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The Influence of Parents, Peers, and Teachers on the Participation in Music Societies of Non-music Majors College Students in Sichuan, China:Mediated by Basic Psychological Needs

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ABSTRACT

Music, as a lifelong activity, has been widely studied for its ability to enhance self-confidence, quality of life and well-being, as well as for its ability to help people escape from or relieve stress, its ability to promote moral and emotional development, its ability to maintain mental health, and its benefits for social interaction and cognitive development. Therefore, the purpose of this study was to explore the linkage between social support and participation in music societies among non-music majors in Sichuan Province, China. This study utilized a cross-sectional survey design, and non-music major's college students (N=499) participated in a researcher-designed online survey. Including parental support (PaS), peer support (PeS), teacher support (TS), Basic psychological needs (BPN), and Music societies participation (MSP). The following conclusions were drawn: parental support and teacher support have no direct effect on music societies participation of non-music majors, but play an important role in basic psychological needs; peer support is negatively correlated with current participation but does not determine individual participation decisions; basic psychological need satisfaction further motivates students' participation; and basic psychological needs form a complete mediator between parental support, peer support and music society Participation. These factors interacted to profoundly influence students' willingness and behavior to participate in music societies, informing music educators' strategies to help promote music as a lifelong activity among non-music majors.

Keywords: Non-music college students Parental support, Peer support, Teacher support, Basic psychological needs, Music societies participation

INTRODUCTION

In the field of music education, educators have long discussed Musical Participation and lifelong participation in music. Extensive research on music as a lifelong activity has shown that sustained participation in music contributes to increased self-confidence, quality of life and well-being, stress escape or relief, moral-emotional development, psychological well-being, social interaction, and cognitive development (Yoo, 2021; Bidha K et al.,

2023). Music societies in colleges and universities provide college students with platforms and opportunities to learn music, which is of great significance to cultivate students' aesthetic ability and cultural literacy. It not only cultivates students' benign interests and habits, improves their artistic cognition and aesthetic ability, but also makes students get artistic inculcation and emotional cultivation (Wan, 2020). Music can stimulate emotions and enrich the spiritual world. The existence and development of music societies can activate the campus cultural atmosphere and promote the mental development and overall growth of college students. Through participation in music society activities, students can develop thinking, emotional expression and creativity, face difficulties and challenges, display their talents and communicate, as well as improve their musical literacy, enhance their self-confidence and expression, and cultivate teamwork and communication skills. The aesthetic activities of music society are not only limited to the music itself, but also include the inheritance and understanding of the culture behind the music, which can enhance students' cultural literacy (Zhou & Yu, 2024). Under the current situation of open and diversified cultural atmosphere, the status of music society as a key part of liberal music education in colleges and universities is fully manifested, and it has a positive effect on promoting the implementation of aesthetic education for college students (Zhou, 2023). Recognizing that music enriches the lives of participants throughout the lifespan, the Formative Music Education Initiative calls on music educators to support lifelong participation in music. The Housewright Symposium's Housewright Declaration not only calls for a lifetime of meaningful music instruction, but also calls for music educators to actively identify and remove barriers to achieving these goals (Madsen, 2020).

This study focuses on exploring the specific mechanisms by which social support affects the participation in music societies of college students who are non-music majors. Specifically, by considering the three dimensions of social support, namely, family support, peer support, and teacher support, respectively, we clarify the extent and manner in which different sources of support influence college students' participation in music societies. Meanwhile, the mediating role of basic psychological needs between social support and participation in music societies of non-music majors is revealed, and how social support promotes college students' active participation in music societies by satisfying their basic psychological needs. Ultimately, it provides a scientific basis for improving the participation in music societies of non-music majors in order to formulate targeted strategies to enhance the different dimensions of social support and to promote wider and deeper participation in music societies among college students.

