



AUTHORITATIVE PARENTING STYLE AND LIFELONG MUSIC LEARNING INTENTION: THE MEDIATING ROLE OF PERCEIVED DETERMINANTS

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Abstract

The study explores the determinants of lifelong music learning intention among university students, focusing on the mediating roles of attitude toward music learning, perceived social support, and perceived music learning feasibility in the relationship between authoritative parenting style and lifelong music learning intention. This study used structural equation modelling to analyze 617 university students. The structural equation modelling results indicated that authoritative parenting style, attitudes toward music learning, perceived social support, and perceived music learning feasibility are key factors influencing students' intentions, collectively explaining 72.0% of the variance in lifelong music learning intentions. An intriguing finding is that the mediation analysis highlights the competitive mediating roles of attitude toward music learning, perceived social support, and perceived music learning feasibility between authoritative parenting style and lifelong music learning intention. This recommends that educators and parents adopt holistic approaches to education that are consistent with authoritative and targeted interventions that enhance students' lifelong learning intentions and contribute to sustainable education.

Keywords: Lifelong learning intention, parenting style, perceived factors, music education sustainability

Introduction

The goal of music education is to cultivate students' willingness to continue learning music and maintain continuous participation beyond formal schooling. Music educators and leaders have always believed that lifelong learning is the core of music education practice (Bowles et al., 2014). Lifelong music learning is defined as the activities undertaken by individuals throughout their lives to enhance their knowledge, skills, and competencies in the field of music, encompassing formal, informal, and non-formal learning contexts (Laal & Salamati, 2012). Engagement in music learning is widely acknowledged for its psychological benefits across all age groups, such as fostering cognitive development and motor skills in children (Slováková et al., 2024), enhancing self-esteem and self-awareness in adolescents (Soares-Quadros et al.,

2023), and supporting cognitive functioning and overall well-being in older adults (Creech et al., 2023). With the development of society and the expansion of technology, the learning resources available to people are no longer limited to schools. Students can pursue their music learning at any time and in any place. Therefore, whether to participate in lifelong music learning depends on the learner's willingness. However, research has found that many people abandon music learning in adulthood (Lamont, 2011; Mantie & Dorfman, 2014). According to Lamont (2011), dropout rates in music learning are highest during the university stage. This period is critical for the formation of learning habits, and given the direct relationship between learning habits and lifelong learning tendencies, discontinuing music learning at this stage may hinder lifelong music participation (Orhan-Karsak & Yurtçu, 2021). Consequently, understanding the determinants influencing university students' aspirations to participate in lifelong music learning is crucial for fostering lifelong music learning. Research into behavioural intention frequently references into behavioural intention to frequently reference the Theory of Planned Behavior (TPB) (Ajzen, 1991), which proposes that students' intention toward lifelong music learning is shaped by perceived factors, including attitudes toward music learning, perceived social support, and perceived music learning feasibility. This model has been widely recognized as a foundational framework for examining human learning behaviors (Dijks et al., 2024). Moreover, much research underscores the pivotal influence of parenting styles on the development of children's behaviors, attitudes, and beliefs. Hayek et al. (2022) asserted that parenting styles exert both direct and indirect effects on children's intentions for academic achievement. Additionally, students' positive attitudes toward behaviours and their perceived control over those behaviours are directly linked to parenting styles (Shengyao et al., 2024). The most common parenting style is authoritative (Ishak et al., 2012), which is linked to a number of positive effects, such as encouraging healthy behavior (Retnowati & Sukmawaty, 2024). Students who achieve high academic success often come from families where authoritative parenting is prevalent (Appiah, 2022). Despite this, it is unclear how parenting methods impact lifelong music learning objectives. The impact of the family environment has long been considered essential in research on musical life histories, with parental support being key to young people continuing to play musical instruments (Ruth & Mullensiefen, 2021). Furthermore, while parental involvement may not always affect adolescents' musical achievements, only high levels of support positively influence music learning. Kong (2021) emphasized that strict parental control and support foster music learning. Despite the evidence showing the importance of the family environment for continued music participation, past research has neglected the diversity of family education styles, especially the impact of specific parenting styles on the intention to continue music learning. Furthermore, previous studies have not integrated Parenting Style Theory with the TPB to explore their combined impact on lifelong music learning intentions. This gap presents a valuable opportunity for further research.

