

A Study on Chinese Students' Piano Learning Motivation and Parental Expectations

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Abstract

Shandong Province, known as a major center for the arts in China, has seen a continuous increase in the number of students learning piano each year, both in amateur institutions and professional conservatories. Parents have placed growing importance on piano education, particularly focusing on their children's learning motivation and achievements. Moreover, the collaboration between parents and teachers has significantly improved, with both parties closely monitoring students' progress and development. In the process of professional music education, paying attention to students' learning motivation and parental expectations holds special significance for the development of piano education in Shandong Province. This study aims to explore in depth the value system of learning motivation and expectations within the teaching process, ultimately promoting sustained learning and enhancing educational achievements. Learning motivation is a goal-driven attitude formed within an educational environment, reflecting a student's engagement in learning. Extending from this concept, learning motivation, self-determination, and parental expectancy-value theory suggest that the family environment plays a crucial role in shaping piano education outcomes. A comprehensive study of the relationship between learning motivation and parental expectations will provide valuable insights into the development of piano education in Shandong Province.

Keywords: Learning Motivation, Expectancy-Value, Self-Determination, Parental Expectations

Introduction

Chinese piano education is at a critical juncture of cultural heritage and globalization integration, and its development not only concerns the preservation of musical heritage, but also involves educational innovation and the construction of international competitiveness. However, there are core contradictions in current educational practices, such as motivational bias (e.g. parents' blind pursuit of superiority), imbalance of resources and pressures (over-competition, shortage of teachers), and cultural conflicts (balance between Western classical music and Chinese traditions), which urgently require systematic research to optimize educational paths. The increasing demand for music education has necessitated pedagogical

innovations and international collaborations, opening new paths for teaching and learning (Ho, 2014).

In China, the importance of piano learning is inextricably linked to cultural symbolism, educational interests, competitive advantage, parental aspirations, and national engagement with global cultural trends. However, very few people are actually able to learn piano as an intrinsic motivation to learn, especially with the expectation of becoming competent players. For the most part, parents are not particularly aware that learning piano is about achieving educational success, and many feel good and superior about learning piano (Bai Bing, 2021). Despite the progress made, music education in China also faces significant challenges. Competition for admission to music academies is fierce, and intensive training must be completed early, which can put tremendous pressure on students (Yuexin, 2021; Zhang, 2020). The growing popularity of piano study has also increased the need for qualified teachers and advanced teaching methods, leading to cross-cultural academic cooperation (Wei, 2022). In addition, educational institutions are striving to strike a balance between the dominance of Western classical music and the preservation of Chinese musical traditions, a balance that is essential for the preservation of ethnomusicological heritage and the promotion of global musical discourse (Wei, 2018).

However, the study found that there are still some problems with parental expectations of piano learning in the home education of secondary school students, To quantify the impact of parental expectations (e.g., performance pressure vs. interest development) and teachers' communication styles on students' long-term motivation; to construct a framework for piano teaching that takes into account the integration of traditional Chinese music and global perspectives; to provide parents with a scientific engagement plan; and to optimize the path of teacher training and international cooperation for the organization, etc. In particular, there are even fewer studies on parental influences in secondary school piano education, so the topic of piano education in Shandong Province, China, was chosen as the main relevant academic research area. This cultural and social context emphasizes the critical importance of investigating the influence of external factors, such as parental support and teacher communication, on students' ability to persist in piano learning in the unique Chinese context. By highlighting the interactions between external factors (family/teachers) and cultural contexts, we provide a theoretical rationale and practical solutions for the sustainable development of piano education for secondary school students aged 12-17 in China. Understanding how these external factors interact with the larger cultural and educational landscape helps illuminate the complex dynamics of piano education in China and informs effective teaching and parental engagement strategies.

From the perspective of social value, this study is of special significance in promoting the healthy development of art education in the context of the quality education reform and the "double reduction" policy. The development of piano as a Western art form in China has always faced the challenge of balancing localization and internationalization. By analyzing the unique educational expectation patterns of Chinese families, this study provides new ideas for exploring art education paths with Chinese characteristics. These findings are not only applicable to piano education, but also inspire the teaching practice of other art disciplines, and their value goes beyond the scope of a single discipline, with far-reaching implications for improving the overall quality of art education in China.

