

The Effect of Parents' Socio-Economic Status and their Participation in Learning Music and choosing Children's Instruments

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Abstract

The socio-economic status of parents is directly related to parents' participation in activities related to their child's music learning. However, there is insufficient evidence on the impact of parents' socio-economic status on music learning activities and children's choice of instruments. The aim of this study was to investigate the effect of socio-economic status of parents on their participation in their children's music learning and children's entertainment with music-related activities. This study examined the value and extent of parental involvement from the perspective of 157 parents with children between 3 and 12 years old, enrolled in music classes in Tehran. The main tool for collecting information required for the research was a questionnaire. Descriptive statistics were used to collect the quantitative data of the questionnaires and the collected data were analyzed using SPSS and Excel statistical software. In addition, children from families with high socio-economic status are more involved in music learning activities. As this study shows, the socio-economic status of parents has a significant impact on their children's participation, perspective and interaction. Therefore, educators should pay more attention to children's backgrounds in order to provide appropriate guidance and support based on the needs of each student and their parents. A more regular communication and interaction between the teacher, the student and the parents about the challenges they face and their expectations will help increase children's learning of music.

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1. Introduction

In recent decades, the socio-economic status of parents (SES) and parental involvement about their children's education have been discussed. In recent decades, researches focus on parents' socio-economic status (SES) and parental involvement in their children's education. Studies show that there is a constructive outcome of parental involvement towards their children's cognitive development (Zdzinsk, 1992; Jeynes, 2003; Macmillan, 2004; McPherson, 2009). Furthermore, the study of parental involvement has shown positive impact on children's academic achievement (Fan, 2001; Park & Bauer, 2002; Driessen, 2005; Jeynes, 2007; Nokali, 2010; Castro, et al., 2015).

Parents can be involved in the school setting or at home. Apart from cognitive development and academic achievement, parental support or involvement also enhances children's ability to read and therefore strengthen their literacy skills (Hawes, 2005; Milly, 2010; Carroll, 2013; Martorana, 2015).

Other than that, Parent Engagement Concepts adapted from National Parent Teacher Association and Cooper (2010) shows that there is a link between parental involvement and children's social skills because home is the first school for every children. Also, as parents are one of the main factors in nurturing children's interests and hobbies, children's activities after school are often associated with parental engagement (Ho, 2011). Hence, parents play a significant role in supporting their children in their lifelong journey. Meanwhile, with all the literatures pointing out the importance and effects of parental involvement, the research of the related topics is then expanded towards the correlations of parents' background and the development of the children. For example, the context of parents' background and their involvement (Bakker, 2007); family economic status and parental involvement (Wang, Deng, & Yang, 2016); parents' socio-economic background and children's development (Tomul, 2012). Furthermore, to view the parental engagement with the children's development from a different dimension, parents' socio-economic status (SES) should be considered. Studies show that parents' background is linked with the children's intelligence (Erkan & Ozturk, 2013); well-being (Bradley & Corwyn 2002, Hoff et al. 2003, Oakes & Rossi 2003); memory, language and academic achievement (Farah, 2010). To put parents' involvement and their socio-economic status in measuring the impact towards children's music education, researchers often focus on the outcome of musical achievement. The correlations of socio-economic status and the involvement of parents in children's music education is an important topic in music fields.

According to the literatures, socio-economic status has great impact on children's development (Tomul, 2012), intelligence (Erkan & Ozturk, 2013), academic achievement (Brito et al, 2017; Pearce et al., 2016), health status (Bradley & Corwyn 2002, Hoff et al, 2002, Oakes & Rossi 2003), lifestyle and behavior (Ackerman, Brown, & Izzard, 2004). Thus, this research hypothesized that parents' involvement in children's private instrumental learning would alter by the socio-economic status of the parents. In addition, as parents' involvement plays an important role in student's music learning process, therefore, it is crucial to study whether socio-economic status has an effect on their children's music learning. Based on "Parental support in the development of young musicians" by Margiotta (2011), the involvement of parents makes a difference on their children's

music learning progression and by clarifying the correlations of socio-economic status on parents' involvement, a child would be able to develop positive improvement or changes on their music learning process. Thus, music students are able to enhance their music knowledge and excel in their music learning process.