Research Aim

This research aimed to explore the mediating effect of cognitive factors (attitudes toward music learning, perceived social support, and perceived music learning feasibility) between authoritative and lifelong music learning intentions. The research suggests a structural model that incorporates these elements to clarify the connections between variables in order to achieve this purpose. This research is significant as it uniquely integrates parenting style theory with the TPB to explore university students' intentions about lifelong music learning. Furthermore, it delves into the relationship between authoritative parenting and lifelong music learning intentions by examining perceived factors as mediating variables.

Research Model and Hypotheses

Theory of Planned Behaviour

The TPB is a key model for predicting specific actions and has been widely applied in educational research as an effective framework for analysing diverse behaviours, including monitoring student performance (Wang et al., 2020), teachers' adoption of new instructional methods (Opoku et al., 2021), and choosing instructional objectives (Voet & De Wever, 2020). Numerous meta-analyses have confirmed the model's predictive effectiveness (Hagger et al., 2022). Scholars have also used the TPB as a theoretical framework for understanding sustainable learning or educational behaviours like lifelong learning (Van Nieuwenhove & De Wever, 2024). Consequently, the core elements of the TPB (Ajzen, 1991)—attitudes toward music learning, perceived social support, and perceived music learning feasibility—are essential components in understanding lifelong music learning intentions.

The attitude toward music learning, which refers to the “degree to which a person has a favourable or unfavourable evaluation or appraisal of the behaviour in question” (Ajzen, 1991, p. 188) has been shown in past studies to increase continued music learning intention (Evans & Liu, 2018; Yoo, 2021).

As regards perceived social support, which refers to the perception of “social pressure to perform or not to perform the behaviour” (Ajzen, 1991, p. 188), it is a valuable tool for explaining intention and the normative component of the TPB and is considered a structure with a relatively weak influence on intention (Armitage & Conner, 2001). However, the impact of perceived social stress on behavioural intent can vary widely across different contexts and behaviours, for example, in the field of music education. Previous research has shown that the expectations of significant others, namely, teachers, peers, and parents, may have a profound impact on an individual's intention to continue to pursue music learning (Evans et al., 2013; Oliveira et al., 2023; Ruth & Müllensiefen, 2021).

Perceived music learning feasibility is consistent with Bandura's self-efficacy beliefs (Ajzen, 1991) and can be defined as “belief in one's capability to organize and execute the course of action required to manage the prospective situation” (Bandura, 1997, p. 2). The strength of the association between perceived music learning feasibility and participation in music learning varied across studies. In studies of adolescents, students discontinued their musical learning because they felt they lacked musical ability (Evans et al., 2013). In another case, the association is not significant. According to a blended study of older orchestral participants by MacRitchie and Garrido (2019), older participants may remain in the orchestra despite decreased music-specific self-efficacy. Consequently, the following hypotheses were made (Figure 1):

H1a. Attitude toward music learning significantly affects lifelong music learning intentions.

H1b. Perceived social support significantly affects lifelong music learning intentions.

H1c. Perceived music learning feasibility significantly affects lifelong music learning intentions.

Authoritative Parenting Style

The authoritative parenting style originates from the parenting style theory proposed by Baumrind (1991). The two pillars of Baumrind's (1991) parenting style theory are responsiveness or warmth and demandingness or control. According to the different combinations of these two dimensions, parenting styles can be categorized into four types: permissive, authoritative, authoritarian, and neglectful (Maccoby & Martin, 1983). Authoritative parenting style has been described as both demanding and responsive. They also provide warmth by setting clear rules

for their children (Baumrind, 1991). Positive outcomes for children, like a positive attitude toward learning, strong self-esteem, and good academic achievement, are frequently linked to authoritative parenting (Hayek et al., 2022; Nazifi et al., 2023).

