

Factors in Parents' Decision to Choose Music Lessons for Young Children Aged 0-5 Years

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Abstract

The objective of this research was to study factors in parents' decision to choose music lessons for young children aged 0-5 years in Bangkok. This research used a mixed-method approach, using qualitative interviews with two teachers experienced in early childhood music education and quantitative data from questionnaires completed by 19 parents whose children had attended music courses.

The results showed that parents in Bangkok highly prioritize the developmental benefits of music education, with intellectual and emotional growth receiving the highest ratings (4.79 each), followed closely by creativity (4.74) and concentration improvement (4.74). Practical considerations, including the convenience of the music school location (4.74) and flexible scheduling (4.68), also significantly influence decision-making. Additionally, parents value music education for fostering a lifelong love for music (4.32) and developing motor skills (4.47). Social and cultural factors have a more moderate influence. Peer behaviors (3.50), media exposure (3.11), and cultural or religious traditions involving music (2.89) are less critical. Secondary considerations include affordability (3.68) and specific skill acquisition (3.79), with parents prioritizing holistic development over these aspects. Interviews with parents and teachers revealed additional challenges. The interviews with music teachers revealed that the key factors influencing parents to continue their child's music learning from age 0-5 years are their understanding of the developmental benefits of music for early childhood and their personal musical preferences. Parents who are educated about the positive impact of music on young children's development and have a strong personal connection to music are more likely to support and encourage their child's continued engagement with music.

Keywords: Factors, Parents' Decision; Music Lessons; Young Children; 0-5 years

Introduction

The benefits of music education on young children's social skills, emotional health, and cognitive development have long been acknowledged. Parents worldwide are becoming increasingly interested in starting their kids' music education at a young age. This tendency is especially noticeable in Bangkok, where a wide range of music schools and programs meets young children's requirements.

When parents select music classes for their young children, they consider several variables. These can include things like the perceived advantages of learning music, the music school's standing, the teachers' credentials, and practical factors like price and location. Policymakers and music educators must thoroughly understand these elements to create programs that meet the needs and expectations of families and provide an inclusive and productive environment for music education.

Bangkok's socioeconomic and cultural diversity contribute to the difficulty of this decision-making process. Economic capabilities, educational goals, and cultural beliefs can all impact parents' decisions. Even though these characteristics seem essential, little research directly addresses how parents make decisions about music instruction for their 0–5-year-old children in this setting.

The study aims to explore several important issues surrounding the variables parents in Bangkok consider while selecting music classes for their young children, ages 0 to 5. It specifically attempts to investigate the main driving forces underlying parents' decisions and their opinions regarding the advantages of early music instruction. It looks at how socioeconomic position influences these choices and finds any notable distinctions based on financial backgrounds. The study looks into how cultural practices and ideas affect these choices as well, taking into account both traditional and modern values. It also looks at logistical obstacles like location, cost, and the availability of trained teachers that impede access to music instruction. Finally, the study seeks to determine how parental decisions are influenced by music schools' reputation and perceived quality.

Research Objectives

To study the factors in parents' decision to choose music lessons for young children aged 0-5 years in Bangkok

Research Methodology

This is mixed method research. The qualitative research collect data by interview and the quantitative research collect data by questionnaire.

The sample was 19 parents who had experienced in music for early childhood class which using purposive sampling method for selecting the sample group.

Data Collection Tools

Interview guideline

The interview topic was the factor that make parents' continue their music learning class for children age 0-5 years.

Questionnaire

- 1) General information
- 2) factors in parents' decision to choose music lessons for young children aged 0-5 years in Bangkok

Data Analysis

The result from interviews were analyze by content analysis and result from questionnaires were analyzed by using average score of the rating scale (1 -5 scale).