2. Research Objectives

Considering the importance of music in the mental and intellectual development of children and the great role of parents in this matter and the socio-economic problems that most families have faced in recent years, show the importance of studying the socio-economic conditions of parents in teaching music learning. Certainly, the findings of this study will be helpful in identifying and find ways to make music learning more widespread at an early age. The purpose of this article is to investigate the relationship between the socio-economic status of parents and A) their participation in child learning, B) Their participation in activities related to the choice of their children, C) Children's participation in activities related to learning music, D) Parents' views on the value of their participation in their children's music-related activities (learning and selecting music instrument).

By examining the studies conducted in the field of children's music, we will encounter more studies on the effect of children's music. However, so far no comprehensive study has been conducted on the factors affecting activities related to children's music in Iran. As a result of studying the impact of socio-economic status of parents who have a significant role in activities related to children's music (learning and selecting music instrument) will help the music community and identify the conditions and factors affecting children's music in particular. In the beginning, it will expand the learning of music and its continuation.

3. Methodology

Given that each project is a process of three stages of data collection, analysis and inference, so the methodology of the article will be a set of methods of data collection and techniques of their analysis and inference. Theoretical information collection tool of this research is the study of articles and books related to children's music, domestic and foreign music websites, as well as the preparation of a questionnaire, which will be the most common and widely used method for collecting information. The process of collecting information from study participants was carried out in various places in Tehran, including various music schools. In order for the process of collecting information from study participants to proceed smoothly, parents of children who (between 3 and 12 years old) Who had enrolled in solo music classes were invited from all over Tehran and were invited to join the study. Also, an e-mail (google.docs) was sent inviting to music centers, music institutes and schools in Tehran.

In this study, questionnaires were sent to music instructors who are currently teaching in Tehran music schools. Participants completed the questionnaires via the Google Doc online form. From this questionnaire to measure the relationship between economic status Parents 'social, parents' participation in their children's music learning activities is used, which will be displayed as a total score. The survey was tested in the summer of 2020 with the help of two parents and a mentor who provided recommendations for improving and clarifying the survey. Some minor changes have been made based on these suggestions.

Data collection of this survey was done between October and December 2020. In order to investigate the relationship between parents 'economic and social status and their participation, the

factors of parents' socio-economic status against the factors collected through a survey were examined.

The questionnaire consisted of 21 questions and was divided into five sections:

a) Demographic information of parents, b) Socio-economic status of parents, c) Participation of parents, d) Participation of children in activities related to learning music (e) and parents' views on the value of their participation.

So, in this study, raw data collected through a questionnaire to the data significant quantities are converted and then measured using SPSS software and Excel, and finally the researcher analyzes the findings. This research will be descriptive-analytical according to the type of action of the researcher.

Operational definitions of variables and keywords:

In order to clarify the concepts, the operational definition of the terms used in this study is given below.

Variable	Researcher	Description
Socio-economic Status	Oakes (2003)	author of Measuring Socio-economic Status from Behavioral and Social Science research, socio-economic status shows one's ability to obtain the goods, healthcare, wealth, education, social circle and leisure time.
Parental involvement	Christenson et al. (1992)	described the role of parents in their children's music learning, both at home and at school. Parental involvement in their children's music learning, using multiple-choice questions (attending class, supervising practice at home, communicating with the teacher, having a tutor, providing a music environment at home, and accompanying learning activities Music) is examined.
Children involvement	Williford et al. (2013)	in education, student interaction extends to the level of attention, curiosity, interest, optimism, and interest that students have while learning music to the level of their motivation to progress in learning music. In this article, children are involved in music-related activities such as attending classical concerts, workshops, and watching classical concert films.
Music lesson	Clark, & Krauss (2013)	Music education for young children is a program that teaches children through play, singing, storytelling and movement. In this study, music lessons are defined as teaching in music classes in institutes.

4. Theoretical Framework and Research Background

The three major components of a student socio-economic status measure are family income, parental educational attainment, and parental occupational status. Previous researches have been done to study on children's school education and the results suggested that parental socio-economic status do play a role in their involvement in children's education (Kung, 2016; Desimone, 1999).

4.1. Socio-Economic Status

According to Oakes (2003), author of Measuring Socio-economic Status from Behavioral and Social Science research, socio-economic status shows one's ability to obtain the goods, healthcare,

wealth, education, social circle and leisure time. Liking for arts and cultural can be determined (Bourdieu, 1985), also mood related problems are linked with one's social status (Adler, et al., 1994).

