fostering musical motivation. Parental goals and expectations are transmitted to children through both behavior and emotional expression, shaping children's attitudes and beliefs about music learning. Notably, the article emphasizes parents' contribution to meeting children's psychological needs, as conceptualized by Self-Determination Theory (Deci & Ryan, 1985). First, competence is supported when parents provide constructive feedback and encouragement that bolsters children's confidence in their musical abilities (Austin et al., 2006). Second, autonomy is nurtured when parents allow children to make choices in their musical activities, fostering greater self-regulation and achievement (Wigfield & Eccles, 2002). Third, relatedness is fulfilled through warm, affectionate, and non-threatening parental environments that support the child's intrinsic motivation (McPherson et al., 2006). Finally, purpose is cultivated when children perceive meaning and value in their musical endeavors, enhancing their long-term engagement and success (Ryff & Singer, 1998). The study also highlights how cultural context significantly moderates the nature and impact of parental involvement. For instance, parents in Asian societies are more likely to adopt a structured, high-expectation approach, emphasizing discipline and achievement, whereas Western parents tend to focus on emotional support and the development of autonomy (Pomerantz

et al., 2005). These cultural patterns influence how children perceive and respond to parental input, and subsequently, how motivated and committed they become in music learning. In summary, the study affirms the critical role of parents in shaping children's musical motivation and achievement. By satisfying children's psychological needs and providing context-appropriate support and resources, parents can significantly enhance their child's musical development. The article calls for further research on how culturally specific parenting practices influence music learning outcomes, particularly within diverse sociocultural settings (McPherson, 2008).

Building on cross-cultural perspectives, the study *"A Comparison of the Parental Values of Children's Extracurricular Music Learning in Guilin, China and in Tampa, United States"* investigates how cultural differences shape parental values and involvement in children's extracurricular music education. Central questions include: How do parents in Guilin and Tampa perceive and value their children's engagement in music learning? Are there cross-cultural differences in parental values related to extracurricular music education? If so, what forms do these differences take? The study adopts a comparative case study design, drawing on qualitative interview data from four families—two each from Guilin and Tampa—consisting of one one-child family and one two-child family in each location. A snowball sampling strategy was used to recruit participants, and semi-structured interviews were conducted with both parents and children. While Guilin interviews were conducted via WeChat video calls, the Tampa interviews were carried out face-to-face, with durations ranging from 20 to 60 minutes. Interview content focused on parents' and children's perceptions of music learning, as well as parental expectations and motivational beliefs. Thematic analysis centered on several dimensions of parental involvement: motivational stimulation, emotional support, provision of resources, modeling, and monitoring/encouragement. Although parents in both cultural contexts emphasized children's autonomy as the primary driver of musical engagement, the study found notable differences in how this autonomy was operationalized. Parents in Guilin demonstrated higher levels of direct involvement in their children's music education, particularly in areas such as teacher selection, financial investment, and scheduling commitments. This proactive involvement was often motivated by a desire to ensure structured learning and enhance motivation through tangible support. In contrast, parents in Tampa placed greater emphasis on emotional and cognitive forms of support, such as encouragement, empathetic listening, and facilitating self-directed exploration, reflecting cultural values rooted in individualism and self-expression. The study concludes that while the overarching value of autonomy is shared across both cultural settings, the expressions of that value and associated parental behaviors are shaped by socio-cultural expectations. This comparative research underscores the importance of understanding culturally grounded family values and their implications for children's motivation in music education. By recognizing how parental involvement is mediated by cultural norms, educators and policymakers can better support diverse families in promoting children's musical development.

