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Factors influencing parental intention on children involvement in music curriculum education

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Abstract: Music education for children is vital to their holistic development. Parents are the decision-makers of their children's involvement in music education. Therefore, research on parental intention is significant for optimizing children's music education and promoting their physical and mental development. In this study, we chose Henan Province in China as the study area to explore the factors influencing parental intention regarding children's involvement in music curriculum education. An extended TPB model was constructed to explain the influence of parental intention (PI) in terms of both parental aspects (Parental attitude: ATT, subjective norms: SN, perceived behavioral control: PBC, and social stratification: SS) and music education institution aspects (Quality: QUA). A sample of 650 parents from 21 music education institutions in seven cities in Henan Province was selected, and data were collected by distributing electronic questionnaires to these parents. The results of the combined data analysis showed that PBC, SN, SS, QUA, and ATT are all influencing factors of PI, with PBC being the most significant factor influencing PI. All hypotheses were supported. Based on the findings of the study, the researcher made recommendations to the relevant authorities and presented a vision for future research with a view to promoting the development of children's music education.

Keywords: *Music curriculum education, Parental intention, Supply and demand, Theory of planned behavior.*

1. Introduction

Music is one of the most universal forms of human expression and communication, present in people's daily lives [1]. Researchers have found that if children are exposed to a music learning environment from an early age, they can maintain their innate musical aptitudes, and also promote their physical and mental development, cognitive skills, sharper ways of thinking, and strong sensibility, as well as develop concentration and the ability to express themselves [2, 3]. Music education can cultivate and infect people in a subtle way. Therefore, music education for children is essential for their holistic development [4, 5].

Against the background of personal growth and the needs of the times, children's music education is receiving more and more attention. The music educational curriculum that children receive in out-of-school music education institutions provides them with opportunities for all-round development [6]. However, it is often not up to the children themselves to decide whether or not they can receive music educational curriculum and what kind of music education they can receive; the decision often rests with their parents [7]. Therefore, parents are the direct decision-makers for their children's music course education. Children's participation in music education relies on the support of their parents, and their intentions are crucial for the all-round development of their children.

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Parents' intention for their children's participation in music education is actually an educational consumption intention and occurs in the music education market Yang and Zhang [8]. Li [9] states that educational consumption is the cost expenditure of residents to consume educational services and their products, and like other consumption activities is an effective demand shown for educational products or services. The role of parents in the music education market is that of consumers. As the demand side in the education market, their consumption intention and behavior should follow the general laws of market and consumer behavior [10]. Parents' intention towards their children's participation in music education not only affects the ecology of the music education market, but more importantly, influences the children's development.

Currently, with the expansion of the music education market, some problems can no longer be ignored. For example, for a long time, China has always regarded subjects such as Chinese, mathematics and English as the core of basic education. However, music education is only included in the secondary indicators of artistic literacy [11]. The motivation of parents to involve their children in music course education has been constantly alienated towards complete utilitarianism and narrow technicalization [12]. Due to the limitations of parents' own social class and resources, the level of music education received by their children is uneven [9, 13, 14]. Some music education institutions, which are on the supply side, are overly concerned about economic benefits, and the supply of courses is complicated, making it difficult for parents to make choices [15].

Although previous studies have provided evidence of factors influencing parental intention, the mechanisms by which these factors act on parental intention vary across countries and across educational domains. In the field of music education, relevant studies are still scarce, and to bridge this gap, this study will explore Factors Influencing Parental Intention on Children Involvement in Music Curriculum Education through a survey of parents in Henan Province, China.

2. Literature Review

2.1. Theory of Planned Behaviour (TPB)

In 1991, Ajzen formally proposed an extended model of the Theory of Reasoned Action: the Theory of Planned Behavior (TPB). TPB introduced the concept of Perceived Behavioral Control into the Theory of Reasoned Action, which suggests that there are three factors that influence people's behavioral intentions: Attitude toward the behavior, Subjective norms and Perceived behavioral control.

Behavioral attitudes are the positive or negative affective dispositions that individuals maintain toward performing certain behaviors. Subjective norms refer to an individual's perception of how influential people in the external environment perceive them to behave. Perceived Behavioral Control refers to the self-perception of whether or not people think they can successfully perform a behavior, and is an individual's perception of what motivates or inhibits the actual behavior. Intention refers to how much an individual wants to perform a particular behavior, that is, the tendency or likelihood that an individual will perform a behavior [16]. Three factors, behavioral attitudes, subjective norms, and perceived behavioral control, interact with each other and ultimately influence behavioral intentions, which are positively correlated with behavioral intentions. For example, the more positive the attitude, the greater the support of significant others, and the greater the perceived behavioral control, the stronger the individual's behavioral intention will be, and vice versa.

