

# KEY MOTIVATORS FOR STUDENTS CHOOSING MUSIC EDUCATION PATHWAY

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## ABSTRACT

This study aimed to identify the factors influencing the undergraduate student's decision to choose music education as their pathway in pursuing their study at the bachelor's degree program. Thirty participants enrolled in this study are from the Bachelor of Music Education, Conservatory of Music, Universiti Teknologi MARA (UiTM), Shah Alam, Malaysia. This study intends to examine the elements that influence students' decisions to pursue a profession in music instruction and to investigate the impact of personal interest and motivation on the decision-making process. This study identified the primary factors influencing students' decisions to persist in the music education pathway and analyzed the effects of personal interest and motivation on these choices. The factors are individual, personal reasons, career choice, experience-related, and institutional influences. Consequently, the results of this research will offer significant insights into the determinants that motivate students to engage in music education programs.

**Keywords:** *music education, music pathway, factor decision-making, music career, influence*

## INTRODUCTION

Music, a universal language that transcends cultural boundaries and resonates deeply within the human spirit, has long been an integral part of the educational landscape. Yet, in a world where career choices are diverse and seemingly limitless, what inspires students to choose a path in music education? The decision to pursue a journey through the realms of melody, harmony, and rhythm is a multifaceted one, shaped by a myriad of factors that interplay within the individual, the educational system, and society at large. Graduating high school students are faced with a few professional and future options. While some students will continue their studies, others may enter the labour world immediately. A student entering college may or may not have a rational justification for selecting a major. Some causes may be personal, while others may be influenced by outside sources such as parents, peers, or teachers, Bright (2006).

The purpose of this research is to discover why music education majors chose their majors. For students who have performed in a high school group, becoming a music education major is often appealing. What are some of the special benefits of being a member of a school music ensemble? What options are there for students to gain teaching experience? Do these experiences

influence a student's decision to pursue a profession in music education?

This study would be beneficial for both students and educators as the underlying personal motivational or experiential influences could lead to the choice and pursuit of a career in music education. It would seem appropriate to attempt to explore better understanding for identifying the personality characteristics, needs, or perhaps any musical experiences that influence an individual's choice of teaching as a career.

## **BACKGROUND OF STUDY**

Participation in music by students during their early school years has benefited their spiritual, physical, and psychological development. However, music instruction is frequently regarded as optional in Malaysia (Nor, 2011). Previous research has shown that music instruction may develop potential in a student's character, moulding them into quality students with decent personalities. Students who began formal music education in primary or secondary school are more likely to experience satisfaction, personal musical accomplishment, and a love of music. The decision to pursue a career in the music field is a significant one that involves various factors influencing a student's choice (Bueno, 2019). Therefore, understanding these elements can help to build effective tactics for promoting music education and improving students' employment chances in the profession.

This study aims to ascertain the reasons students select music education as their academic discipline. Students who have participated in a high school group frequently exhibit a propensity to pursue a major in music teaching. Numerous social and musical elements affect students' decisions, yet the reasons behind their aspirations to become future music educators have not been extensively examined. Consequently, it is essential to discern the factors influencing their decision to pursue a major in music teaching. This material could benefit both present and prospective music education students and educators. This study may aid in college recruitment and provide secondary music educators with examples of how to motivate both non-music and music major students to consider careers in music education.

### **The Perspectives on Music Education**

Music serves an important role in schools, allowing students to hone their musical skills, collaborate with peers, and improve their entire educational experience. With its ability to unite people to produce harmonious sound, music is a type of art that has historically been seen as a vital component in people's lives. Joining a music field is a great way to develop student's musical skills, meet new people and experience the joy of making music with others (Wood, 2008). There is always a music style that is perfect for us, whether we are a beginner or an experienced music student. Many young people, on the other hand, frequently hesitate or refuse to engage in music education, raising questions about the circumstances affecting their decision. Understanding these elements is critical for exploring tactics that can enable students to participate in the larger music field, eventually expanding their educational and cultural experiences.