Problem Statement

This study focuses specifically on piano students aged 12 to 17, a critical period when persistence in piano learning declines significantly. This age range often coincides with the transition from middle school to high school, a stage during which many students—except for a small number who enter professional music institutions—tend to discontinue their piano studies. Ages 12 to 17 represent a pivotal phase in students' music education, aligning with key academic transitions. During this stage, many students face the decision of whether to continue their piano studies, making it essential to explore the factors influencing their motivation and persistence in learning the instrument.

In contrast, in recent years, the piano learning market in mainland China has experienced stagnation, with a notable decline in major metropolitan areas. From the author's observations, piano education in China has become overly focused on three materialistic goals: graded examination certificates, competition trophies, and a one-dimensional pursuit of technical proficiency. In this type of piano education, the biggest sacrifice has been musicality. The lack of musical expression has led to an almost equal emphasis on piano education and technical training, causing the artistic and cultural contributions of piano education to diminish significantly. Scholars have argued that "when children learn piano solely for exams and other external purposes, they can easily lose interest in both the instrument and music itself." Parents tend to prioritize their children's academic achievements over their aesthetic development and the long-term enjoyment of piano playing. All of this stems from the fact that this form of piano education has become a fixed mindset (p. 29) (Guo & Cosaitis, 2019). Based on these outlined concerns, the research questions of this study are as follows:

How does parental support influence Chinese students' motivation and persistence in piano practice?

How does students' learning motivation mediate the relationship between parental support and their commitment to piano learning?

In what ways does parental support impact Chinese students' determination to continue piano learning?

What model best represents the comprehensive impact of parental support on Chinese students' persistence in piano learning while capturing the nuances of their educational experiences?

Over the past 40 years, the expectancy-value theory of achievement choice, proposed by Eccles and her colleagues, has significantly influenced numerous studies. This theory has made major contributions to understanding the underlying structure and processes of success expectations and has explained individual differences in decision-making outcomes within the framework of task value theory (Eccles, & Wigfield, 2020). From the moment a child begins learning music, parents play a crucial role. Whether in daily life, education, or personal development, parents serve as the primary decision-makers in determining whether a student pursues music education (Upitis et al., 2017; Ryan, Boucher, & Ryan, 2023).

In piano education, the persistence of middle school students in learning the piano is the core focus of this study. Analyzing the intrinsic factors that influence these students is essential for parents and teachers to adopt proactive and effective strategies. A student's

intrinsic motivation is likely to impact their learning interest and academic performance. In particular, before beginning piano instruction, understanding a student's interest requires identifying their reasons for wanting to learn (Cheng, & Southcott, 2016). Currently, research on effective piano teaching primarily focuses on pedagogical aspects, such as teaching methods and learning materials, including repertoire, exercises, and practice routines. However, in reality, non-instructional factors such as motivation, self-esteem, achievement motivation, and affiliation-driven factors are equally significant in determining the success of any piano teaching and learning process. Although motivation itself is not a learning activity, it remains one of the most closely related factors to learning. Numerous studies have shown that motivated students learn more, perform better, and develop greater autonomy in their studies (Yiman, 2013). Children are the central participants in piano learning, and their enthusiasm, fundamental attitude, and motivation toward piano study directly influence their final learning outcomes (Xiaoli, 2005). In particular, students preparing to pursue a music degree or a future career in piano tend to develop a deeper understanding of the instrument. Those who plan to study performance degrees are often highly motivated to refine their skills (Cheng, & Southcott, 2016).

Understanding the educational system is crucial for recognizing these transition points, as Chinese students' experiences with piano learning are shaped within this structured institutional framework. It can be argued that this system serves as the most significant motivator influencing students' choices. Within this process, how educators and parents effectively guide and support children's healthy development is a critical area of study. Therefore, research on piano learning motivation and parental expectations is essential for fostering sustained engagement and achieving meaningful educational outcomes.

Research Methodology

This study aims to investigate the motivation of middle school students in Shandong Province to learn the piano, as well as parental expectations regarding piano education. In the current landscape of piano education, key questions arise: What motivates students to learn the piano? What expectations do parents have for their children's piano education? When students choose to learn the piano, what are their initial intentions? More importantly, how can these initial motivations be sustained and further developed to enhance long-term engagement with piano learning? At the early stages of learning, the role of parents and teachers in guiding students' choice to study the piano and in setting realistic expectations is crucial. Through this research, we hope to provide a clearer and more comprehensive representation of the piano learning process. By offering valuable insights, this study aims to help individuals better understand and structure their piano education, ultimately contributing to the advancement of piano education as a whole.