Researchers have commonly used TPB theories and models to explain people's behavioral intentions. However, they have found that the predictive power of the individual variables of the TPB model for behavioral intentions varies across contexts and cultures [17-20]. Thus, in music curriculum education, Chinese parents' intentions regarding their children's educational involvement need to be further explored.

The current study examines the factors that influence parents' intentions in their children's participation in music program education. Here, behavioral attitudes are expressed as parents' attitudes towards their children's participation in music learning. Subjective norms are the perceptions of more influential friends, relatives, coworkers, etc. in the neighborhood about parents' investment in their

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children's participation in music learning. And perceived behavioral control is here the parents' judgment of the feasibility of the decision to support their child's music learning. Together, these three factors influence parental intentions. The Theory of Planned Behavior incorporates these factors into the model and provides a strong theoretical foundation for the current study.

2.2. Theory of Social Stratification

Max Weber proposed a pluralistic theory of social stratification. Weber [21] analysis and discussion of social stratification was centered on his book *Economy and Society*, published in 1922 after Weber's passing [21]. He argues that there are three qualitative distributions of power in a political community, with class, status and political party being the various aspects of the distribution of power within the community. He argues that, under certain conditions, these three criteria are closely linked and have the potential to reinforce each other. But it is more important to recognize their individual independence, and that each of them can stand alone as a criterion for social stratification. These three aspects of Weber's theory of multiple stratification are often regarded by later Western sociologists as a triple criterion for social stratification.

Drawing on the pluralistic stratification perspective, researchers after Weber usually do not fixate on a particular criterion, but rather use multiple stratification criteria simultaneously depending on the purpose of the study, commonly used: income, occupation, education, technology, race, gender, religious affiliation, and so on [22].

Weber's theoretical perspective of multiple stratification can provide a strong theoretical foundation for the current study. In the current study, the criteria for stratifying parents were identified as education, occupation, and income. In previous studies, researchers have found that parents' level of education influences their perceptions of their children's education [7, 23, 24]. Parents' income level and economic status play a direct role in the amount of resources they choose and spend on their children's education [25-27]. Whereas, there is variability in the findings of the relationship between parents' occupation and their decision-making intention in family education, which needs to be further determined [28]. Parents from different social classes have different manifestations of their intention to invest in their children's education.

2.3. Theory of Supply and Demand

Marx constructed the value basis of the theory of supply and demand based on a critical inheritance from the classical school [29]. Marx pointed out that supply is the product that is in the market, or the product that can be offered to the market [30]. Demand is defined as the need to realize exchange value with the ability to pay [31]. Different areas of production often seek to maintain equilibrium [32] is a state of supply and demand fitness [33].

Supply and demand theory provides theoretical support for the current study. Although the educational activities of the music programs discussed in this study are different from purely commercial activities, music education services have similarities with general commodities in that there are also supply and demand issues, and supply and demand are interdependent.

First of all, when the supply of music education in schools fails to meet the demand of parents and there is a mismatch between supply and demand of education, the market plays a regulatory role. Furthermore, when choosing music education institutions and courses, parents will still weigh the match and balance between demand and supply, and make consumption decisions by evaluating the quality of music education institutions. Music education institutions should also follow the law of supply and demand, and do a good job of accurate supply, and ultimately reach a relative balance between supply and demand.

Studies have shown that educational institutions, as the supply side, the quality of the music education products and services they provide often influence the intentions of parents on the demand side [34-37]. A study by Yousaf, et al. [38] found that parents have the intention to increase their financial investment for higher teacher qualifications. Di [39] stated that diversity and specialization of

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the curriculum can be seen as important influences on child participation and parental intention in social music education. Dou [37] argued that the previous factor that parents focus on when choosing an educational training institution for their children is teacher quality. These studies provide evidence that the quality of music education institutions is an influential factor in parents' intention to invest in education.

With reference to relevant studies by previous scholars, this study examined the factors influencing parents' intention.