Based on previous research, there are several factors that contribute to student's decisions to not participate in music education courses. One major cause is a lack of exposure and understanding of the benefits of music education at school (Chandandeep Kour, 2018) and less support from the parents, stating that parents still see music as a hobby, not a career (Geeta Uppal, 2018). According to previous research (Elaine Rico-Briones, 2013), there are various aspects that may influence students' and parents' decisions, where it can be a good source of knowledge for higher education. It was stated that higher education institutions must provide quality services that meet the community's requirements, expectations, and desires. On the other hand, there are few individuals who are of the opinion that music education is not necessary and that it is not possible to secure a job. In addition, just a small number of schools offer instruction in music. So, without proper knowledge of the positive impact music education can have on their personal and academic growth, students may underestimate the value of participating in the field. Because of this, music

education has a poor reputation among some non-music students.

Choosing the right career path is becoming more and more vital for young students today (Elaine Rico Briones, 2013). The decision on a good career and school can sometimes be influenced by how pupils perceive the world and their future. Internal influences can be associated with self-identity, ability, and career goals. External influences can be linked with peers, relatives, teachers, and other experiences (Haston & Russell 2012). As music provides a creative and collaborative setting that encourages critical thinking, problem-solving skills, and enhanced academic performance (Jill Suttie, 2017) participation in the music field helps to develop crucial social skills such as teamwork, communication, and self-discipline where some students might miss out on these tremendous possibilities for personal growth and enrichment by not participating. Therefore, this study intends to explore students' choices in pursuing music education at the Conservatory of Music, College of Creative Arts, Universiti Teknologi MARA (UiTM), Shah Alam. There are two objectives of this study: i) to identify the factors that influence students' decisions to pursue a music education pathway and, ii) to explore the role of personal interest and motivation in the student's decision-making process. The identification of the factors is to understand the current perception and what motivates them to choose music education as their stairway to future careers.

## **LITERATURE REVIEW**

According to the literature study, both external and internal variables influence student's decision to continue pursuing music. Student's motivation to join in music education might range from a love of music to the positive impact of music society.

### **Parental Influence**

There is a huge body of data suggesting that one of the key impacts in a student's initial decision to participate in any activity is the parent. Some argue that a parent's effect on his or her child is more potent than the school itself in terms of academic and extracurricular accomplishment. (Macintyre et al., 2012). However, according to Finlayson (2009), students' decision-making processes are not influenced by their parents. This is consistent with the findings of Pascual (2014), who indicated that when it comes to course preference, the decisions of others have little influence and tend to follow their parents' advice on choosing a course to take. Therefore, it appears that music educators' responsibility to aid parents in recognising the value and importance of music education in their child's everyday life plays a crucial role in the initial career decision. At this point, there is a better chance that the parent's understanding and awareness of music information will have an impact on the student's decision to choose the music pathway.

Driscoll (2009) investigated factors influencing students' initial engagement in school music activities using a Likert-type scale from "true all the time" to "untrue all the time". Findings show that the family plays an important role in supporting musical activities. These findings match the findings reported by Warnock (2009), who investigated the association between parental support and musical involvement. Not only did his studies show that parental influence was the most important of all, but they also stated that the stronger a parent supports music programmes, the more likely his or her child will continue in music. This finding could be related to the factors that influence students' decisions to pursue the music pathway.

### **Advocating Social Interactions Within Learning Environment**

According to Alexander T. (2016), student motivation and participation increases when the teacher is regarded as supportive and cooperative, capable of successfully explaining materials, providing clear directions and being able to provide a positive response to students right away. The ability of instructors to deliver positive reinforcement and other forms of immediate assistance to students is also important towards the motivation and success of students (Alexander, 2016). With the

engagement of parents and teachers, a student can have several sources of influence over their degree decision.

Social variables, such as relationships with peers through musical ensemble membership, appear to play a role in music student retention. "Interactional commitment refers to the breadth of social relationships associated with an identity," writes Dagaz (2012) (p. 445). It showed that student prefers to learn music because of the positive environment among their ensemble members. In relation to the study, a positive environment could be one of the factors that influence non-music students to pursue the music field. Students who have college-bound peers play an important role in influencing enrolment since they are more likely to attend as well (Ryan Curtis, 2012). Friends influence college aspirations as well as college enrolment decisions. However, present collegiate students, as well as a campus visit, appear to have a considerable influence on a prospective student's impressions of academic, social, and athletic traits.