Research Gap

Although considerable progress has been made in understanding the role of parental involvement in shaping students' learning motivation within the context of Chinese primary school music education, a systematic review of the literature reveals several persistent limitations. First, existing studies tend to emphasize the short-term effects of parental

involvement, while longitudinal research exploring the sustained impact of parental behaviors on children's musical motivation remains scarce. The absence of long-term, developmental investigations limits our understanding of how parental engagement supports or alters students' motivational trajectories over time (Guo & Wang, 2019). Second, there is a lack of empirical research examining the specific forms of parental involvement and their cultural adaptability. While previous studies have demonstrated that parental support can enhance children's sense of autonomy, competence, and relatedness—key components of self-determination theory—environmental factors such as the exam-oriented educational system and traditional pedagogical values in China may moderate or even constrain these positive effects (Liu et al., 2015). Yet, few studies have systematically investigated how regional or socioeconomic variations shape the effectiveness of parental involvement. Third, the quality and nature of parent-child interaction warrant further exploration, particularly concerning how such dynamics mediate the motivational impact of parental support. For instance, excessive parental control or an overemphasis on autonomy may unintentionally undermine a child's intrinsic motivation and engagement in music learning.

In addressing these gaps, the present study contributes to a more nuanced and culturally grounded understanding of how parental involvement influences students' musical motivation in Chinese primary schools over time. Prior research confirms that proactive parental engagement is a critical factor in the success of music education (Chen et al., 2020). Rather than being limited to financial support or practice supervision, parents' roles should be expanded to include emotional encouragement, active monitoring of the learning process, and the facilitation of musical social networks (Li, 2020). Everyday expressions of interest in music and consistent verbal encouragement can create a positive emotional climate that strengthens students' identification with music learning (Li, 2022). Moreover, with the advancement of information technology, parental involvement is becoming increasingly diversified. Digital platforms and music learning applications have introduced more flexible and personalized avenues for home-based music education. Future research should explore how these emerging forms of digital engagement may reshape parental influence on students' musical motivation in both direct and indirect ways.

Conclusion

In recent years, research on the influence of parental involvement on students' learning motivation in Chinese primary school music education has developed a multidimensional theoretical and empirical foundation. The intersection of Self-Determination Theory (SDT) and Epstein's framework of parental involvement provides a comprehensive lens through which to understand how parents foster intrinsic motivation. Specifically, by supporting autonomy (e.g., respecting children's choice of musical instruments), enhancing competence (e.g., offering specific and encouraging feedback), and promoting relatedness (e.g., participating in shared musical activities), parents can significantly bolster students' internal drive to learn music. A growing body of literature highlights that parental involvement enhances students' perceived autonomy, competence, and relatedness, thereby improving their learning motivation through emotional, behavioral, and social support mechanisms (Oliveira et al., 2024). Emotional support addresses students' affective needs, reinforcing self-confidence and motivational resilience. Behavioral support, such as providing practice opportunities and access to musical resources, facilitates skill development. Social support, meanwhile, contributes to the construction of musical peer networks, fostering interpersonal

communication and collaboration in musical contexts. Moving forward, future studies should adopt longitudinal research designs to investigate the sustained impact of parental involvement on music learning motivation over time. Additionally, there is a pressing need to explore the cultural adaptability of involvement strategies across diverse regions and family backgrounds in China. Such efforts will be essential to advancing the scientific and practical integration of parental involvement in music education.

This research makes a significant contribution to the existing body of knowledge by integrating Self-Determination Theory with Epstein's framework of parental involvement within the specific context of Chinese primary school music education. Theoretically, the study extends the application of SDT beyond general education by demonstrating how its core constructs—autonomy, competence, and relatedness—function in arts-based learning environments where emotional and cultural factors play a heightened role. Contextually, the research offers valuable insights into how culturally shaped family dynamics and educational expectations in China influence the modes and effectiveness of parental involvement. By grounding the analysis in empirical evidence drawn from the Chinese music education setting, this study illuminates how localized practices and values reshape universal motivational principles. This not only enhances the cultural relevance of educational theories but also provides practical pathways for educators and policymakers seeking to design inclusive and effective parental engagement strategies in diverse cultural settings.

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