LITERATURE REVIEW

Social Support Theory

The discussion of social support in psychology began in the 1960s. With the increasing complexity of social linkages derived from interpersonal interactions and the in-depth study of how stress can jeopardize mental health, the concept of social support has gradually come into the public's view and aroused the attention of a wide range of people (Wan,2020). In the early years, Weiss proposed a relational perspective on social linkages as consisting of six “terms”: attachment, social integration, access to care, reassurance of values, reliable alliances, and mentoring. This definition was not defined as social support at the time, but subsequent research has found it to be the starting point for the concept of social support and related research (Fang,2020). The connotation of social support can be understood from different perspectives. Based on the social behavior perspective, it is believed that the objective material support and spiritual power support obtained in the social interpersonal linkage network should be called social support. Based on the perspective of support resources, it is believed that social support is essentially interpersonal support, interpersonal interaction in the process of resource replacement, is when an individual needs to be given comfort, companionship, and all kinds of resources, the individual based on the perception of obtaining resources to produce a warm and valuable information, and believe that they do have a meaning of existence in the interpersonal network. Based on the perspective of interpersonal interaction, the essence of social support is linkage, or interpersonal social relationship, which provides individuals with objective and spiritual support, and often lingers around the person, so that the person perceives the positive power of love, companionship, and respect, and gives him or her internal support when he or she is in need. Thus, it can be seen that social support is rich in content, including both the individual's internal perception and the objective external environment, with a complex hierarchy (Lu,et al.,2021).

Previous research has confirmed that social support is a collection of supportive factors that promote an individual's development and belongs to the category of environmental factors, and that a strong support network helps an individual to better cope with challenges and achieve goals (Wan,et al.,2023). Social support can be roughly divided into two categories: one is the objectively visible practical support, including materi al direct assistance and the existence and participation of social networks and group linkages, the latter mainly refers to stable families, marriages, peers, classmates, coworkers and so on, or unstable social links, such as informal groups, temporary social interactions, etc. The other is the subjectively experienced emotional support, which refers to the individual's emotional experience and satisfaction of being respected, supported and understood in the society. The other category is subjectively experienced emotional support, which refers to the emotional experience and satisfaction of being respected, supported, and understood by individuals in society, and is closely related to the subjective feelings of individuals (Wang, 2004). Lehmann and Kristensen (2014) noted that parents, teachers, and peers are the three most influential social agents in the context of music education, And these three subjects are also listed as sources of social support in the Social Support Scale proposed by Ryan, Boulton, O'Neill, and Sloboda (2000).

Parental Support

Numerous studies have shown that parental influence is extremely important in what kind of musical experiences students have, as well as being a strong predictor of continued Musical Participation in music (Liu,2016).The level of parental commitment and support has a significant impact on children's participation in music societies. This is especially true when children are involved in musical instrument learning activities, which require strong financial support from their parents. As a result, the question of how parental support affects children's music learning has attracted the attention of scholars, and a large number of studies have been conducted on this basis (Sichivitsa, 2003; Woody, 2004; Beltman & Volet, 2007; Pitts, 2009; Ng et al. 2011; Daigle, 2018; Kong, 2021; Yoo, 2021; Zhou,2023). Some of the core dimensions of the impact of parental support on students' learning of music and participation in music societies have been proposed in many studies, such as parental participation (Sichivitsa, 2003, 2007; Abeles, 2004; Klonowski, 2009; Pitts, 2009; Kinney, 2010; Dell et al. Briscoe, 2016), family contextual support (Marjoribanks & Mboya, 2004; Beltman & Volet, 2007; Yoo,2021), moral and financial support (Warnock, 2009; Tedford, 2014, Wang,2024), and parents' cultural capital (Kong,2018, 2021). And so on. Parental support, especially positive support, is more important for their children's participation in music than the musical knowledge they possess themselves (Davidson, Howe, & Sloboda, 1996). Love and support may be more influential in influencing students' motivation to explore learning music and participation in music (Margiotta, 2011; McPherson, Davidson, & Evans, 2006).

Peer Support

Peer support and participation influence students' musical choices and willingness to participate (Bayley, 2000; Adderley et al., 2003; Campbell et al., 2007; Dagaz, 2012; Freer & Tan, 2014; Daigle, 2018; Wang, 2024). Adderley et al. (2003) stated that peer support is one of the most important reasons for students' participation in music, and that peers' perceptions affect students' perceptions of their own participation in music. This is similar to Bayley's (2000) view on the importance of peers in the early stages of Musical Participation, which suggests that in the early stages of choosing to start participating in music activities, peers not only play an important role, but also have the greatest influence on the student's choice of instrument.Campbell et al.'s (2007) study concluded that peer support has a positive and direct impact on students' Musical Participation, and can help students cope with challenges and enhance their sense of belonging and identity.Klonowski's (2009) study emphasized the important influence of peers on students' participation and continued involvement in both community ensembles and school ensembles, with students in school ensembles placing more emphasis on friendship and social support among peers. Evidence also suggests that peer support and encouragement makes students more willing to participate in choir activities and more likely to persevere in the face of difficulties, and promotes the development of identity, self-confidence, and self-acceptance, and that peer support has a significant and positive impact on all aspects of students' Musical Participation, including ongoing support for the process of participation, the different forms of music (e.g., instrumental choices, ensembles, choirs, etc.), and the students' mental and emotional development, among others (Dagaz, 2012; Freer & Tan, 2014; Zhou, 2023).