This study will adopt an empiricist research paradigm and quantitative methods to systematically examine the impact of parental support, teacher communication, and student learning motivation on Chinese students' persistence in piano education. The empiricist paradigm was chosen because it emphasizes objectivity and allows for the use of statistical methods to derive generalizable conclusions (Creswell & Creswell, 2018). Quantitative methods are particularly suitable for testing hypotheses and analyzing the relationships between measurable variables (Daniel, 2016). A key characteristic of quantitative research is the use of structured instruments such as surveys and questionnaires to collect numerical

data, enabling the objective measurement and analysis of variables (Creswell & Creswell, 2018). The application of quantitative methods aligns with the objectives of this study, as it allows for the use of statistical procedures to test specific hypotheses and assess the strength and nature of relationships between variables.

By examining the role of learning motivation in piano education among middle school students in Shandong Province, this study seeks to analyze the factors that drive students to persist in their piano studies. Key research questions include: What motivates middle school students in Shandong to continue learning the piano? What are the expectations of parents regarding their children's piano education during middle school? How do piano students perceive their learning experience, and what drives their motivation? What learning goals do students set for themselves, and how are these goals influenced by emotional factors? The core focus of this study is the persistence of middle school students in piano learning, specifically how intrinsic factors impact their long-term engagement and achievement in piano education. Additionally, this study explores the multiple roles of parents in shaping students' musical literacy, fostering interest in music, developing musical habits, and creating a positive musical environment. It also highlights the role of professional piano teachers, who adapt their teaching strategies based on students' age-specific learning needs. By analyzing students' progress, teachers can provide targeted recommendations and strategies to support their continued learning.

Results and Discussion

The study of the interaction between piano learning motivation and parents' expectations has important theoretical and practical values: From the theoretical level, this study can fill the academic gap on the influence mechanism of non-cognitive factors in art education and provide empirical evidence on the applicability of self-determination theory and expectancy value theory in the context of Chinese culture; from the practical point of view, with the implementation of the "double reduction" policy and the promotion of the status of quality education, there is an urgent practical need to explore how to improve learning persistence by optimizing parents' expectations and stimulating intrinsic motivation. From a practical point of view, with the implementation of the "double-decrease" policy and the promotion of the status of quality education, there is an urgent need to explore how to optimize parents' expectations and stimulate intrinsic motivation to improve learning persistence, in order to improve the current status quo of over-utilitarianized piano education. Especially in the critical development period of 12-17 years, students face the dual challenges of academic pressure and interest cultivation, and the balance between motivation and expectation is not only related to the sustainable development of individual artistic literacy, but also of great significance to the construction of a scientific and reasonable art education system.

In the process of investigating the current state of piano learning among middle school students in Shandong Province, it was observed that most expectancy-value research models are designed for students in grades five through twelve. These studies primarily focus on children's and adolescents' perceptions of achievement and value-driven motivation. However, in many cases, the direct connection between students themselves and their own achievements has not been thoroughly examined. One reason for this gap is that neither we nor other researchers have proposed or established adequate measures to study this