3. The Conceptual Framework and Research Hypotheses

Ajzen [16] argues that other variables can be added to the TPB framework if they contribute to behavioral intentions [16]. Therefore, the TPB model should be extended by adding variables relevant to the domain in different contexts to increase the explanatory power of the TPB. In this study, the TPB model was extended by adding two variables, parents' social stratification and the quality of the music education institution, in order to explore the factors and mechanisms influencing parental intentions in the children's music curriculum education.

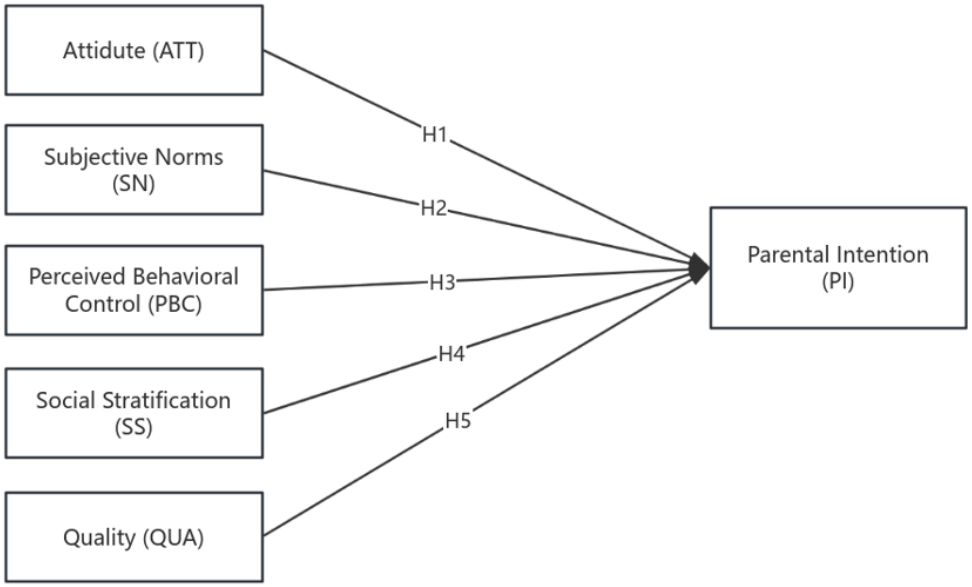

Figure 1.
Conceptual Framework.

3.1. Attidute (ATT)

Evidence on the effect of attitudes on intentions has been found in many prior studies. Most researchers believe that parental attitudes toward their children's education can be a good predictor of their educational intentions [2, 6, 40, 41] and, many studies have concluded that attitudes are the strongest driver of intentions [33, 42, 43]. However, some researchers have also suggested the opposite conclusion [44]. Thus, we have evidence that parental attitudes towards their children's educational curriculum influence their intentions on children involvement in music curriculum education. Therefore, H1 was proposed to validate the relationship between the two:

H_1: There is a relationship between parental attitude and parental intention on children involvement in music curriculum education in Henan, China.

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3.2. Subjective Norm (SN)

There have been a large number of studies on behavioral intention validating the TPB model and proving that subjective norm is one of the important influences on behavioral intention. The perceptions of influential people in the external environment about making behaviors by themselves affect people's behavioral intention, and when the positivity of subjective norms increases, their behavioral intention will likewise follow [6, 33, 43, 45-47]. Based on the above evidence, hypothesis H2 was proposed.

H_2: There is a relationship between parental subjective norm and parental intention on children involvement in music curriculum education in Henan, China.

3.3. Perceived Behavioral Control (PBC)

Prior studies have generally concluded that perceived behavioral control is one of the important predictors of behavioral intention [14, 38, 40, 42, 47]. People's perceptions of whether their behaviors can be successfully implemented and their judgments of the ease of implementation affect their behavioral intention, and based on the above findings, hypothesis H3 is proposed.

H_3: There is a relationship between parental perceived behavioral control and parental intention on children involvement in music curriculum education in Henan, China.

3.4. Social Stratification (SS)

A large number of previous studies have demonstrated the association between parents' social stratification characteristics and their educational intentions on their children involvement in education, and social stratification has been shown to be an important influence on intentions [6, 48]. In music curriculum education, the association between parental social stratification and behavioral intention is observed in the following three dimensions: parents' level of education, occupation, and monthly household income. Based on these findings, H4 was proposed:

H_4: There is a relationship between parental social stratification and parental intention on children involvement in music curriculum education in Henan, China.