Obtaining a college degree might be beneficial to your life for a variety of reasons. It has the potential to take your educational career to new heights. A student usually decides on his or her own course because no one else will gain from the decision except the student. According to Depping and Freund (2011), older persons make more responsible judgements when considering their future. This emphasises that older people prioritise things that may happen in the future and are more responsible with the decisions they make, resulting in a substantial association between age and environmental and other factors such as personal interest. These studies conclude that a student's decision to pursue a career might be influenced by a variety of variables. It would be the effect of their surroundings. This study established that families and friends have the greatest influence on a student's school and degree programme selection (Bueno, 2019).

### **Macro and Minor Level of Studies**

According to the previous study, the literature on college choice studies is classified into two categories, which are macro-level studies and micro-level studies. Macro-level studies are aimed at forecasting or describing total enrolment for an institution or larger entity, such as a region or state, by focusing on general environmental and institutional parameters (Curtis, 2012). Microlevel studies seek to demonstrate linkages and how environmental, institutional, and individual student variables might influence college decisions and even whether to attend college at all. This study analyses the influence of various factors and provides a chance that a student will attend a specific institution or university.

As a result, this study may be significant in the context of factors that influence a student's decision to pursue music education. It would aid in understanding how macro-level, such as the availability of music programmes in the region or state, and micro-level, such as personal interests and preferences factors, influence a student's decision to pursue music education. Therefore, this could provide insights into the elements that increase or decrease students' interest in music education and assist institutions in catering to those factors to attract more students.

In the realm of academics and student choices, students tend to self-select the colleges in which they apply based on what they believe the college will accept as entrance criteria (Curtis, 2012). Besides, they have a preconceived image of their own academic quality in comparison to the institutional reputation which they usually choose institutions where they believe the enrolled students are of equivalent potential. Perhaps these findings help explain why many universities contribute to this scenario by posting standardised test scores and grade point averages (GPA) for their incoming classes as a measure of comparison to advise prospective students of their chances of admission. Meanwhile, students who thrive academically have more postsecondary options as well as greater access to information. Higher achieving students receive more information about college alternatives from counsellors, family, and the college itself than those with lesser academic ability (Galotti, 2012). In many situations, students choose universities where they believe they will be able to take the courses required to enter graduate school or acquire jobs. The courses available and their rewards appear to be essential aspects of college choice.

Aside from the academic aspect, three institutional qualities that are quite important in the college search process are locations, programmes, and quality (Drewes & Michael, 2006). Location can play a major role in influencing the decisions. According to Filter (2010), as distance increased,

students were less likely to enrol in their first-choice institution, and college in general became less appealing to students as distances from home increased. Students are also more interested in attending college when they live in an area with several colleges (Drewes & Michael, 2006).

### **Institutional Financial**

However, the most important component of the economic aspect of deciding to go to college is financial aid. Large sums of help generally convert a second-choice school to a first-choice school, but an institution must be a viable option. Freeman (2012) discovered that financial help has a favourable effect on choice and that pricing is perhaps sensitive to a variety of variables. Even more interesting, studies have found that non-aid-based acts such as letters, on-campus banquets and special certificates may be just as meaningful as financial aid in some cases. These findings are especially significant when one considers that many students' average choice set consists of only one or two universities. On the other hand, these types of personal and social influences play a role in a student's college choice and could be used as the barrier breaker for a student's decision to pursue music education.

### **Music Majors Influences**

Current studies on the topic of college major selection yield conflicting results. The study discovered that while many studies provide comparable concepts in the field of college selection, none are exact. According to Overmier (2003), the most important factors affecting freshman music majors are the department's reputation, course availability, personal connection with music instructors, cost (best deal), and parents. Several studies identified campus activities as being very influential as a means of personal contact with the school, while the least influential was reputation, fraternities or sororities, advice from their high school music teacher, the proximity of the institution to their home and a family member attends the same institutions (Overmier, 2003). Overmier (2003) polled students, who listed the five most popular recruitment strategies used by teachers in this study. According to the responses of all respondents, the five recruiting strategies used were form letters, a departmental brochure, a scholarship offer, an invitation to visit the school, and personal letters expressing a desire for the responder to attend the institution (Overmier, 2003). scholarship was the most effective recruitment strategy discovered, while the form letters were the least effective. Meanwhile, Ludeman (2013) found the five most influential items leading to specific college enrolment were outstanding music faculty high standards, a "well-rounded" music program, outstanding performing groups, and studying music under top faculty members in the field. Religious and social organisations, no prejudice, the influence of friends, high school counsellors, and scholarships were the five least powerful factors influencing music major enrolment.