According to research by Hayek et al. (2022), teenagers in Lebanon who experienced authoritarian parenting had a strong desire to improve their grades, which was reflected in their behaviour and led to academic achievement. For example, Leung et al. (1998) pointed out that authoritative parenting styles were unrelated to Chinese adolescents' academic performance. Instead, the authoritarian parenting paradigm positively impacted academic performance in China, which may be attributed to the cultural emphasis on children being obedient and compliant with their parents (Xia, 2020). Huang (2023) noted that influenced by Western culture, contemporary Chinese parents are increasingly inclined towards authoritative parenting. In terms of music learning, parental involvement, along with the financial and moral support they provide, is crucial for children's persistence in learning an instrument (Pitts, 2009). Similarly, a study by Ruth and Müllensiefen (2021) of secondary school students aged 10-17 in the UK and Germany concluded that parental support was a critical factor in students' continued engagement in playing musical instruments. Given the literature review, the following hypothesis is proposed for further statistical testing (Figure 1).

H2. Authoritative parenting style significantly affects lifelong music learning intentions.

The authoritative parenting style is significantly associated with pupils' positive and negative attitudes about certain behaviours. Lenne et al. (2019) emphasized that while authoritative parents hold high expectations for their children, they also show empathy and understanding for their children's concerns. This approach fosters a positive attitude in children toward adopting healthy behaviours (Lenne et al., 2019). Additionally, children often develop a resilient attitude toward music learning, influenced by the potential instilled in them through consistent interactions with their parents (McPherson & Davidson, 2002; Oliveira et al., 2021). Parents and children can influence each other's attitudes toward music (Sichivitsa, 2003).

Moreover, an authoritative parenting style is significantly associated with perceived social support. Liu et al. (2024) in a study on family business succession, highlighted that authoritative parenting significantly affects perceived social support. Within the field of music education, perceived social support aims to capture the opinions of key reference individuals or groups, such as parents, teachers, and peers, regarding whether a particular behaviour is acceptable or discouraged (Yoo, 2020). Prior research has shown that parent-child interactions affect peer connections within the familial context and the quality of interactions between children and their music instructors (McPherson, 2009; Oliveira et al., 2023; Yoo, 2021). For instance, parents' different expectations for their children's musical achievements can create tension between siblings, ultimately shaping distinct musical development paths (Davidson & Borthwick, 2002).

Perceived music learning feasibility may also be closely linked to an authoritative parenting style (Alexander & Harris, 2022). Previous literature suggests that when parents adopt a highly demanding yet nurturing parenting style, students exhibit higher levels of self-efficacy (Alexander & Harris, 2022; Situmorang & Salim, 2021). Authoritative parenting cultivates children's self-confidence, emotional control, and general life happiness (Hussain et al., 2023). Additionally, a study by Sichivitsa (2003) involving 130 choir members in the United States found that parental support for music significantly positively impacted students' musical self-concept. Thus, we propose hypotheses (Figure 1):

H3a. Authoritative parenting style significantly affects attitude toward music learning.

H3b. Authoritative parenting style significantly affects perceived social support.

H3c. Authoritative parenting style significantly affects perceived music learning feasibility.