3.5. Quality (QUA)

In previous studies on consumption intentions, the product quality [48, 49] and service quality [10, 50] provided by supply-side have been recognized as important influences on people's consumption intentions. Since the product quality and service quality provided by music education institution overlap in some parts, we used both as institutional quality to test its relationship with parental intention, which leads to the hypothesis H5:

H_5: There is a relationship between quality and parental intention on children involvement in music curriculum education in Henan, China.

4. Research Methodology

This study used a quantitative research methodology with a cross-sectional, analytical survey method to collect primary data through a structured questionnaire. The current study was conducted in Henan Province, China, and the goal of the study was to examine what factors influence parents' intentions about their children's participation in music curriculum education. Therefore, the target population of the current study is parents whose children have participated in music curriculum at a music education institution, and parents whose children have tried out or intend to try out music curriculum.

Due to the vastness of the area of Henan Province, multi-stage sampling was used first. We randomly selected 7 cities from 18 cities in Henan Province (first stage). Based on the number of music education institutions in each city, a total of 21 music education training institutions were proportionally sampled. (second stage). A total of 21 music education training institutions participated in the study. Next the researcher numbered the target parents of these 21 institutions to form a

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sampling frame. Finally, the researcher randomly selected a starting point in this sampling frame to complete the sample (Third stage).

On top of previous researchers, the current study went through five steps in conducting the instrument development. 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 the demographic factor data. The second part, based on the scales of Ajzen [51] and Huang [52] and others, formed an interval scale consisting of the components of attitude (ATT), subjective norms (SN), perceived behavioral control (PBC), quality (QUA) and parental intention (PI). A 5-point Likert scale [53] was used, with values of "1" indicating strong disagreement, '3' indicating fair, and "5" indicating strong agreement. The Social Stratification (SS) scale examines the social stratification characteristics of parents by examining their occupation, education, and monthly family income, and each item is quantified by assigning a value. Initially, 34 items were developed. After the reliability test of the pre-survey, two items were deleted, resulting in a formal questionnaire with 32 items.

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 523 questionnaires were finalized as valid, with a validity rate of 80.5%, reaching the level of questionnaire recovery proposed by Taherdoost [54].

In the data processing and analysis phase, 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.

5. Findings

5.1. Demographic Information

Among the respondents, women, the age group of 31-40 years old, families with one or two children, universities with bachelor's degrees, professional technicians or managers, and families with monthly incomes of 10001-20,000 yuan accounted for a relatively high proportion of the respondents, reflecting the commonalities and differentiation of parents who involve their children in music curriculum education in Henan Province.

Table 1.
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 below	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 administrators	34	6.50

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	Government servants	79	15.11
	Private entrepreneurs	75	14.34
	Professional and technical personnel or management personnel	122	23.33
	Individual businessmen	103	19.69
	Industrial workers	57	10.90
	Agricultural, forestry, animal husbandry and fishery workers o r freelancers	44	8.41
	Urban and rural unemployed 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

5.2. Descriptive Statistics

Table 2 provides a descriptive statistical analysis of the participants in the current study across the different dimensions. The respondents were 523 and covered six different dimensions: attitudes, subjective norms, perceived control, social stratification, quality, and parental intention. The mean values of the variables tested were 3.879-4.318. standard deviations were 0.838-1.185.

Table 2.
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
SS	523	1.67	6.67	4.318	1.185
QUA	523	1.33	5	3.941	0.939
PI	523	1.4	5	3.977	0.884

5.3. Reliability and Validity Analysis

The validity analysis of the scale was tested using KMO and Bartlett's ball test. The results are shown in Table 3.

Table 3.
KMO and Bartlett's test results.

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.932
Bartlett's Test of Sphericity	Approx. Chi-Square	9451.386
	df	496
	Sig.	0.000

Table 3 shows that the KMO value of 0.932 is greater than 0.7 [55]. The Bartlett's test approximate chi-square value of 9451.386 passes the Bartlett's test of sphericity (p is close to 0 and less than the significance level of 0.05) [56] which indicates that the sample data is suitable for factor analysis that has high structural validity.

Cronbach's Alpha reliability test was conducted on the questionnaire. The statistical results are shown in Table 4:

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Table 4.
Reliability Analysis.