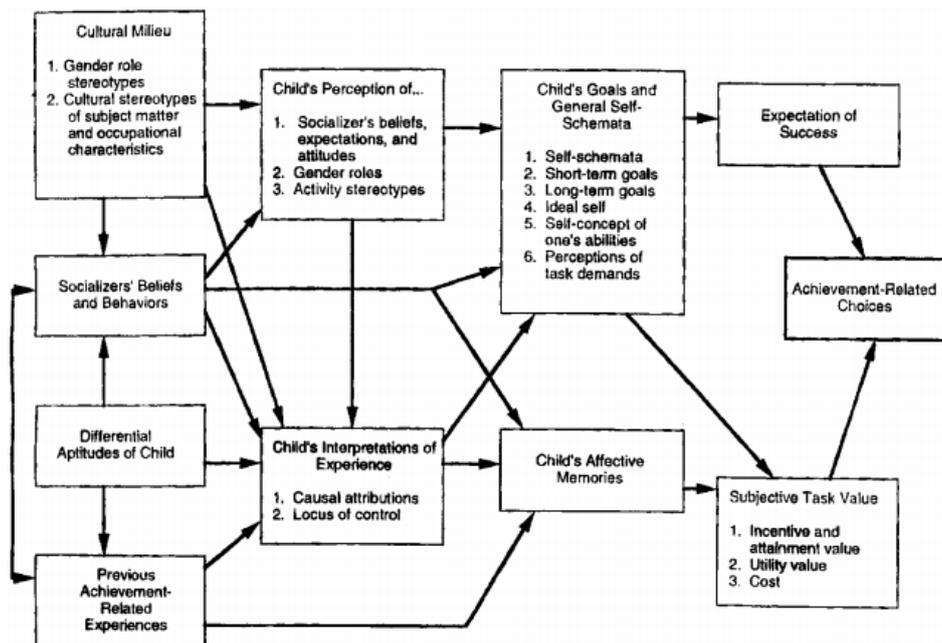
relationship (Eccles, & Wigfield, A., 2020). The issue of persistence in piano learning is of particular importance in research on adolescent development, especially in the Chinese educational context, where there is a significant upward trend in the attrition rate of piano learning among students aged 12-17 (Ministry of Education Arts Education Development Report, 2022). Without sufficient intrinsic motivation, it is difficult for students to independently achieve their expected learning goals (Costa-Giomi, 2004; Cheng, & Southcott, 2016). Many piano education researchers have begun to explore how the development of learning motivation and expectancy-value theory affects students' piano achievements, from childhood through adolescence. A key question that arises is: how do these motivational influences manifest in students' daily practice and learning choices? (Wigfield, & Eccles, 2000).

The piano learning market in mainland China has been experiencing stagnation in recent years, especially in metropolitan areas. And this phenomenon needs to be interpreted from a three-dimensional framework of the education system, family decision-making and individual motivation. In terms of the macro-educational structure, the dramatic increase in academic pressure from middle school to high school directly compresses the space for arts education. A tracking study by Yi et al. (20-21) found that the average daily piano practice time for Chinese freshmen was 58 minutes, which plummeted to 19 minutes in the freshman year of high school, with 73% of the dropouts directly related to midterm preparation. This structural pressure interacts with parental decision-making: according to a national sample survey by the China Musicians Association (2023), 92% of decisions about starting piano study are made by parents, and 78% of families make passing the exams (especially the 10th grade of the Central Conservatory of Music) a mandatory goal, with only 9.7% of parents consulting their children in their decision-making. Such a utilitarian orientation led by parents has gradually alienated piano education into a linear process of "technical training-acquiring certificates" (Wu, 2005), leading to a systematic distortion of learning motivation.

Contemporary expectancy-value theory models are based on Atkinson's model, with Eccles et al. (1983) refining it into a more intuitive framework. This model highlights how subjective values influence goal selection, learning persistence, and academic achievement (see Figure 1). The Chinese context, however, is unique: Wang Yiman's (2023) comparative study reveals that Chinese parents emphasize the instrumental value of piano learning (61% of the total number of points awarded for advancement to higher education, compared to only 8% in the Western sample), while devaluing the intrinsic aesthetic value (Chinese students' "musical enjoyment" scores were 2.3/5, compared to 4.2/5 in the Western sample). This value orientation further undermines students' need for autonomy through what Ryan and Deci (2000) call "controlling support" (e.g., monitoring practice time, grading schedules). Cross-cultural research further highlights the complexity of parental involvement in China, with McPherson et al.'s (2012) cross-country comparisons suggesting that Western families are more likely to assume the role of "resource providers" (e.g., paying for lessons, transporting to and from lessons), whereas Chinese parents generally assume the role of "co-learners" (85% of them accompany lessons and take notes on key points). This deep involvement, while beneficial in the early stages of skill acquisition (Chinese students pass ABRSM Grade 8 2.1 years earlier than in the UK), may inhibit the development of self-regulation in the long term. The critical study by Guo and Cosaitis (2019) points out that this model is essentially a "transference of educational anxieties"-when parents translate

institutional pressures (e.g., extra points for artistic specialties in secondary school exams) into daily practice goals, the piano has been alienated from an artistic vehicle to a vehicle of anxiety. It is worth noting that in recent years there has been a trend toward class differentiation: high-income families have begun to rely on Western strategies of "autonomy support" (e.g., concert immersion), while the working class relies more on rigid assessments (74% of daily practice videos are timed) (Wang, 2023). This differentiation suggests that piano education is becoming a microcosmic field of social class reproduction in China.