4.2. Socio-Economic Status with Educational Issues

The impact of the parents' socio-economic status on their child education has long been studied. Research shows that students from family with low level financial situation tend to develop learning behavior. Morgan (2009) performed a study to evaluate the impact of socio-economic status, parenting and the learning related problems on a large group of children whose is the only child in a family. Result shows that child from a lower income family displayed twice higher learning related problems than child from richer family and the reason attribute to the problem is mainly due to lower maternal education. Apart from this, Tomul (2012) also use maternal education as one of the variables to carry out his study on how socio-economic background affects the education attainment of the 7th grade students in Turkey.

4.3. Socio-Economic Status and Environment

School is the place where everyone gets equal education despite the difference in their social status. Researcher believes that learning rate is more affected by school environment rather than by family background (Aikens, 2008). The socio-economic status of a school and the library resources is being studied by Pribesh (2011). Other existing research of Socio-economic status based on recent research of socio-economic status and empathy, people of lower socio-economic status tend to get higher score in empathy test; are able to judge and obtain the emotion of other people; and can make a more accurate emotion result by looking at images with different expression (Micheal, Stephane, and Dacher, 2010).

4.4. Kuppuswamy's Socio-Economic Status Scale

Kuppuswamy's Socio-economic Status Scale is a scale designated to measure socio-economic status and is extensively used in urban population. This scale has 3 scoring systems which are based on the education of the head of the family, occupation of the head of the family and the total family income per month. The Kuppuswamy's scale has been tested for validity and reliability. This scale has with stood the test of time and is widely used in studies regarding socio-economic status (Sharma, 2017; Kuppuswamy, 1981).

4.5. Parental Involvement

During the late 20th century, Epstein (1995) categorized the dimension of parental involvement as below:

1. Are parents meeting their basic obligation to provide for the safety and health of their children?
2. Is the school meeting its basic obligation to communicate with families about school programs and the individual progress of their children?
3. Do parents involve themselves in school activities?
4. Do parents assist in learning activities at home?
5. Do parents involve themselves in decision making at school?
6. Do parents have opportunities for collaboration and exchanges with community organizations to increase family and student access to community resources and service?

4.6. Parental Involvement in Music Education

According to Harris (2008), “music lessons are typically private, one-on-one activities that occur for 30 minutes to an hour, once a week or two”. However, there is no specific explanation of the parental involvement in the music education context. Therefore, researcher found the similar research of parental support in music learning to support this study. In Parental Support in the Development of Young Musician, scholar studied the attendance to lessons; supervision of practice; enjoyment of lessons’ attendance and practice’s supervision; provision of feedback to teachers on practice sessions; recording of lessons and practice sessions; emotional engagement during lessons; and level of interest during lessons to discover the level of parental support in the development of their children’s music education (Margiotta, 2011). In addition, researchers studied the attendance of lessons (Davidson, 1996; MacMillan, 2004) and supervision of home practice (Davidson, 1996; Zdzinski, 1992) as the aspect of parental involvement.

4.7. Internal Studies

In recent years, limited studies have been conducted at the university or Ministry of Education on the causes of academic failure.

This type of study often referred to external factors and external causes of academic failure such as poverty and economic deprivation and cultural and social conditions and factors or to internal causes such as school conditions and inappropriate without goals, programs, methods and regulations of schools with psychological-emotional needs.

In a study to investigate the role of poverty in math and reading development, more than 1,200 adolescents aged 12 to 14 years were studied. This study shows that poverty is associated with low grades in math and reading, because these adolescents lived in family environments that had little to do with cognitive and supportive stimuli.

5. Statistics Collection and Data Analysis

5.1. Parent Information

We prepared a questionnaire consisting of 21 questions.

We will first talk about the participants in this project. 157 people participated in this project, as the ratio of people participating in this project with children is described in the Table 1.

Table 1 Relationship people participated in this project with child

Relationship	Number	Percentage
Mother	128	81.52
Father	23	14.64
Aunt	2	1.27
Babysitter	1	0.65
Sister	2	1.27
Friend	1	0.65
Total	157	100

As you can see in the table above, most of the participants in this project were mothers of children (128 people), which is equivalent to approximately 82% of the participants. Next, we asked about how many children these people have and what the age category of their children is. The information obtained from our statistical sample is given in Table 2.

Table 2 Number and age category of children

Number of children	3-4 years old	5-6 years old	7-8 years old	9-10 years old	11-12 years old	Older than 12	Total
1	25	21	16	8	2	13	85
2	12	20	13	4	2	8	59
3	0	5	2	3	1	1	12
Above 4	0	0	0	0	0	1	1
Total	37	46	31	15	5	23	157

Table 2 shows that 85 participants in this project are single children and also 46 people have 5–6-year-old children, which is the highest number of children in this age group. Also, only one person has more than 4 children.