Conceptual Framework

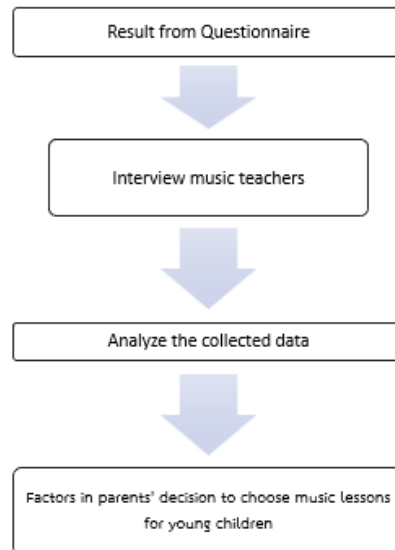


Figure 1 Conceptual Framework

Research Findings

The survey analyzed the factors influencing parents' decisions to enroll young children in music classes, organized into five key categories. Parents overwhelmingly value the developmental benefits of music education, emphasizing its role in fostering intellectual and emotional growth (scoring 4.79), improving motor skills (4.47), and enhancing creativity (4.74). Practical considerations such as convenient school locations (4.74) and flexible schedules (4.68) also strongly influence decisions. Teacher reputation (4.47) and diverse course offerings (4.33) are other significant factors. Social and cultural influences, such as peer behaviors and societal norms, hold moderate sway (scoring between 3.06 and 3.50), while media and cultural traditions exert minimal impact (2.89–3.11). Interestingly, while affordability (3.68) and children's own interest (3.53) are moderately important, the parents' own musical backgrounds show limited influence (3.16). Parents have high expectations for music education to instill a lifelong love for music (4.32) and support personal growth areas such as concentration (4.74) and self-expression (4.00). However, specific goals like skill acquisition (3.79) and discipline (3.74) carry less weight, and its association with future success ranks lower (3.42). Overall, the findings reveal that Bangkok parents prioritize music education for its developmental benefits and practical feasibility, aligning their expectations with nurturing holistic growth in their children.

Based on the interviews with music teachers, the factors that make parents continue their child's music learning from age 0-5 years are primarily linked to their awareness of the benefits of music for early childhood and their personal musical preferences. Music teachers highlighted that when parents are educated about how music can positively impact young children's development—such as enhancing cognitive skills, emotional intelligence, and social abilities—they are more likely to see music education as an essential part of their

child's growth. This knowledge encourages parents to actively support their child's musical exploration, ensuring they have access to musical instruments, classes, or lessons. Additionally, parents' personal connection to music—whether as listeners, performers, or enthusiasts—plays a crucial role. When parents have a strong preference for music, they are more likely to create a musical environment at home, involving their child in regular music-making activities, attending concerts, and introducing various genres and instruments. This active involvement not only fosters a positive association with music for the child but also serves as a role model, making music a natural and enjoyable part of their daily lives, thus promoting continued engagement and a lasting passion for music.

Discussion

The survey results highlight the multifaceted factors influencing parents' decisions to enroll their young children in music classes in Bangkok. Developmental benefits of music education emerged as the most significant consideration, with parents strongly valuing its role in fostering intellectual and emotional growth (4.79), enhancing creativity (4.74), and improving motor skills (4.47). Practical concerns such as convenient school locations (4.74) and flexible schedules (4.68) also rank highly, demonstrating the importance of accessibility and adaptability in parents' decision-making processes. Teacher reputation (4.47) and the availability of diverse course offerings (4.33) further underscore the weight of program quality. Social and cultural influences, including peer behaviors and societal norms, have moderate impact (3.06–3.50), while media and traditional cultural values play a minimal role (2.89–3.11).

Interestingly, while factors such as affordability (3.68) and children's expressed interest (3.53) carry moderate importance, parents' personal musical backgrounds show limited influence (3.16). Parents generally place high expectations on music education to instill a lifelong appreciation for music (4.32) and foster personal growth areas like concentration (4.74) and self-expression (4.00). However, goals such as skill acquisition (3.79), discipline (3.74), and future success (3.42) are less emphasized. These findings suggest that Bangkok parents prioritize the holistic developmental benefits of music education, seeking programs that align with their aspirations for fostering well-rounded growth in their young children while also meeting practical needs.

The interviews with music teachers provide valuable insights into the factors that influence parents' decisions to continue their child's music learning from age 0-5 years. The discussion of these results reveals key themes that highlight the interplay between parental understanding, personal preferences, and the environment in which children are raised.