Ping (2009) conducted a questionnaire-based study comparing the learning motivation of adult and child piano students. The study also analyzed several factors affecting piano learning motivation, including parenting styles, anxiety levels, and performance psychology. Results indicated that these factors influenced piano learners of all ages to varying degrees. Songfeng (2011) investigated piano learners aged 6-13 in Jilin Province, analyzing the characteristics and formation of strong learning motivation among children. The study explored how teachers can enhance students' enthusiasm and how parents should guide their children's education. Using interviews and surveys, combined with insights from psychology and education, the study provided targeted recommendations. Linhan (2013) explored how to stimulate children's piano learning motivation, arguing that most children in China learn piano not out of personal interest but due to parental expectations. The study suggested that for long-term and enjoyable piano learning, parents and teachers must adopt strategic and consistent approaches to help children discover their role in piano education. Guojiao (2018) conducted an objective analysis of parental factors and coping strategies in stimulating young children's piano learning motivation. The study found that family environment, parental attitudes, teacher selection, and educational methods play a critical role in children's learning experiences. It emphasized that shaping good learning habits and attitudes is crucial for long-term musical development. Empirical studies have shown a positive correlation between parental educational expectations and middle school students' learning engagement. Parents with higher educational expectations tend to have a greater influence on their children's level of participation in learning. Additionally, research indicates significant differences in educational expectations among parents from different occupational backgrounds. In fact, parental attitudes and teaching methods shape the direction of students' efforts, playing a crucial role in their development and, to some extent, affecting the overall quality of their education.



To achieve the research objectives, this study employs Self-Determination Theory (SDT) and Expectancy-Value Theory (EVT) to examine students' piano learning motivation and achievement value. A combination of survey questionnaires and Structural Equation Modeling (SEM) is used to analyze the factors influencing students' decisions to learn piano. SEM is specifically applied to assess the direct and indirect effects of parental expectations on piano learning motivation, with a particular focus on the role of expectancy-value in this process. The study incorporates variables such as parental demands, the perceived value of piano learning, and teacher experience. The hypotheses are tested using descriptive statistics, correlation analysis, and path analysis to provide a comprehensive understanding of the relationships among these factors.

Based on the research conceptual framework, this study proposes the following hypotheses:

Higher parental expectations lead to greater student motivation in music learning. Research suggests that students who receive emotional warmth and understanding from their parents, as well as those favored in family life, tend to exhibit higher achievement motivation. The factor of “emotional warmth and understanding” includes statements such as “My parents believe in me and allow me to do certain things independently.” Therefore, we hypothesize that a parenting style that encourages children to engage in piano activities independently will enhance their achievement motivation in piano learning. Effective teacher communication positively correlates with students' enthusiasm for learning music.

Through teacher guidance, students gain a deeper understanding of professional knowledge, receive detailed explanations, and resolve challenges encountered during the learning process. This motivation often stems from students' curiosity about piano, including their tendencies to explore, manipulate, and understand their environment. For example, statements like “I feel envious when I see others playing the piano” or “I find playing the piano interesting” reflect the psychological traits associated with piano learning enthusiasm.

Students' learning motivation positively influences their persistence in music education.

The personal need for students to earn recognition based on their abilities can drive their persistence in learning. For instance, a student might think, "Many of my friends are learning piano, and some of them have already passed the Level 10 piano exam." This sense of social comparison and personal achievement can strengthen their motivation to continue learning music. Parental expectations indirectly affect students' persistence in music learning through the mediation of learning motivation.

Psychological research suggests that parental expectations are shaped by their own experiences, learning, and reflections on their child's future aspirations and plans. Extensive experimental studies have shown that when students encounter setbacks or challenges in their educational journey, immediate parental support and encouragement can provide emotional reassurance, serve as a strong motivational force, and foster students' ability to solve problems independently. This, in turn, leads to increased investment in learning and performance improvement, directly influencing their engagement and long-term commitment to music education (Wei Fangyu & Dai Chunlin, 2013).

Teacher communication indirectly influences students' persistence in music learning through the mediation of learning motivation.