The Mediating Role of Perceived Factors

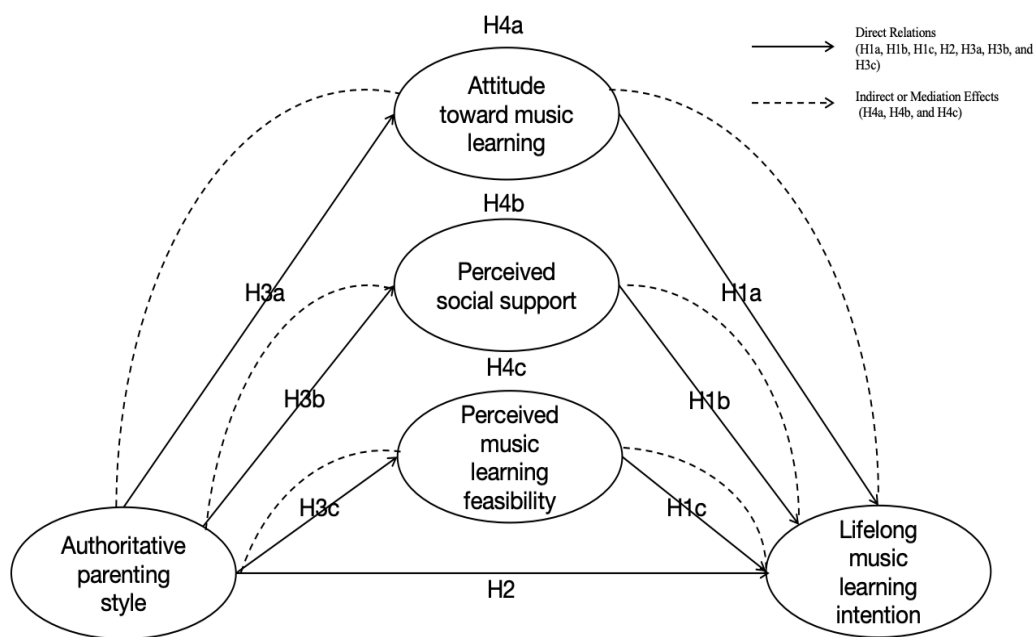
Finally, attitude toward music learning, perceived social support, and perceived music learning feasibility are anticipated to mediate the link between authoritative parenting style and the lifelong music learning intention. Hayek et al. (2022) demonstrated that an authoritative parenting approach influences adolescents' intentions to excel academically through social support and self-efficacy. Similarly, Liu et al. (2024) performed research in China demonstrating that authoritative parenting favourably influences children's intentions to continue the family business, mediated by perceived social support, perceived behaviour feasibility, or attitude. In light of these observations, we offer the following hypotheses (refer to Figure 1):

H4a. Authoritative parenting style will be indirectly associated with lifelong music learning intention via the mediation of attitude toward music learning.

H4b. Authoritative parenting style will be indirectly associated with lifelong music learning intention via the mediation of perceived social support.

H4c. Authoritative parenting style will be indirectly associated with lifelong music learning intention via the mediation of the perceived music learning feasibility.

Figure 1
Conceptual Model



Research Methodology

Participants and Data Collection

An online questionnaire was created and sent through the university WeChat group in September 2023 to collect data. The data were obtained through a convenience sampling method. The sample included male and female undergraduate and graduate students from three major public universities in Fuzhou City, Fujian province, China. Participants in the survey answered questions on their parenting style, attitude toward music learning, lifelong music

learning intention, perceived social support, and perceived music learning feasibility. After removing responses with suspicious response patterns, extreme outliers, and missing values 617 responses were analysed. The majority of the respondents were female, 71.2% (439), and 28.8 % (178) were male. The survey accounted for 98.2% (606) of respondents aged 25 years old and below age group, while only 1.8 % (11) of the participants were between the ages of 25 and 30.

Measurement

The questionnaire items for this study were adapted from prior studies. Each item is assessed using an 11-point semantic difference scale (0 = Strongly disagree; 10 = Strongly agree).

The structure of the authoritative parenting style is adapted from the PAQ instrument of Buri (1991). Due to the flexibility of this instrument, researchers widely apply PAQ instruments to other domains (Pinquart & Kauser, 2018; Seroussi & Yaffe, 2020; Vollmer & Mobley, 2013). The attitude toward music learning measure is based on the scale developed and successfully applied by Sieverding et al. (2023) in the context of health behaviours. The perceived social support scale was adopted from Bamberg et al. (2003) and Sieverding et al. (2023). Finally, the metric for the perceived feasibility of music learning and behavioural intention in lifelong music learning is derived from the scale used by Conner et al. (2002).