This research is important for understanding the elements that influence students' decisions to major in music teaching. It delves into various factors that influence students' decisions, such as reputation, personal ties, cost, and recruitment techniques. By comparing the findings of several studies, it exposes the complexities of this decision-making process and suggests that there is no one-size-fits-all solution.

## **RESEARCH METHODOLOGY**

A study's research design reflects the researcher's fundamental approach to solving their research questions. Therefore, it is vital that the researcher select the most appropriate technique to achieve the study's goals and objectives. This study employs a quantitative research approach, employing a survey instrument to collect data from a targeted group of

music education pathway students. The reason behind this chosen research design is that it allows the researcher to analyse and compare the findings that could provide potential insights related to the research objectives and would yield significant insights into the elements of students' decisions to pursue a career in the music education pathway.

### **Sample**

A target group of music students was identified, and the sample would be students from Bachelor of Music Education, Conservatory of Music, College of Creative Arts, Universiti Teknologi MARA (UiTM) Shah Alam. There are 30 respondents consisting of fifteen males and females each between the ages of 18 and 30 years old, also majoring in different types of musical instruments. All respondents are from both urban and rural areas and were selected from the Music Education Department.

### **DATA COLLECTION**

This study is conducted through an online survey. The researchers decided to conduct a survey with participants using a prepared questionnaire guide related to their decision-making process, influencing factors, and experiences, allowing participants to express their thoughts and provide detailed narratives about their perspectives. The survey comprised Likert-scale items, to collect quantitative responses.

### **DATA ANALYSIS**

Descriptive statistics give a general summary of the sample demographics, such as age, gender, educational level, and musical experience. These statistics will aid in understanding the sample characteristics and ensuring that the data is representative. Besides, correlation analysis can also be performed to investigate the relationships between different factors. By calculating the correlation coefficients, the researcher can identify the strength and direction of associations among various variables. For instance, the researcher might examine if there is a positive correlation between parental influence and student's decisions to pursue music education. Then, factor analysis will be used to identify underlying dimensions of latent variables that influence student judgements. This approach seeks to compress the data to a smaller number of components, simplifying interpretation and, more precisely, capturing the affecting factors and regression analysis will help determine the extent to which each factor predicts students' decisions to pursue music education. The results obtained from the data analysis will be presented in a comprehensive manner. Key findings, including descriptive statistics, correlation coefficients and regression coefficients, will be discussed. To conclude, the identified influential factors are critically analysed, and their implications for music education policy and practice will be discussed.

### **RESULTS**

The result provides insight into the demographics of the participants and has been analysed to gain the factors of the decision-making in choosing a music education pathway. As stated earlier, factors that may have caused the decision-making process, such as person, personal reasons, career choice, experience, and institutional clout, were used in the survey. This allowed for each question to be evaluated according to its

category. Each question's ratings were recorded and used to compute a percentage. The percentages were calculated by totalling the number of responses for each rating column and dividing by the total number of participants. For example, if ten responses were marked agree, it would then be divided by the total of participants (N = 30) and then multiplied by 100%, yielding 33.3%. 93.3% of the respondents are at the age of 21 to 25 years old, 3.3% are at the age of 18 to 20, and the remaining 3.3% are at the age of 26 to 30. The rating percentage results are summarised in Table 1.

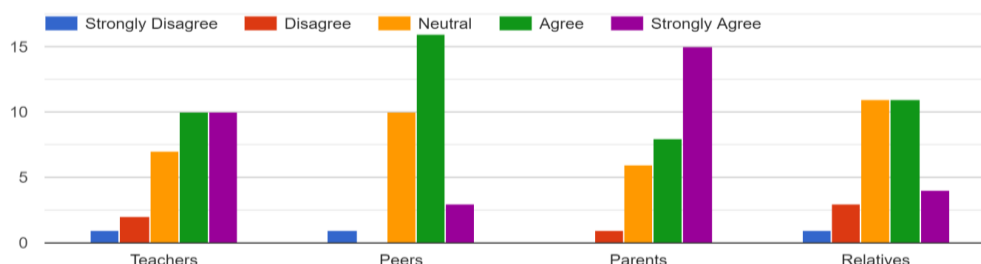
**Table 1:** The rating percentage results.