Teacher Support

Teacher support is often embodied in the process of teacher-student interaction, and from the research of various scholars, teacher support has a certain impact on students' cognitive development, emotional engagement, behavioral participation, etc. (Cheng & Sun, 2015; Huber, 2012; Malecki & Elliott, 1999). Teachers' emotional and social support refers to emotional help such as teachers' concern and care for students, encouragement when students encounter difficulties, and strengthening students' interpersonal connections with others (Liu, et.al., 2016; Sun, et.al., 2021; Wang, et.al., 2010). The main source of support for students in the school setting comes from teachers, and research has shown that teacher support serves as one of the social supports affecting students, and that teachers' guidance and encouragement play a positive role in guiding students' music learning and participation in music societies (Klonowski, 2009; Weiss, 2015; Sheriff & Chang, 2022).

Basic Psychological Needs

"Needs" are the demands that people make on their environment, and the satisfaction of needs is the basis for the creation or hindrance of human behavior. In the field of psychological research, one of the most prominent research questions is how need satisfaction, or "some kind of internal tension and stimulation," enhances people's motivation (Kanfer,1990). Among the previous studies on needs, there is Maslow's (1943) Hierarchy of Needs Theory, which suggests that human beings have physiological, safety, social, esteem, and self-actualization needs.McClelland's (1953) research suggests that people have a need for achievement, affiliation, and power.In later studies, the types of needs have evolved, such as Hogan's suggestion that humans have a need for status, and Deci & Ryan's (2000) theory of basic psychological needs, which suggests that humans have three types of basic psychological needs: autonomy, relatedness and competence (Li,2018). Autonomy needs refer to the individual's perception of control over his or her behavior and psychological freedom; relatedness needs refer to the perception of support from the surrounding environment or from others, as well as to self-identity. Competence needs refer to the need to have the ability to perform a specific activity or task, and are the individual's perception of control over the environment (Deci & Ryan,2000). These three basic psychological needs mediate the interaction between the environment and the individual, i.e., when these needs are satisfied, they further motivate the individual's self-determination to facilitate behavior(Ryan,2017). As Van et al. (2016) said, few theories have so far stimulated as much research on need framing as self-determination theory. SDT suggests that people are most motivated or experience optimal well-being when their three basic psychological needs are met. Basic psychological needs theory has become a hot issue in many research areas, such as education, health care, and physical activity, as well as in many aspects of the organizational field, such as leadership, organizational politics, employee well-being, and personal adaptation to the environment, job design, and proactive personality. This shows the wide range and far-reaching impact of the use of the theory of basic heart needs (Li, 2018). SDT argues that individuals have a natural tendency towards psychological growth, psychological internalization, and well-being, but that this natural tendency is not always manifested and attainable. They may be passive in their performance or engage in counterproductive behaviors that ultimately impede the achievement of psychological growth, psychological internalization, and well-being (Ryan & Deci, 2000; Vansteenkiste & Ryan, 2013). An individual's ability to recognize his or her own natural tendencies depends on the individual's ability to achieve the foundational conditions of personal need as articulated in SDT theory. Just as plants need water, sunlight, and minerals to thrive, SDT theory suggests that the satisfaction of the three basic psychological needs of autonomy, competence, and belonging are essential for individuals to achieve psychological growth, internalization, and well-being. Specifically, if one's needs are met it will lead to more autonomous forms of motivation and promote positive behaviors that improve mental health and well-being. The need for autonomy is defined in SDT as the individual's desire to take ownership of behavioral activities and to feel psychologically free (Ryan & Deci, 2000). Self-determination theory is centered on organic dialectical metatheory, influenced by phenomenology, existentialism, and positivism, and is humanistic in character. Organic metatheory emphasizes that intrinsic tendencies shape individual behavior, while non-organic metatheory emphasizes the role of the external environment. Self-determination theory fully absorbs and integrates the views of both schools of thought by proposing that individuals are born with an intrinsic tendency to self-integrate, but that the occurrence of individual self-integration and whether it has a positive impact are influenced by external environmental factors. The external environment may either facilitate or hinder an individual's integration. Self-determination is the freedom to make choices based on a full awareness of one's own needs and the needs of the environment (Bao & Zhang,2005).