Data Analysis

The research used SmartPLS 4.0 software to test hypotheses by Partial Least Squares Structural Equation Modelling (PLS-SEM). PLS-SEM is a second-generation methodology that, in contrast to conventional covariance-based SEM (CB-SEM), is a variance-based approach that enables the evaluation of a model's predictive capability. This aligns with the purpose of the present research, which is to investigate the predictive correlations within certain structures. This research adheres to the guidelines established by Hair et al. (2017) and employs a two-stage methodology to evaluate both measurement and structural models.

Research Results

Assessment of the Measurement Model

This study validated the study measurement model as Hair et al. (2017) suggested by assessing the reliability, convergent, and discriminant. According to Fornell and Larcker (1981) and Hair et al. (2017), the suggested limitations in every case are Cronbach's alpha (CA) is greater than or equal to .7 (Cronbach, 1951), Composite reliability (CR) is also greater than or equal to .7, and average variance extracted (AVE) is greater than or equal to .5. All values exceeded the threshold, confirming internal consistency and convergence validity (Table 1). In addition, the outer loading for each item is more significant than .4 (Byrne, 2013).

Table 1
Reliability and Convergent Validity

Constructs	Item	Outer Loadings	CA	CR	AVE
Attitude toward music learning	ATML1	.752	.879	.915	.580
	ATML2	.826			
	ATML3	.883			
	ATML4	.849			
	ATML5	.618			
	ATML6	.641			
	ATML7	.723			
Authoritative parenting style	APS1	.694	.937	.946	.666
	APS2	.812			
	APS3	.795			
	APS4	.876			
	APS5	.884			
	APS6	.801			
	APS7	.814			
	APS8	.841			
	APS9	.812			
Lifelong music learning intention	LMLI1	.943	.941	.941	.894
	LMLI2	.941			
	LMLI3	.953			
Perceived music learning feasibility	PMLF1	.772	.881	.892	.678
	PMLF2	.859			
	PMLF3	.793			
	PMLF4	.823			
	PMLF5	.864			
Perceived social support	PSS1	.856	.940	.941	.769
	PSS2	.878			
	PSS3	.889			
	PSS4	.893			
	PSS5	.880			
	PSS6	.866			

To evaluate the discriminant validity of the model, Fornell-Larcker and the Heterotrait-Monotrait ratio (HTMT) were used. In this study, the results of both methods were consistent with those suggested in the literature, i.e., the HTMT, which establishes that the correlations between pairs of constructs are less than 0.9 (Henseler et al., 2015), and the Fornell-Larcker criteria, which establishes that the correlation between dimensions is lower than the square root value of the AVE (Fornell & Larcker, 1981). Hence, the establishment of discriminant validity is confirmed (Table 2).

Lastly, the outer model and all constructs have variance-inflation factor (VIF) values below the suggested threshold of 5.0. Multicollinearity is not an issue (Hair et al., 2017).

Table 2
Discriminant Validity

	APS	ATML	LMLI	PMLF	PSS
APS	<i>0.816</i>	0.388	0.417	0.493	0.534
ATML	0.383	<i>0.762</i>	0.678	0.627	0.638
LMLI	0.399	0.641	<i>0.946</i>	0.824	0.836
PMLF	0.456	0.590	0.762	<i>0.823</i>	0.778
PSS	0.512	0.609	0.786	0.715	<i>0.877</i>

Note. The diagonal values (in italics) represent the square root of the AVE. Below the diagonal row are the correlations between constructs, while above the diagonal row are HTMT values.

Abbreviations: ATML, attitude toward music learning; APS, authoritative parenting style; LMLI, lifelong music learning intention; PMLF, perceived music learning feasibility; PSS, perceived social support

Assessment of the Structural Model

Structural equation modelling (SEM) utilizing SmartPLS 4.0 software examined the proposed model's research hypothesis. Five thousand randomly selected subsamples from the original data set were used in a bootstrapping analysis. Table 3 shows the outcomes of every hypothesis that has been tested.