<b>Theme</b> Sub- Category	<b>SD</b> (%)	<b>D</b> (%)	<b>N</b> (%)	<b>A</b> (%)	<b>SA</b> (%)
<b>Person</b>					
i) Teachers	3.3	6.7	23.3	33.3	33.3
ii) Peers	3.3	-	33.3	53.3	10
iii) Parents	-	3.3	20	26.7	50
iv) Relatives	3.3	10	36.7	36.7	13.3
<b>Personal Reasons</b>					
i) I have a passion for music teaching. Music education is my career pathway.	-	-	10	53.3	36.7
	-	3.3	6.7	53.3	36.7
	-	3.3	10	46.7	40
ii) Music education is a guaranteed job.	3.3	16.7	23.3	30	26.7
iii) Music education is the only choice that I can pursue for my degree.	6.7	3.3	30	33.3	26.7
iv) My parents/family approach me to choose music education.					
<b>Career Choice</b>					
i) I believe music education can lead to fulfilling career opportunities.	-	-	10	36.7	53.3
ii) I think that career in music education can offer a stable and secure job opportunity.	-	-	-	46.7	53.3
iii) I have received positive encouragement from music teachers and mentors.	-	-	10	36.7	53.3
iv) My family members and close friends support my decision to pursue music education.	-	3.3	10	30	56.7
<b>Experience Related</b>					
i) I have had positive experiences with music education in the past.	-	6.7	23.3	43.3	26.7
ii) I have attended live performances that have inspired me to pursue music education.	-	6.7	26.7	40	26.7
iii) The support and encouragement I received from teachers and mentors in music education have influenced my decision to pursue.	-	3.3	10	50	36.7
iv) I feel that my past experiences in music have prepares me well for future studies in this field.	-	-	20	53.3	26.7
v) I have no experience before.	46.7	13.3	20	13.3	6.7

<b>Institutional Influence</b>						
i)	The reputation of the music education program in UiTM influenced my decision to pursue music education.	-	-	10	63.3	26.7
ii)	The quality of faculty and instructors in the music education department at UiTM influenced my decision to pursue music education.	-	3.3	10	56.7	30
iii)	The location and overall atmosphere of UiTM played a role in my decision to pursue music education.	-	10	23.3	43.3	23.3
iv)	The resources and facilities provided by the institution for music education influenced my decision to pursue music education.	-	3.3	13.3	66.7	16.7

## DATA FINDINGS

### i) Person

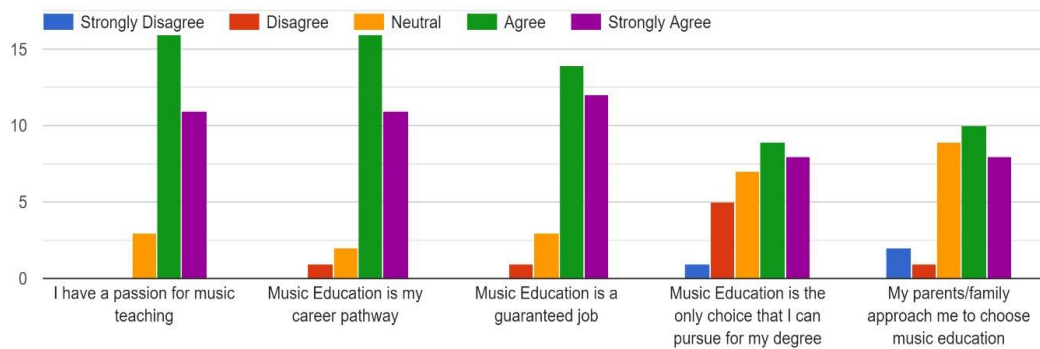


**Figure 1:** Likert scale result on the influential individuals

Teachers, peers, parents, and relatives are the focus of this theme. Results show that 66.6% (N = 30) responded with Agree and Strongly Agree to teachers directly encouraging them to pursue music education. These findings support previous research that suggests teachers are perceived as role models by students (Alexander T. Hamilton, 2016). While (63.3%) of the participants recorded Agree and Strongly Agree that peers made an impact on the decision to major in music education. In the questions associated with a parent, 76.7% indicated Agree and Strongly Agree that parents made an effect in the decision-making towards music education program. Another 20% remained neutral, while only 3.3% responded to Disagree. These findings record the highest percentage of Agree and Disagree among the others in which these findings match previous data indicating that parents are an essential external factor that influences student's decision-making (Alexander T. Hamilton, 2016). Meanwhile, 50% recorded Agree or Strongly Agree that relatives influence the decision to study music education. Interestingly, questions answered based on respondent's relatives affecting the decision to pursue music education found 13.3% selected Strongly Disagree or Disagree, while another 36.7% remained neutral.