The interviews clearly demonstrate that when parents have a strong understanding of the developmental benefits of music for young children—such as cognitive, emotional, and social development—they are more likely to support their child's continued engagement with music. Parents who recognize how music can enhance memory, attention, and emotional regulation are more motivated to provide opportunities for their children to participate in music activities. This awareness is crucial because it helps parents see beyond music as just a recreational activity and understand its role as a foundational element in a child's overall development. Music educators should focus on educating parents about these benefits, emphasizing how music can support early learning and brain development, which can in turn motivate them to invest in music education (Izzul & Zakaria, 2022).

The findings also highlight the significant role of parents' personal musical preferences in shaping their child's musical journey. When parents have a passion for music, they are more likely to expose their children to a variety of musical experiences—listening to different genres, attending concerts, and participating in music-making activities. This personal involvement serves as a powerful model for children, showing them that music is a normal, enjoyable, and important part of life. The connection between personal musical preference and children's music learning underscores the need for music educators to engage with families not only as students but as a community of music enthusiasts (Gerry et al., 2012). Music programs that encourage parents to participate actively and share their own musical interests can create a supportive and enriched environment for young learners. The role of a supportive environment—both at home and in music education settings—emerges as crucial in maintaining continued engagement with music for young children. The interviews indicate that parents who are informed and engaged are more likely to establish routines that include music practice, listening sessions, and shared musical activities (Sanchai, 2017). Music educators can enhance these efforts by providing resources and activities that are easy to incorporate into daily routines, such as music play kits, digital music apps, and home-based learning activities. Additionally, creating a welcoming and accessible music learning environment that supports the specific needs and preferences of families can make music education more appealing and less intimidating, encouraging more families to sustain their commitment to music learning (Corrigall, & Schellenberg, 2015).

Music teachers themselves play a pivotal role in influencing parents' decisions to continue their child's music education. The interviews suggest that effective communication between teachers and parents is essential, particularly when discussing the impact of music education on early childhood development. Music teachers can provide personalized feedback, share success stories, and offer practical tips for integrating music into daily routines. By building strong relationships with parents and addressing their concerns and questions, music educators can foster a sense of partnership that encourages continued investment in music education (Kindermusik, 2024).

In conclusion, the discussion of these interview results highlights the complex yet interrelated factors that drive continued music learning for young children. Music educators must not only focus on the quality of their instruction but also on creating a supportive and informed environment for families. By recognizing the importance of parents' knowledge and personal engagement with music, music educators can better align their programs with the needs and aspirations of the families they serve, thereby promoting sustained interest and participation in music education from a young age.

Recommendation

1. Practical Recommendations

Based on the survey and interviews conducted, several key recommendations can be made for supporting parents in their decisions to enroll young children in music classes. The results indicate that parents prioritize music education for its developmental benefits, such as fostering intellectual and emotional growth, improving motor skills, and enhancing creativity. To further support parents, it is recommended that music educators provide comprehensive information about these benefits, helping parents to see music education as a critical component of their child's overall development. Additionally, practical considerations such as convenient

locations and flexible schedules should be emphasized to ensure accessibility. Music programs should also focus on building strong relationships with parents, particularly by highlighting the teacher's reputation and offering a variety of courses to meet diverse learning needs. Understanding and addressing the social and cultural influences that moderate parents' decisions can help music educators better align their programs with the families' expectations. Finally, fostering an environment where parents' own musical preferences and engagement can be shared with their children can enhance the music learning experience, making it a more integrated and enjoyable part of daily life.

2. Recommendation for future research

For further research, it is recommended to conduct longitudinal studies to track the long-term impact of music education on children's development, examining how early music learning influences cognitive, emotional, and social growth over time. Additionally, in-depth exploration of social and cultural influences, such as peer behavior, media representation, and cultural traditions, is needed to understand their specific roles in shaping parents' attitudes towards music education. Research should also investigate parents' motivations for setting specific musical goals for their children, and how these goals can be better aligned with their learning needs. Exploring the influence of parents' own musical backgrounds on their decision to support their child's music learning will provide insights into how different types of musical involvement affect children's engagement and success. Comparative studies focusing on cultural differences in music learning preferences could help tailor music programs to be more culturally relevant and accessible. Finally, examining the role of technology, including digital platforms and online resources, in supporting music education from a young age can provide new strategies to engage families and enhance learning experiences.

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