The results reveal on a 5.0% level that ATML is positive and significantly related to LMLI ($\beta = 0.176$, $t = 3.938$). Hence, H1a is accepted. Similarly, Hypothesis H1b confirms that PSS significantly improves LMLI ($\beta = 0.452$, $t = 9.059$). Hypothesis H1c states that PMLF has a substantial beneficial influence on LMLI ($\beta = 0.365$, $t = 6.823$). Conversely, the H2 states that an authoritative parenting style significantly negatively affects BIILML ($\beta = -0.066$, $t = 2.077$). Additionally, we found that APS positively influences ATML ($\beta = 0.383$, $t = 9.504$), PSS ($\beta = 0.512$, $t = 13.472$), and PMLF ($\beta = 0.456$, $t = 11.656$), meaning that H3a, H3b, and H3c are also supported at the 5.0% level. Detail shown in Table 3.

In order to assess the mediating role of ATML, PSS, and PMLF, mediation analysis is carried out using bootstrapping. The study found a significant indirect influence of APS on LMLI through ATML ($\beta = 0.067$, $t = 4.080$). According to the results, PSS significantly mediates the link between APS and LMLI ($\beta = 0.231$, $t = 7.117$). Likewise, PMLF strengthened the link between APS and LMLI ($\beta = 0.166$, $t = 5.705$), supporting H4a, H4b, and H4c. Table 3 and Figure 2 provide the findings of the mediation study.

The model's goodness may be assessed by the R^2 value, which quantifies the variation in endogenous variables accounted for by exogenous variables. The R^2 value of LMLI is 0.720, meaning that its antecedents explain 72.0 % of lifelong music learning intention. This R^2 value is regarded as significant according to the standards proposed by Cohen (2013). The R^2 values of ATML, PSS, and PMLF are 0.147, 0.262, and 0.208, respectively, which means that APS explains 14.7% of ATML, 26.2% of PSS, and 20.8% of PMLF, respectively. According to Cohen et al. (2013), R^2 values range from strong (0.67) to moderate (0.33) to weak (0.19). As a result, the predictive power of LMLI was strong. However, the R^2 ratings for ATML, PSS, and PMLF were weak. Details are shown in Table 4 and Figure 2.

The change in R^2 that results from removing an independent variable from the model is referred to as the effect size (f^2). Cohen's 1988 suggestion defines an f^2 as medium if it is larger than 0.15 and big if it is greater than 0.35. The effect sizes of APS and PSS on LMLI are large ($f^2 = 0.355$). On ATML and PMLF, APS has a modest effect size ($f^2 = 0.172$ and $f^2 = 0.262$). Similarly, PSS and PMLF have medium effects on LMLI ($f^2 = 0.295$ and $f^2 = 0.211$),

respectively. However, the effect size between APS, ATML, and LMLI is minimal at < 0.15 ($f^2 = 0.011$ and $f^2 = 0.064$) (see Table 4).

Stone-Geisser (Q^2) is a predictive relevance indicator that is greater than zero (Hair et al., 2017). The Blindfolding method was performed using the SmartPLS in order to ascertain the Q^2 value. Q^2 values for ATML, PSS, PMLF, and LMLI are 0.080, 0.198, 0.139, and 0.636, respectively (Table 4).

Table 3
PLS Path Analysis Results

H	Model paths	Path coefficient	SD	t statistics	p-value	Result
<i>Direct effect</i>						
H1a	ATML → LMLI	0.176	0.045	3.938	0.000	Support
H1b	PSS → LMLI	0.452	0.050	9.059	0.000	Support
H1c	PMLF → LMLI	0.365	0.054	6.823	0.000	Support
H2	APS → LMLI	-0.066	0.032	2.077	0.019	Support
H3a	APS → ATML	0.383	0.040	9.504	0.000	Support
H3b	APS → PSS	0.512	0.038	13.472	0.000	Support
H3c	APS → PMLF	0.456	0.039	11.656	0.000	Support
<i>Indirect effect</i>						
H4a	APS → ATML → LMLI	0.067	0.017	4.080	0.000	Support
H4b	APS → PSS → LMLI	0.231	0.032	7.117	0.000	Support
H4c	APS → PMLF → LMLI	0.166	0.029	5.705	0.000	Support