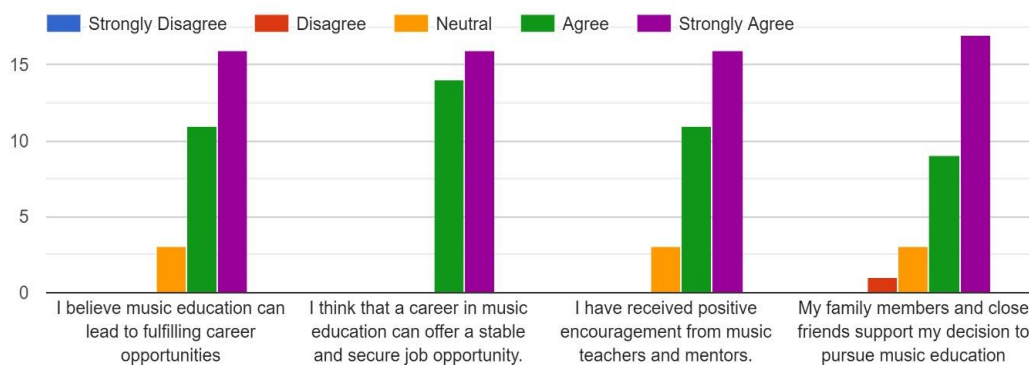
## ii) Personal Reasons



**Figure 2:** Likert scale result on the personal reasons

Previous experiences referenced in this theme include a passion for music teaching, career pathway, music education being a guaranteed job, and music education as the only choice and approach from parents and family. The findings from the 30 respondents indicate that a significant majority of individuals have a passion for music teaching, with 90% recorded Agree or Strongly Agree. This suggests that strong interest and dedication to the field of music education exist among these individuals. Furthermore, 90% of the respondents also expressed that music education is their chosen career path, reinforcing their commitment to pursuing a career in this field. When it comes to the perceived job prospects in music education, a significant majority (86.7%) responded Agree or Strongly Agree that music education provides a guaranteed job. Interestingly, a substantial proportion of respondents (56.7%) indicated Agree or Strongly Agree that they perceive music education as their only viable choice for a degree. The influence of parents or family members was also evident in the findings, as 60% of respondents chose Agree or Strongly Agree that they were approached by their parents or family to choose music education. This implies that external factors such as familial influence could play a role in a student's decision to pursue a degree in music education. These findings match the findings reported by Warnock (2009), who investigated the association between parental support and musical involvement.