Self-determination theory posits that self-determination is a manifestation of motivational autonomy involving an individual's experiential choices and is a key factor influencing an individual's behavior (Soenens &Vansteenkiste, 2005; Van et al., 2012). Self-determination theory is an important research result on the motivation of individual behavior, and individuals tend to develop 3 types of motivational properties forming no motivation, external motivation and internal motivation. Internal motives are spontaneously formed and individuals perceive participation in an activity as valuable, while external motives are able to fulfill expectations, gain benefits, make peers, etc (Wu et al.,2015). College students form a variety of self-needs, such as social interaction, self-improvement of skills, realization of self-worth and so on. As the "second classroom" of university campuses, college clubs have many functions, such as practice and culture, in which students can exercise their skills, increase their knowledge, improve their quality, promote their career development, have interpersonal experiences, realize self-improvement, and enjoy themselves physically and mentally (Wang & Li,2020). Musical Participation in music society, for example, participation in music societies can meet a group of like-minded, like-minded peers, and to meet the demand for the interest of a music project, but also to show their special ability of a music project, to fight for the honor of the tournament, and to obtain a certain amount of credit awards, and so on. When students can find like-minded partners in the music societies, establish deep friendships with each other, and satisfy their own emotional needs, they will like the music society and continue to participate in music society activities, which has a high emotional effect and participation in music. The need for autonomy was a hot topic in early SDT research, and it plays an important role in explaining the negative impact of extrinsic incentives on the generation and sustainability of intrinsic motivation (Deci et al.,1999). The last and most recent addition to the basic psychological needs is the need to relatedness. The need for relatedness represents the individual's desire to feel connected to others and to feel loved and loved in the company of others (Baumeister & Leary,2017). The need to belong is satisfied when people see themselves as part of a group where they experience communication and develop intimate connections with people. The categorization of the need to belong as one of the basic psychological needs is based on its evolutionary interest in the reproduction of human existence (Van den Broeck et al.,2016). The linkage between basic psychological need satisfaction and participation in music activities and retention is well reflected in many studies showing that basic psychological need satisfaction enhances students' intrinsic motivation and leads to higher levels of participation in music. (Reeve, Jang, et al., 2004; Evans & Liu, 2019; E. Freer & Evans, 2019; Pendergast, 2023).

RESEARCH METHODOLOGY

Variables

The purpose of this study is to investigate the social support factors affecting the participation in music societies of non-music majors and the mechanisms by which each variable affects them. In this study, social support factors were categorized into parental support, peer support, and teacher support, and these three factors were examined as the three independent variables, i.e., Parental Support (PaS), Peer Support (PeS), and Teacher Support (TS) predicted the participation in music societies (MSP) of non-music majors undergraduates. Meanwhile, Basic Psychological Needs (BPN) of non-music majors college students was considered as the mediator variable of the association between these three independent variables and the dependent variable, and the three dimensions under this mediator variable were Autonomy (Au)、Relatedness (Re) and Competence (Com).

The Conceptual Framework

This study examines the factors that influence the participation in music societies of non-music majors in Sichuan, China. Figure 1 presents the conceptual framework of this study, which is based on the literature review. As shown in Figure 1, this study will explore the direct effects of parental support, peer support, and teacher support on the participation in music societies of non-music majors. Students' basic psychological needs are further considered as a variable that mediates the linkage between parental support, peer support, teacher support, and participation in music societies of non-music majors. Therefore, this study will also examine the indirect effects of parental support, peer support, and teacher support on music participation in music among non-music majors, which is mediated by basic psychological needs. Basic psychological needs will be examined along three dimensions: autonomy, relatedness, and competence. Basic psychological needs will also be studied as a mediating variable for its mediating effect on independent and dependent variables.