Variables	No. of items	Cronbach's α
ATT	6	0.876
SN	6	0.860
PBC	6	0.908
SS	3	0.822
QUA	6	0.892
PI	5	0.845
Total	32	0.937

If the Cronbach's alpha coefficient is higher than 0.8, it indicates high reliability; if the coefficient is between 0.7 and 0.8, it indicates good reliability; if the coefficient is between 0.6 and 0.7, it indicates acceptable reliability; if this value is less than 0.6, it indicates poor reliability [57, 58].

According to the data in Table 4, the reliability coefficients of all dimensions of the questionnaire are greater than 0.7, and the overall reliability is 0.937. it indicates that the data reliability is of high quality and can be used for further analysis.

Table 5.
Convergent validity test table.

Name	Factor loading	AVE	CR
ATT1	0.714	0.542	0.876
ATT2	0.763		
ATT3	0.735		
ATT4	0.728		
ATT5	0.753		
ATT6	0.721		
SNs1	0.713	0.511	0.862
SNs2	0.657		
SNs3	0.645		
SNs4	0.734		
SNs5	0.719		
SNs6	0.809		
PBC1	0.801	0.622	0.908
PBC2	0.778		
PBC3	0.817		
PBC4	0.778		
PBC5	0.756		
PBC6	0.800		
SS1	0.865	0.645	0.845
SS2	0.781		
SS3	0.760		
QUA1	0.799	0.581	0.892
QUA2	0.770		
QUA3	0.732		
QUA4	0.791		
QUA5	0.736		
QUA6	0.741		
PI1	0.679	0.524	0.846
PI2	0.755		
PI3	0.765		
PI4	0.738		
PI5	0.681		

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Table 5 shows the results of the Convergent validity test. The absolute values of the factor loading coefficients are all greater than 0.6, and the AVE values corresponding to all seven factors are all greater than 0.5, and the CR values are all higher than 0.7, which implies that the data of the present analysis have good convergent validity and the scale has good internal consistency [59].

Next, we conducted a test of discriminant validity, and the results are shown in Table 6. The square root of the AVE for each factor is greater than the value of the correlation coefficient between that factor and the other factors, indicating that the scale has good discriminant validity [60].

Table 6.
Discriminant validity test table.

Constructs	SS	ATT	SN	PBC	QUA	PI
SS	**0.803**					
ATT	0.361	**0.736**				
SN	0.443	0.163	**0.715**			
PBC	0.520	0.448	0.449	**0.788**		
QUA	0.483	0.337	0.441	0.403	**0.762**	
PI	0.539	0.413	0.492	0.587	0.496	**0.724**

Note: Diagonal numbers are AVE square root values.

5.4. Structural Models and Hypothesis Testing

In this study, structural equation modeling (SEM) using AMOS 27 was developed and analyzed (Figure 2) to examine the causal relationships between model constructs and to use them to describe the influences that predict parental intention in their children's participation in music curriculum education.