Students strive to meet the expectations of teachers, parents, and peers, consciously adjusting their behavior to align with these expectations in order to gain and maintain their approval. Effective teacher communication enhances students' understanding of music, provides guidance in overcoming learning difficulties, and fosters a sense of achievement, which in turn strengthens their intrinsic motivation to continue learning.

A model incorporating parental support, teacher communication, and student learning motivation can significantly predict the persistence of Chinese students in piano learning. By analyzing the combined effects of parental encouragement, teacher guidance, and student motivation, this study aims to provide a comprehensive framework for understanding the factors that sustain students' long-term commitment to piano education in China.

Specifically, social support from parents and teachers carries greater authority and has a broader influence. Burt, Resnick, and Novick (1998) stated that parents and teachers play a protective role in adolescents' growth.

Successful piano education relies on the teacher's teaching level, the parents' dedication and effort, the student's talent, and most importantly, the student's strong learning motivation. The intensity of motivation directly affects learning effectiveness. Based on China's educational environment, this study explores the impact of parental expectations on students' persistence in piano learning, divided into the following aspects:

Population Scope: This study focuses exclusively on Chinese middle school students learning piano. Therefore, the findings may not be applicable to students of different educational levels, adult learners, or those learning instruments other than the piano.

Geographical Scope: The research will be conducted entirely within China, focusing on the country's unique cultural, educational, and socio-economic factors. As a result, the findings

may not be generalizable to piano learning environments in other countries or cultural contexts.

Time Frame: The study is limited to the year 2024. Any future changes in educational policies, cultural attitudes toward music education, or socio-economic factors will not be reflected in the results. Additionally, since this study provides only a snapshot, it may not capture longitudinal trends or the evolution of the investigated phenomena over time.

Defining the research scope ensures the study remains focused and produces precise results within its established parameters. However, it also means that the conclusions must be interpreted within these limitations.

In this study, based on the conceptual framework (Figure 1.1), the variable of parental support includes various aspects of parental involvement, such as financial investment, emotional support, and encouragement (Erdem & Kaya, 2020). Operationally, parental support can be measured by assessing financial contributions related to piano learning activities, practice attendance, and verbal encouragement, under the assumption that parental involvement is directly linked to student achievement. The variable of teacher communication encompasses the quality of interaction between teachers and students, including feedback, responsiveness, and motivation for engagement (Bogunović et al., 2023). This can be evaluated through students' perceptions of their interactions with piano teachers, particularly the clarity of communication and the nature of feedback, based on educational theories emphasizing the importance of teacher-student interaction in learning. Student motivation, serving as a mediating variable between the independent and dependent variables, is defined as the intrinsic drive and interest of students in learning piano, influenced by parental and teacher involvement (Saeed & Zyngier, 2012). Operationally, it can be assessed using scales that measure students' self-reported interest in piano learning, their desire to continue, and their enjoyment of the learning process. This reflects both intrinsic and extrinsic motivation, which are theoretically key factors in learning persistence. Piano Learning Persistence refers to the extent to which students continue learning the piano (Vosz et al., 2020). It can be operationally defined through the frequency of practice, continued participation in piano lessons, and teachers' assessments of students' commitment to learning. These definitions guide data collection and analysis methods, ensuring that each variable is precisely measured based on established educational and construct theories. The outcome variable reflects students' sustained engagement in piano learning, as demonstrated by their practice habits and progress.