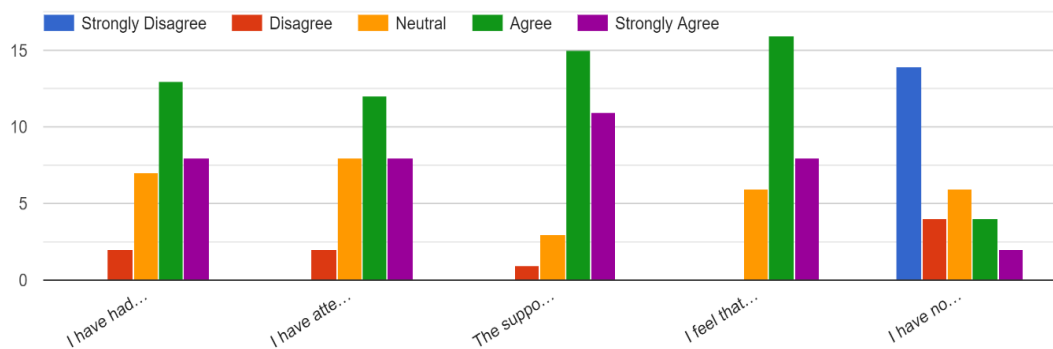
## iii) Career Choice



**Figure 3:** Likert scale result on the career choice

The findings from the survey show a strong belief among respondents that music education can lead to fulfilling career opportunities. 90% of respondents agree or strongly agree with this statement, while 10% remain neutral. Additionally, all respondents (100%) selected Agree or Strongly Agree that a career in music education can offer stable and secure job opportunities. This indicates that students recognize the stability and security that can come from pursuing a career in this field, which may further influence their decision to pursue music education. Furthermore, the survey found that 90% of the respondents received positive encouragement from their music teachers and mentors, while 10% remained neutral. Interestingly, 86.7% of respondents reported that their family members and close friends support their decision to pursue music education. This indicates that having a support system at home can greatly influence a student's decision to pursue a career in music education. Conversely, 3.3% of respondents disagreed, suggesting that some students may face opposition or lack of support from their immediate circle, which could potentially impact their decision-making.

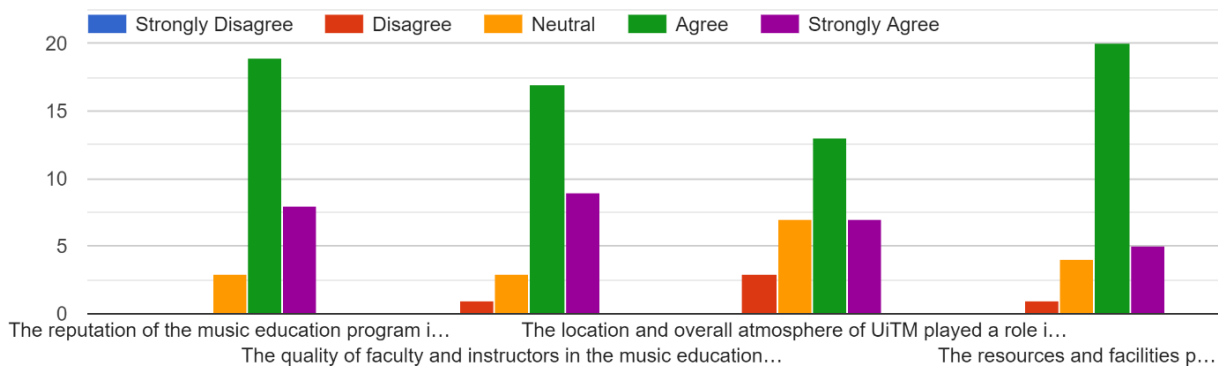
#### iv) Experience Related



**Figure 4:** Likert scale result on the experience-related

Previous experience referenced in this survey includes positive experiences with music education in the past, attending live performances, support and encouragement received from teachers and mentors, past experiences in music, and having no experiences before. Results show that 70% selected Agree and Strongly Agree to have positive experiences with music education in the past, while 6.7% disagreed and another 23.3% remained neutral. 66.7% of the respondents responded Agree and Strongly Agree that they have attended live performances that inspired them to pursue music education. Interestingly, 86.7% responded Agree and Strongly Agree to be given support and encouragement from teachers and mentors in music education, which influenced their decision-making. As supported by the research by Alexander (2016), student motivation and participation rise when a teacher is perceived as encouraging and cooperative, capable of successfully teaching things, providing clear directions, and responding positively to students immediately. On the other hand, 80% of the respondents indicated that past experiences in music had prepared them well for future studies in the field, while 20% remained neutral. Finally, 60% of respondents responded Strongly Agree and Disagree with having no experience before, while 20% responded Agree and Strongly Agree, and another 20% remained neutral.

## v) Institutional Influence



**Figure 5:** Likert scale result on the institutional influence

Results show that a majority (90%) of participants Agreed and Strongly Agreed that the reputation of the music education program in UiTM influenced their decision to pursue music education, while another 10% remained neutral. On the other hand, 86.7% agreed that the quality of faculty and instructors in the music education department at UiTM influenced their decision-making. This mirrors research by Drewes and Michael (2006), whereby it is stated that location, programming, and quality are three institutional aspects that are very essential in the educational institution search process. 66.6% responded Agree and Strongly Agree that the location and overall atmosphere of UiTM played a role in their decision to pursue music education. Lastly, 83.4% of the respondents agreed that the resources and facilities provided by the institution for music education are one of the factors that influence their decision to pursue music education.