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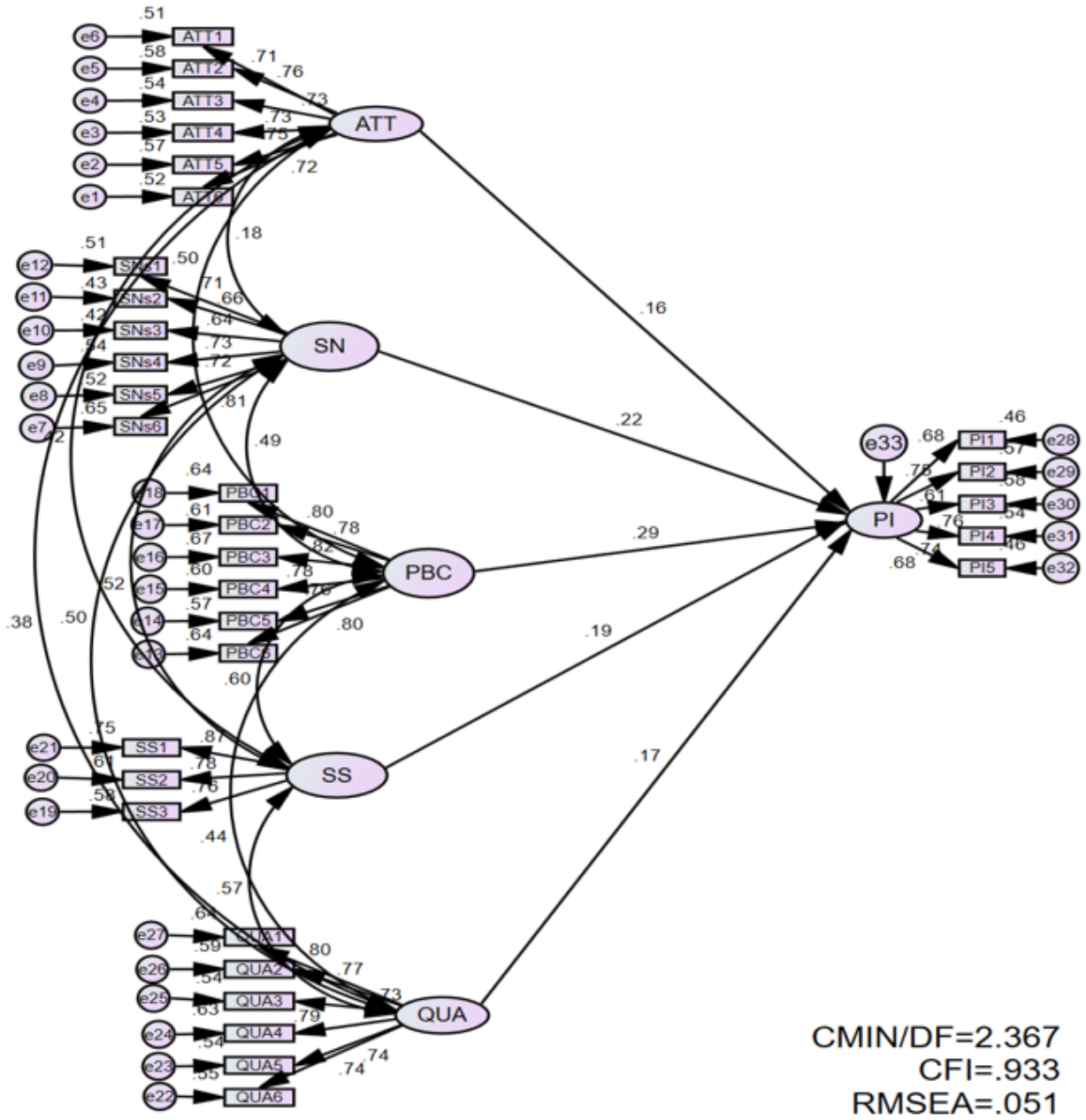

Figure 2.
Structural model.

Regarding the indicators to measure the quality of the model, Wu [61] suggested that the ideal value of the ratio of chi-square value to degrees of freedom (CMIN/DF) should be less than 2, and the acceptable value should be less than 5. The Root-mean-square error of approximation (RMSEA) in the absolute fitness index should be less than 0.08 as an acceptable value, and the NFI, RFI, IFI, TLI, and CFI in the value-added fitness index should all be greater than 0.9, with 0.8-0.9 being acceptable.

The fitting analysis of the current model is shown in Table 7, and the results show that all kinds of indicators meet the standard. It shows that the structural equation model of parental intention in

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children's music curriculum education in Henan Province has a good fit with the sample data, through which the model can effectively explain the influence path of parental intention.

Table 7.
Structural equation model fitting test.

Goodness-of-fit metrics	Judgement Criteria	Model results	Whether the criteria are met
CMIN/ DF	<3	2.367	Yes
RMSEA	<0.10	0.051	Yes
CFI	>0.90	0.933	Yes
NFI	>0.80	0.890	Yes
GFI	>0.80	0.887	Yes
IFI	>0.90	0.933	Yes
TLI	>0.90	0.926	Yes

The results of the hypothesized path test in Table 8 give an indication of the relationship between the variables in the current study, including whether there is a correlation, the direction of the correlation (positive or negative), and the strength of the correlation. Table 9 shows Multiple regression of social stratification indicators to parental intention, which tests the extent to which each of the three dimensions of social stratification affects parental intention. The results of the hypothesis testing are presented in the following two tables.

Table 8.
Hypothesis path test.

Paths	Estimate	S.E.	C.R.	P	Result
H1:PI<---ATT	0.157	0.042	3.290	0.001	Supported
H2:PI<---SN	0.220	0.042	4.285	***	Supported
H3:PI<---PBC	0.292	0.042	5.214	***	Supported
H4:PI<---SS	0.190	0.050	3.285	0.001	Supported
H5:PI<---QUA	0.165	0.045	3.273	***	Supported

Table 9.
Multiple regression of social stratification indicators to parental intention.