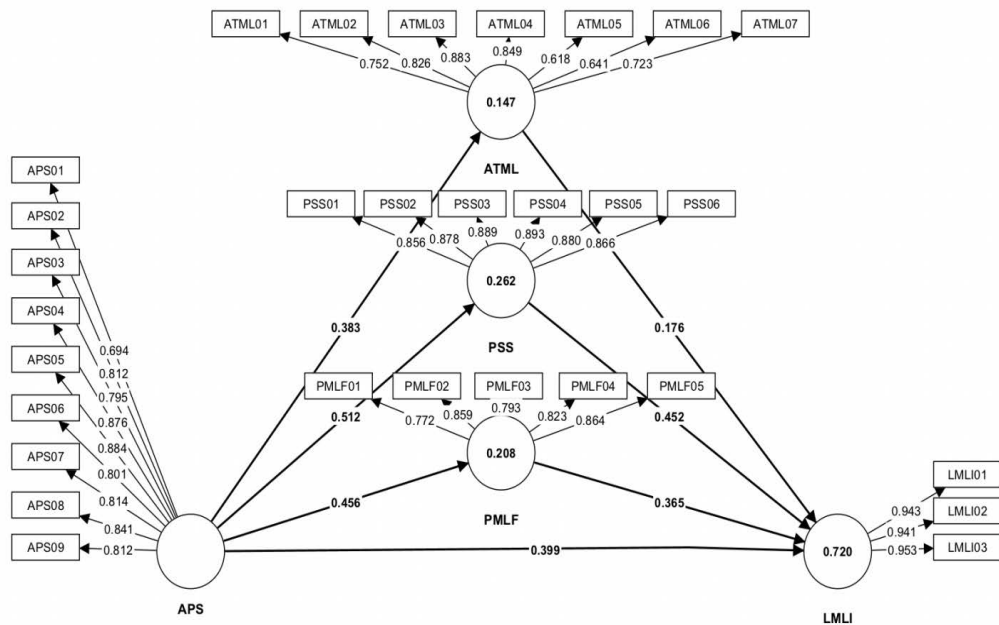
Abbreviations: APS, authoritative parenting style; ATML, attitude toward music learning; PSS, perceived social support; PMLF, perceived music learning feasibility

Table 4
R² Q² and f²

Construct	R ²	Q ²	APS	f ² in relation with		
				ATML	PMLF	PSS
ATML	0.147	0.080		0.172		
LMLI	0.720	0.636		0.011	0.064	0.211
PMLF	0.208	0.139		0.262		
PSS	0.262	0.198		0.355		

R², determination of coefficient; Q², predictive relevance; f², effect size

Figure 2
Structural Model by SEM.



Discussion

This study combined the TPB and the Parenting Styles and applied them to explain Chinese university students' lifelong music learning intentions. Authoritative parenting styles are an exogenous construct, capturing the explanatory power of parenting styles and the pathways of influence more fully. The model explained 72.0% of lifelong music learning intentions. Previous research has only considered the impact of parental involvement on children's musical achievement (Ruth & Müllensiefen, 2021) and has not distinguished between specific forms of parental involvement. In addition, the positive effects of authoritative parenting were mainly supported (Hayek et al., 2022), but we found significant negative effects of authoritative parenting on lifelong music learning intentions. This may be due to the fact that the participants in this study were university students who were in a developmental period of self-exploration and equal adult relationships with their parents, during which an authoritative parenting style inhibited young people from achieving these important developmental goals (Padilla-Walker & Nelson, 2012).

Moreover, there is a significant deficiency in studies examining how attitude toward music learning, perceived social support, and perceived music learning feasibility mediate the link between authoritative and behavioural intentions in lifelong music learning. Previous studies have shown that the correlation between authoritative parenting styles and perceived factors is substantial in the realm of family business succession (Liu et al., 2024). The results of this study are consistent with the literature that attitude toward music learning, perceived social support, and perceived music learning feasibility exhibited significantly vital competitive mediating effects between authoritative parenting style and lifelong music learning intention, thus counteracting the direct negative effects of authoritative parenting styles on lifelong music learning intentions. This means that in authoritative educational settings, enhancing learners' positive attitudes towards music learning, teachers' provision of support and encouragement,

and improving students' perceptions of the feasibility of learning music can be effective in promoting lifelong intentions to engage in music learning.