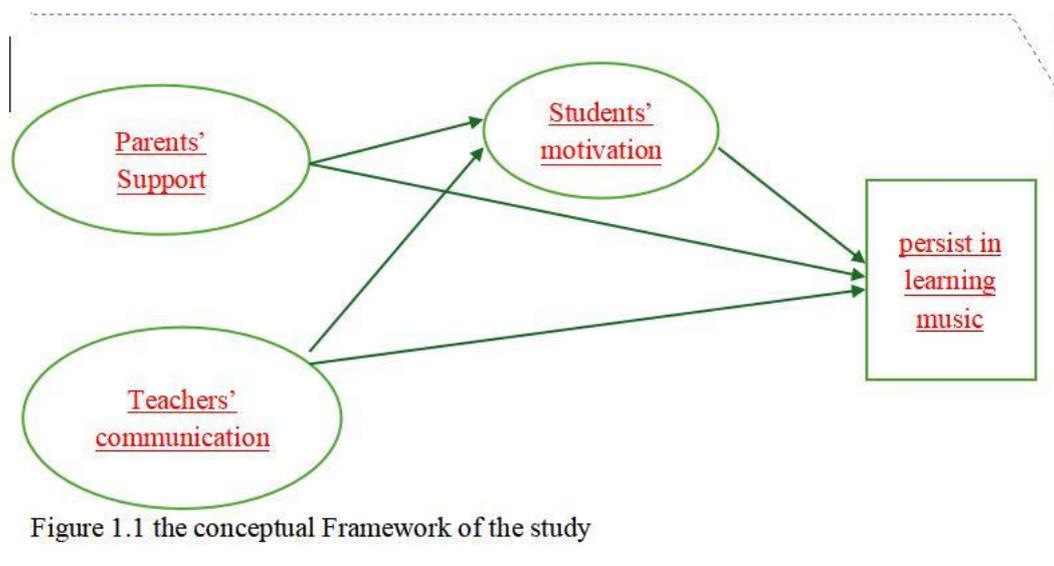


Figure 1.1 the conceptual Framework of the study

Family systems theory emphasizes the role of the family environment in developmental outcomes, demonstrating the impact of parental support on the persistence of piano learning. The influence of teacher communication on piano learning persistence aligns with Vygotsky's sociocultural theory, which posits that learning is a socially mediated process. The mediating role of student motivation is supported by social cognitive theory, which suggests that personal factors, such as motivation, mediate the relationship between environmental factors (e.g., parental support and teacher communication) and behavioral outcomes (e.g., learning persistence). The relationships among these variables are assumed to be linear and directional, meaning that higher levels of parental support and effective teacher communication are expected to enhance student motivation, potentially leading to greater persistence in piano learning. This conceptual framework will guide the SEM analysis, which will be used to test the proposed hypotheses and provide a deeper understanding of the dynamic factors influencing the persistence of piano learning in China.

Conclusion

Piano learning is not merely an academic activity but also an aesthetic experience. Stimulating students' "aesthetic intention" is crucial, as children tend to be more engaged and serious when practicing beautiful and appealing pieces compared to those that are dull or unappealing. This is because beautiful melodies bring joy and pleasure, making the learning process more enjoyable. Curiosity and the instinct to explore and manipulate new things are inherent in everyone, including middle school students. The need to develop a sense of "control" in piano learning can be divided into two aspects: mastery of knowledge and mastery of the instrument. When a child is new to piano or just beginning to learn, even if their parents do not explicitly instill a strong motivation for learning, they often exhibit a natural curiosity about the instrument. Questions such as "What is inside the piano?" "What is this instrument for?" and "Being able to play the piano is impressive" reflect an intrinsic desire to explore and understand. This need for achievement drives students to excel in piano learning, as they seek to distinguish themselves through skill and recognition. This motivation is particularly strong in students who take pride in their piano studies and view their progress as a source of personal accomplishment.

Overall, research on piano learning motivation lacks detailed definitions. Many domestic academic journals primarily focus on simplified reports on piano teaching trends. For

example, Liu (2003) and Yang (2014) explored the reasons behind the surge in piano learning. However, such reports are often based on the authors' observations and opinions rather than supported by rigorous quantitative and qualitative evidence. Additionally, numerous scholars have offered broader perspectives on the rise of piano learning in China (Xu, 2001; Melvin & Cai, 2004; Zhao, 2010). These Chinese journals generally mention the phenomenon of the "piano learning boom" but lack practical and analytical discussions on this trend (Bing Bai, 2021). China's reform and opening-up policies contributed to the widespread enthusiasm for piano learning, leading to increased attention to piano education. In this context, it is crucial to understand the initial motivations of students and parents when choosing to learn the piano and how these motivations can be sustained to foster long-term development. Specifically, in Shandong, how parents support their children's piano education, the active roles they play in the learning process, and the expectations they set are all key factors. Since motivation is heavily influenced by emotions, it carries significant implications for piano learning persistence (Cheng, & Southcott, 2016).

This study aims to present the piano learning process more clearly and intuitively, allowing more people to understand and effectively plan their piano learning. Such an approach will contribute to the overall development of piano education. As an essential component of children's cognitive activities, piano learning holds significant personal and social value. It plays a crucial role in enhancing children's overall quality and fostering the development of various abilities.

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