Regarding whether they have a history of learning music or not, we asked that 69 people, i.e. 44% have a history of learning, compared to 56% does not have such a history.

5.2. Socio-Economic Status of Parents

The level of education, employment status and monthly income of parents has been examined. The level of education of the participants in this project is described in the Table 3.

Table 3 Education of the participants

Level of Education	Number	Percentage
Diploma	13	8.3
Bachelor	90	57.3
Master	38	24.2
PhD	16	10.2
Total	157	100

The majority of parents have bachelor's degree (57%). The results regarding parents' employment status, it should be said that about 44% of parents are housewives who have other occupations such as teacher, doctor, lawyer, etc.

The monthly income of parents is shown in Table 4. The results of this table show that more than 30% of parents have an income of between three and sixty million Rials per month, which is the most common among income categories, followed by approximately 24% of income up to thirty million Rials, 26% income of one hundred million Rials and 20 they have a revenue percentage of sixty to one hundred million Rials.

Table 4 Family Income

Monthly Income	Number	Percentage
Less than 30.000.000 R	37	23.57
30.000.000- 60.000.000	48	30.57
60.000.000-100.000.000	31	19.75
More than 100.000.00	41	26.11
Total	157	100

5.3. Parental Involvement in Music

In this regard, 9 questions were asked of parents and they were asked to answer these questions to examine how much parents participate in music with their child.

5.4. Extent of Communication with the Music Coach

On the subject of parental involvement, we first asked how they relate to their child's music teacher regarding their progress and learning. The table shows the descriptive statistics for this question:

Table 5 Communication with the music coach

Communications	Number	Percentage
Once a week	98	62.4
Once a month	18	11.5
Once a semester	13	8.3
Never	28	17.8
Total	157	100

As you can see in the table above, the highest communication rate is once a week, which is a relatively good rate of 62.4%. Only 17.8% of parents have no contact with their children's music teacher.

5.5. Participation in Music-Related Activities

We have asked parents to tell us how much they are involved with their child in music-related activities. An example of an activity would be going to a concert with a child. The table below shows the number and percentage of this participation rate.

Table 6 Participate in music-related activities

Frequency	Number	Percentage
Once a week	78	49.7
Once a month	38	24.2
Once a year	29	18.5

Never	12	7.6
Total	157	100

Table 6 shows the highest rate of participation and accompaniment in music-related activities once a week, accounting for 49.7% of parents and parents with no accompaniment particularly unaccompanied activities are less than 10% and 7.6%, which shows the lowest participation rate.

5.6. Music Coach Communication with Parents

Regarding the parents' relationship with the music teacher, we asked them if the music teacher would inform their child about the next session. The majority of parents answered that they would be informed, which is 82% of them, and the remaining 18% of parents answered that their music instructor would not inform them about the next session.

5.7. Communicate with your Child about Next Week's Class Process and Homework

Parents were asked if they would talk to their child about the class process and next week's homework after class. The results show that 84% talk to their child about this, which shows that the majority of mothers are aware of the process of class and homework next week in the music class.

5.8. Check the Assignments for the Next Session

Parents have responded to whether they are reviewing and following up on their child's next session assignments. 65% said they check every session, which is the highest rate, 26.1% said they check sometimes, and only 8.9% of parents do not check their child's next session at all. These results are shown in Table 7.

Table 7 Check the assignments for the next session

Answers	Number	Percentage
Yes, always	102	65
Yes, sometimes	41	26.1
No, never	14	8.9
Total	157	100

5.9. Criteria for choosing a Child Music Teacher

In this question, we have asked parents to state their criteria for choosing music. More than 54% consider the ability to communicate with the child as the criterion, which is the highest percentage among the criteria. After this criterion, respectively, teaching experience (28%), education in music (16.6%) and advertising (more than 1%) are the criteria considered by parents regarding the selection of their child's music teacher.

5.10. Obtaining the desired Information regarding the Selection of the Coach

Parents were asked to comment on the methods by which they obtained information about the choice of mentor. The highest frequency is related to introduction through friends, which has 80 frequencies, followed by inquiries from schools with 41 frequencies, and previous familiarity with

the teaching method with 29 frequencies has the lowest frequency. The rest of the people have chosen two of these three options or all three options.