## CONCLUSION

The conclusion includes a summary of the findings and a finalisation of the research questions and objectives. The main goal is to brief the readers on what can be concluded from this research project. In conclusion, the findings from this study provide valuable insights into the factors that influence students' decisions to continue studying in music education. The research objectives and questions were effectively addressed and shed light on the various factors that contribute to these decisions.

Firstly, in relation to the objective of identifying the factors that influence students' decision-making, the results indicate that external factors such as teachers, parents, peers, and relatives play a significant role in shaping these decisions. Most respondents agreed that teachers and parents had a positive influence on their decision-making process, supporting the notion that these individuals serve as role models and offer valuable guidance in choosing a career in music education. Additionally, the influence of peers and relatives was also evident, although to a lesser extent. This highlights the importance of social connections and perceived support from one's immediate circle in influencing career decisions. Furthermore, the findings suggest that personal interest and motivation significantly impact students' decisions to continue studying in music education. The majority of respondents expressed a passion for music teaching and a commitment to pursuing a career in the field. They also believed that music education offered stable job prospects, reinforcing their dedication to this career path. This aligned with the research objectives to explore the role of personal interest and motivation in decision-making. The results indicate that students who have a strong interest in music and are motivated by the perceived opportunities in the field are more likely to choose to continue studying in music education.

Overall, the findings of this study support previous research and provide new insights into the factors that influence students' decisions to continue studying in music education. The external factors of teachers, parents, peers, and relatives, as well as personal interest and motivation, were found to play significant roles in shaping these decisions. This finding supported previous research by Finlayson (2009), Alexander T. (2016), and Ryan Curtis (2012). This study contributes to our understanding of the decision-making process in music education and highlights the importance of support systems, passion, and perceived career prospects in influencing students' choices. In addition, it is vital for educational institutions and policymakers to recognize and promote the factors that positively influence students' decisions to continue studying in music education. This can include providing adequate resources and facilities, offering quality faculty and instructors, and creating a supportive and encouraging learning environment. By addressing these factors, educational institutions can attract and retain motivated students who are passionate about music education, ultimately contributing to the growth and success of the field.

According to the results, it is clear that a number of factors influence students' decisions to continue their studies in the music education pathway. In relation to the first research objective, the findings indicate that students perceive their teachers as role models and are influenced by their encouragement to pursue music education. Peers and parents also play a significant role in the decision-making process, with students stating that they are influenced by their peers and that parents have a strong impact on their decisions. Therefore, one of the key suggestions that can be inferred from these findings is the importance of fostering positive relationships between teachers and students. It is evident that when students perceive their teachers as encouraging and supportive, their motivation and participation in music education increase. In addition, it is crucial for teachers to actively engage with their students, provide clear directions, and respond positively to their needs and concerns. Furthermore, mentorship and support from music teachers can greatly influence students' decision-making process and reinforce their commitment to pursue a career in music education.

It also highlights the significant role of parents and family members in influencing students' decision to pursue music education. It is vital for educational institutions and music programs to recognize and involve parents and family members in the decision-making process. This can be done through parent engagement initiatives, such as informational sessions, or regular communication. By providing parents with information and support, educational institutions can help create a supportive environment that encourages students to pursue their passion in music education.

Furthermore, it is essential for music programs to provide diverse and enriching experiences for students, such as concerts, performances, masterclasses, and other opportunities for students to showcase their talents. These experiences could inspire and motivate students to pursue a career in music education. Furthermore, the reputation and quality of the music education program, as well as the resources and facilities provided by the institution, are factors that greatly influence students' decisions. Therefore, educational institutions should strive to maintain high standards and provide state-of-the-art facilities and resources for music education. This may include hiring qualified and experienced faculty members and offering a comprehensive and well-structured curriculum.

In conclusion, based on overall data collection as well as the findings, it also can be suggested that a combination of factors, including positive relationships with teachers, influence from peers and family members, positive experiences with music education, and the reputation and quality of the program, greatly influence students' decisions to pursue a career in the field. Educational institutions and music programs should prioritize these factors and work towards creating an environment that fosters students' passion and commitment to music education. By doing so, they can attract and retain talented individuals who will contribute to the growth and development of the field.

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