	Nonnormalized coefficient		Standardization coefficient	t	p	Collinearity diagnosis
	B	Standard error	Beta			VIF
Constant	2.208	0.128	-	17.223	0.000**	-
Educational level	0.219	0.040	0.301	5.514	0.000**	2.200
Occupation	0.100	0.027	0.196	3.765	0.000**	1.997
Monthly household income	0.095	0.041	0.119	2.331	0.020*	1.929
R 2	0.297					
AdjustR 2	0.293					
F	F (3,519)=73.212,p=0.000					

Note: Dependent variable = parental intention
* p<0.05 ** p<0.01.

We found that all variables examined had a significant positive effect on parental intention. The results of the data from the path and regression analyses support H1, H2, H3, H4, and H5. The path coefficients for Parental Attitude, Subjective Norms, Perceived Control, Social Stratification, and Quality were all statistically significant (p-values less than 0.05). This indicates that these factors significantly influence parents' formation of their intention to participate in music program education for their children. Among these variables, perceived control has the greatest influence on parental intention with a path coefficient of Estimate=0.292.

Regression analysis further validated the effect of the three dimensions of social stratification on parental intention. The results of the regression analysis showed that the regression coefficient value of

education level was 0.219 (t=5.514, p=0.000<0.01), the regression coefficient value of occupation was 0.100 (t=3.765, p=0.000<0.01), and the regression coefficient value of monthly family income was 0.095 (t=2.331, p=0.020<0.05). Therefore, level of education, occupation, and monthly household income have significant positive relationships on parental intention.

6. Discussion

The data analysis in this study revealed how various factors influence the question of parents' intentions regarding their children's participation in music education curriculum. The results of the study indicated that there was a statistically significant association between ATT, SN, PBC, SS, and QUA with parental PI.

The path coefficients between ATT, SN, PBC, QUA and PI are 0.157, 0.220, 0.292, 0.190, 0.165, respectively.It can be seen that for the explanatory power of PI, the order of the five variables is in the following order: PBC> SN> SS> QUA> ATT.

This finding indicates that perceived behavioral control is the strongest predictor of parental intention. Perceived behavioral control involves parents' sense of control and efficacy over their role in the educational process. This sense of control encompasses not only parents' ability to choose appropriate educational programs, but also their ability to monitor and guide their children's progress and outcomes. In this study, the positive relationship between perceived control and parental intention was validated by empirical data, a finding that reveals the autonomy and agency of parents in educational decision-making. A higher level of parents' perceived control means that they are more confident and capable of guiding their children to music education and forming behavioral intentions.

Parents' subjective norms and attitudes are also important in shaping their intentions. Parents' subjective norms often include the perceptions and expectations of those they consider important about their children's participation in music program education. These expectations can have an impact on parents' intentions because parents may seek ways to behave that conform to or avoid violating these expectations. When parents have positive attitudes toward music education, they are more likely to recognize the potential benefits of music education for their child's overall development, such as increased creativity, aesthetic ability, self-confidence, and social skills. This recognition motivates parents to establish intentions to support their child's music learning.

In a previous study, Mao [62] found that ATT, SN, and PBC positively and significantly influenced behavioral intention with the following order of influence: PBC > ATT > SN. In a study by Rodrigues, et al. [42] it was concluded that attitudes, subjective norms, and PBC positively and positively influenced behavioral intention. Of these, ATT had the strongest predictive power, followed by SN and PBC. Mohamed and Muin [63] concluded that attitudes, subjective norms, and perceived behavioral control had a significant effect on respondents' intention to enroll in educational programs offered by UiTM. The most important factor was PBC followed by ATT and SN. Liu and Nie [64] stated that Parents' intention to let their children continue learning is directly affected byATT and PBC. The influence of SN on PI is not significant.

The findings of the current study not only corroborate the results of previous research, but also demonstrate the predictive power of parental perceived behavioral control, subjective norms, and attitudes on parental intentions in the field of children's music curriculum education. The applicability of the Theory of Planned Behavior to the current research area is verified.