5.11. Providing Conditions for Music Practice for the Child at Home

The question to this section is whether the conditions for practicing music at home are available for the child or not. For example, is there a room for a child to practice music? More than 89% answered that yes, these conditions are available at home and only 11% do not provide such conditions for their child.

5.12. Enjoy your Child's Music Activities

Parents were asked to comment on what musical activity their child enjoys. Participation in class concerts with 87 frequencies is the most frequent. After that, participating in music workshops with 57 frequencies and participating in music competitions has 4 frequencies, which is the lowest frequency.

5.13. Parents' Views on Participation

In this section, parents have selected the most important item that plays a role in developing and helping their child learn music. The results of answering this question are given in the table below. As you can see in Table 8, the factor of regular monitoring of the child's exercises has the highest frequency with 35.6%, which means that this factor has the most important role in the development and learning of the child's music. After this factor, regular communications with the instructor and inquiries about the child's learning status have the highest frequency (26.8%).

Table 8 Parents' views on participation

Description	Number	Percentage
Regular communication with coach regarding the child's learning situation	42	26.8
Playing instrument in a family gathering and being encouraged	34	21.7
Regular monitoring of child exercises	56	35.6
Participate in concerts and other activities	24	15.3
None of the above	1	0.6
Total	157	100

The next factors are arranging in the family and being encouraged and accompanied in activities related to learning music, which are less important factors that play a role in the development and learning of music by the child.

5.14. Instrument Selection

In this section, three questions are asked from parents to answer about their children's choice of instrument. The first question is that they are asked to state their child's selection criteria. The results are shown in the table below.

Table 9 Selection music instrument Criteria

Criteria	Number	Percentage
Coach recommendation	26	16.6
Previous knowledge	13	8.3
Personal interest	1	0.6
Child interest	110	70
Family budget	7	0.5
Total	157	100

As you can see, the child's personal interest with 70% frequency is the most important criterion of parents regarding the choice of instrument. Instructor's advice, prior knowledge of the instrument, personal interest and price maker are the next criteria for choosing a musical instrument, respectively.

The second question is what effect the role-maker has on the child's future. Playing an instrument for fun and in addition to the field of study with 116 frequencies, about 74%, according to parents, will play the most important role in the child's future. After that, playing the instrument professionally and continuing to study music with 23 frequencies is about 15% of the next factor. The following factors are omitted because their frequency is very low.

In the third question, parents have answered about their child's learning method. The results are shown in the Table 10.

Table 10 Instrument learning

Method	Number	Percentage
Private coach at home	47	30
Private class in institute	67	42.7
Public class in institute	43	27.3
Total	157	100

Table 10 shows that attending private classes with 42.7% of parents is the method that has the greatest impact on child learning. After this method, having a private tutor at home (30%) and attending public classes (27.3%) are other methods that parents prefer for their children to learn the instrument, respectively.

6. Discuss and Summarize the Results

According to the results of this study, the socio-economic status of parents affects parents' participation in their children's music learning as well as their children's choice of instrument.

Also, parents' participation in music learning activities, as well as parents' views on their participation, as well as their socio-economic status, has a positive effect on parental participation in their child's music-related activities. The results show that socio-economically higher parents are more likely to participate in their children's music education. In addition, children's participation in music learning activities is affected by their parents' socio-economic status. Children in higher income and welfare families have more opportunities to participate in other music-related activities in addition to attending a music class only than children in lower-income families. Finally, higher socio-economic parents have a more positive view of the value of their participation in activities related to their child's music learning, which enhances their supportive role in their child.

7. Research Findings

Research Question One: Parents' Socio-economic Status and their Involvement

Thus, this study was able to answer that parents' socio-economic status has an impact on parental involvement in children's instrumental learning. The results of this study are in accordance with findings of studies mentioned in the literature review that higher socio-economic status parents involve in their children's music education significantly more than parents with lower socio-economic status (Kung, 2016; Topping & Lindsay, 2007)

According to a study, family from the lower class has lower psychosocial standard compared to the family from the upper class (Magwa & Mugari, 2017).