This study emphasizes the importance of perceived social support and perceived music learning feasibility on intentions for lifelong music learning. Although previous research has disputed the explanatory power of perceived social support and perceived music learning feasibility for behavioural intentions (Armitage & Conner, 2001; Evans et al., 2013; MacRitchie & Garrido, 2019). In this research, perceived social support and perceived music learning feasibility moderately affected lifelong music learning intentions. These results are aligned with studies by Evans et al. (2013) which indicate that social support and self-confidence in music learning are essential to stay engaged in music learning.

Regarding model relationships, all hypotheses of our model were supported. Attitude toward music learning, perceived social support, and perceived music learning feasibility directly and positively influenced lifelong music learning intentions, and these results are consistent with Ajzen's (1991) findings. The correlation between authoritative parenting and lifelong music learning was weakly negative. Conversely, the authoritative parenting had significant positive effects on lifelong music learning intentions through attitude toward music learning, perceived social support, and perceived music learning feasibility. This paradoxical effect suggests that while authoritative parenting may sometimes be perceived as negative, it still fosters positive attitudes and perceptions promoting lifelong learning music. This conclusion corresponds to previous studies highlighting the multifaceted impacts of parenting styles on educational outcomes (Kong & Yasmin, 2022).

Limitations

This study has some limitations that provide potential for further investigation. Firstly, the cross-sectional design of this research captures a single moment in time but does not reflect the dynamics and long-term effects of the correlation between variables. Secondly, the study's data collection was limited to the Chinese mainland, raising concerns about the generalizability of the findings in a wider population. Lastly, although the sample size for this study was large, the respondents' gender ratio was unequal, with 71.2% female and 28.8% male. This may lead to results skewed towards a predominantly female perspective, neglecting to come to men's insights on lifelong music learning intentions, leaving gender-specific influences unexplored.

Suggestions

To address the limitations, future research could employ longitudinal designs that follow participants over a long period, thereby exploring changes in behaviour over time and enhancing the understanding of causality. Also, future studies may also attempt to complex and expand our model across different countries and cultures to reveal potential differences in parenting styles. Future research should strive for a more equitable gender representation and explore the potential moderating role of gender in the relationships investigated in this study, which would deepen understanding of the field.

Conclusions and Implications

This study confirmed the authoritative parenting style, attitude toward music learning, perceived social support, and perceived music learning feasibility were essential determinants of lifelong music learning intention. Additionally, an interesting finding of this study was that attitude toward music learning, perceived social support, and perceived music learning feasibility play a crucial competitive mediating role in the relationship between authoritative

parenting style and lifelong music learning intention. These insights have important implications not only for China, but also for other countries that make lifelong learning and music education a priority. This research provides practical advice for parents, educators, and policymakers globally, alongside its theoretical contributions. Parents should be involved in their children's musical learning process by guiding them through the psychodynamic process of cognitive change and by providing support and encouragement without undue pressure. For educators, curriculum design should consider incorporating elements that foster positive attitudes toward music, such as various musical genres and activities that match students' interests and cultural backgrounds. This can also be achieved through peer mentoring programs, music clubs, parent-teacher associations, and community partnerships. Policymakers should focus on providing students with opportunities for sustained participation in music, which involves not only educational institutions but also families and the broader community. Additionally, policymakers worldwide may consider allocating funds for music education, such as funding home-based music programs and providing music learning resources and support to underserved communities. This dramatically impacts the sustainability and effectiveness of music learning. Help students globally engage in music learning throughout their lives.

Ethical Considerations

This study was performed in line with the principles of the Declaration of Helsinki. Approval was granted by the Ethics Committee of UCSI University (No. IEC-2024-FOSSLA-0105).

Declaration of Interest

The authors declare no competing interest.

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