The path coefficient between social stratification and parental intention is 0.190. The value of regression coefficient of social stratification is 0.134 (t=4.477, p=0.000<0.01), which implies that social stratification will have a significant and positive relationship on parental intention. The R-square value of 0.297 means that education level, occupation, and monthly family income explain 29.7% of the variation in parental intention.

This finding echoes similar findings by previous researchers [14, 52] and also validates the applicability of social stratification theory to the study of parental intention in this area of children's participation in music program education. This suggests that parents in higher social status are more

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inclined to invest in their children's music education. The existence of this positive relationship may be driven by multiple mechanisms. Firstly, parents with higher social status usually have more resources and information, which enables them to evaluate and select music education services more effectively. They may be more familiar with the education market and have higher expectations and demands on the quality and effectiveness of music education. In addition, these parents may be more able to afford the cost of high-quality education services, thus providing better learning opportunities for their children. Secondly, parents with higher social status may attach greater importance to the return on investment in education, and they may be more actively involved in their children's education planning to ensure that the investment will bring maximum benefits. This involvement may be reflected not only in the choice of curriculum, but also in the monitoring and support of their children's learning process.

The path coefficient of the quality of the music education institution and parental intention is 0.165. The quality of the music education institution, although not the strongest predictor of parental intention, significantly influences parents' educational intention towards their children. Parents' high expectations and positive evaluations of the quality of the music education institution significantly contributed to the establishment of more positive educational intentions. The findings corroborate previous research. Xue [65] found that the most influential evaluation indicator on parents' intention to pay for knowledge repurchase of quality education programmes is perceived content quality; followed by service factors and subjective norms. Wang [66] study noted that the attitudes, subjective norms, perceived behavioural control and perceived quality significantly and positively predicted parental childcare intentions. Yang [67] study of parental intention in their children's programming education and training found that parents with a high level of concern about the quality of the course content were more likely to want their children to participate in programming education and training than parents with a low level of concern.

7. Contribution and Recommendations

The contribution of this study is mainly in three aspects. First the current study extends the practical applicability of TPB by combining the social stratification theory, Theory of Supply and Demand. Two variables, SS and QUA, are introduced into the model. 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 intention in children's music curriculum education in line with the Chinese context. This should be the first scale for this research area. Moreover, the findings of this study have important implications for better guiding the music education decision-making behavior of Chinese parents, especially in Henan Province, so as to improve children's music education. It is our hope that children will receive a more appropriate, high-quality, and equitable music education, which will lead to the realization of children's holistic development.

Based on the findings of the study, two recommendations are made for parents:

Firstly, establish a rational concept of education consumption: as the decision-makers of their children's music learning, parents should actively learn about music education so as to distinguish the quality of music education institutions. At the same time, parents should also communicate with professionals and experienced people in the neighborhood, follow their advice, avoid parenting anxiety and herd mentality, and make the right choices according to their own and their family's situation.

Secondly, involvement in children's music learning: Parents should be actively involved in their children's music learning process, such as performances, competitions, concerts, and so on. This will enhance their own and their children's positive attitude towards music learning and build confidence. Parents should be aware of their children's learning situation and understand the curriculum and teaching methods of music education institutions. Communicate with music education institutions in a timely manner, so as to realize the exchange of information between the supply side and the demand side. It is convenient for music education institutions to adjust their teaching methods and business strategies in a timely manner, which will help improve children's music learning.

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8. Limitations and Suggestions for Future Research

In terms of children's involvement in music curriculum education, there are some limitations in this study's inquiry into the factors influencing parents' intention. Due to the limitations of the research level, funding and environment, only a single quantitative research method was used in the selection of the research method. Although quantitative research has the advantage of objectivity and reliability, with the continuous development of educational science and in the face of complex educational research problems, this single method gradually exposes its inadequacy and makes it difficult to obtain accurate and objective research conclusions [68]. Moreover, quantitative research has certain limitations when it comes to grasping the influence of background factors such as culture, history and environment on the research topic.

The second limitation is that this study used a cross-sectional study and did not conduct a longitudinal study to track the sample. In fact, the process of forming parents' educational intentions for their children's music curriculum is complex and can change as parents' perceptions of music education deepen and as their children grow.

Therefore, in the subsequent research on parental intention, we plan to adopt a mixed research method, utilizing more advanced and diversified research tools. We will also focus on exploring the dynamic development of parental decision-making from a longitudinal perspective, and analyze in depth the influence and effects of variables over time, in order to obtain more valuable research results.

Transparency:

The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

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