With low levels of literacy parents were said to lack the knowledge and skills needed to help their children with school work. Moreover, parents with low self efficacy are more likely to avoid contact with schools as they may be less involved because they do not feel self-confident to contact school staff (Astone & McLanahan, 1991). Additionally, beside all the factors that was mention earlier; availability of resources such as money also does play a role in their involvement. This is because schools can also pose serious handicaps to parental involvement in children's education (Margiotta, 2011; Lareau, 2000). Parents that are well educated communicating high academic aspirations for their children (Jeynes W, 2010). Lastly, parents who belong to high socio-economic backgrounds are more involved in their children's work because they can provide learning materials as compared to parents from low economic status as they have the availability of resources (MacMillan, 2004). Hence, all these factors do influence the involvement of parents in their children's music education.

Research Question Two: Parents' Socio-economic Status and their Child's Engagement

Based on the results in this study, parental socio-economic status influences the engagement of children in music related activities significantly. Indeed, the cost of instrumental music lessons is relatively expensive compared to other types of education, not every children has the same opportunity to learn a musical instrument. Hence, parents with lower socio-economic status cannot afford to send their children to attend musical concert and workshops which are considered expensive. Moreover, they could not able to provide their children with a good music environment at home for them to practice. Next, transportation is also a significant factor that contributes to the results in this study. The children could not able to attend other music related activities such as concert, workshop and additional instrumental programs if their parents do not have a car and they have to rely on public transports. This factor is a very big challenge face by the parents and children from lower class group because they could not afford to own a car. Additionally, parents' experiences also make a different in the children's engagement level in music related activities (Carroll, 2013; Mistry, 2009).

Research Question Three: Parents' Socio-economic Status and their Perspective on Parental Involvement

The parents' perspective on parental involvement will also be different between parents with high socio-economic status and parents with low socio-economic status. Based on the results, parents from the upper class have more positive perspective towards the importance of parental involvement as compared to parents from the lower class. One of the explanations is the psychosocial standard of the family (Tomul, 2012). Psychosocial standard of the family could influence the thinking and perspective of the parents regarding their children's education. According to a study, family from the lower class has lower psychosocial standard compared to the family from the upper class (Magwa and Mugari, 2017). The parents pay more attention on their children's education and they monitor their progress accordingly to make sure their child is up to

the standard. But in lower socio-economic status family, the parents pay more attention to their work as they need to earn a living, hence they will put more time and effort on their work instead on their children's music learning (Tomul, 2012). In additionally, another possible explanation for the results obtained in this study is the education level and experience of the parents (Topping & Lindsay, 2007). Parents with higher education level realized the importance of their involvement as a support to their children but parents with lower education level seem to train their children are more independent and they are unlikely to involve due to their busy work schedules (Pena, 2000). They are not conscious about the strength of parental involvement enables children to achieve in both academic and other curriculum activities. Based on a study by Holcomb-McCoy, parental involvement is a powerful predictor of academic grades and aspirations for the future of the children (Holcomb-McCoy, 2010). These factors contribute and differentiate their way of thinking and their perspective on the importance of parental involvement between parents with high socio-economic status and parents with low socio-economic status.

8. Conclusion

The socio-economic status of parents plays an important role in various aspects of life Such as their standard of living, lifestyle, decision making and way of thinking.

Previous studies in the field of music education have shown that parental involvement, especially in learning music, can help younger term students achieve greater musical success and can also influence their musical talents. However, not enough studies have been done on this. The main purpose of this study is to investigate the effect of parents' socio-economic status on parental involvement, children's interaction and their views on parental involvement in learning music. In addition, this study also examines the impact of parents' socio-economic status on their children's participation in activities related to music and parents' perspectives. Families with higher social status (monthly income, employment status, and level of education) tend to participate more in their children's music learning activities. For example, higher level of parental education and economic status, cause to higher participation of parents and children in music-related activities. As a result, this study clearly shows that the economic and social status of parents affects the extent of their involvement, the level of their children's participation in music-related activities, and their views on parental involvement. These findings can help educators who are teaching to guide parents based on their needs, and to plan an appropriate teaching method for students. For example, educators may pay more attention to students downstairs due to a lack of parental support at home, creating a special environment that is conducive to effective teaching.

8.1. Limitations and Problem of Research

1. The study population is limited to parents and their children in music classes in schools in Tehran and does not cover other cities in the country. It does not include students who study privately at home.
2. The study is limited to the socio-economic factors of parents and does not include other factors that affect children's music.
3. In general, the socio-economic status of the parents is based on the job status and the level of education and income of the parents, and no other variable has been considered to determine the socio-economic status.

4. Due to special social conditions (covid-19), access to parents of children is limited during the research period, and on the other hand, due to these conditions, a smaller number of students are learning in schools.

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