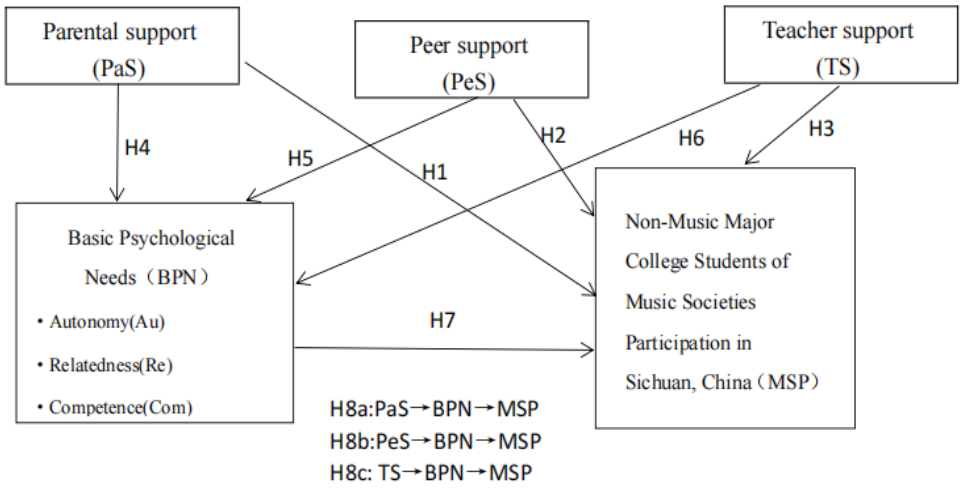

Figure 1: Conceptual Framework. *Source: Developed by the Author*

In order to fulfill the research objectives of this study, we developed the following eight hypotheses based on the proposed conceptual framework:

H1: Parental support has a positive effect on the participation in music societies of non-music majors college students in Sichuan, China.

H2: Peer support has a positive effect on the participation in music societies of non-music majors college students in Sichuan, China.

H3: Teacher support has a positive effect on the participation in music societies of non-music majors in Sichuan, China.

H4: Parental support has a positive effect on the basic psychological needs of Chinese Sichuan non-music majors.

H5: Peer support has a positive effect on the basic psychological needs of Chinese Sichuan non-music majors.

H6: Teacher support has a positive effect on the basic psychological needs of Chinese Sichuan non-music majors.

H7: Basic psychological needs have a positive effect on participation in music societies among Chinese Sichuan non-music majors.

H8a: Parental support have a positive influence on Chinese Sichuan non-music majors' participation in music societies through the mediation of basic psychological needs.

H8b: Peers support have a positive influence on Chinese Sichuan non-music majors' participation in music societies through the mediation of basic psychological needs.

H8c: Teachers support have a positive influence on Chinese Sichuan non-music majors' participation in music societies through the mediation of basic psychological needs.

FINDING

Reliability refers to the stability of the measuring instrument used and its consistency over time. In other words, reliability refers to the ability of a measurement tool to produce similar results when used at different times. Of course, due to differences in the use of measurement tools, as well as changes in populations and samples, it is not possible to get the same results every time. However, if there is a strong positive correlation between the results of the measurement tool, the measurement tool is reliable. The reliability of measurement tools is an important factor to ensure the health of research results. Therefore, researchers should ensure that the measurement tools used are reliable (SÜRÜCÜ & MASLAKÇI,2020). The most common and widely used reliability validation method among the existing research methods is to determine internal consistency based on Cronbach's alpha value. It was developed by Cronbach (1951) and named after the researcher who developed the coefficient. In addition to this, Composite Reliability (CR) is an important concept in Structural Equation Modeling (SEM) and reliability analysis for assessing the reliability and measurement error of individual variables in a measurement model. It reflects the extent to which a latent variable can accurately reflect the latent variable when it is measured by more than one observed variable.The higher the CR value, the higher the reliability of the measurement model, i.e., the

higher the extent to which the observed variables can accurately measure the latent variable (Black et al., 2010). Cronbach's alpha and CR above 0.7 and above are generally considered to be an indicator of the internal consistency of the scale.Validity refers to whether a measuring instrument measures the behavior or quality it intends to measure and is a measure of how well a measuring instrument performs its function (Anastasi & Urbina, 1997).In order to determine the validity of measurement instruments, different types of validity have been proposed in the literature (Oluwatayo, 2012). Convergent and discriminant validity are commonly used as their measures. Convergent validity refers to the fact that tests measuring the same underlying traits (constructs) will fall on the same common factors and are tested for average variance extracted (AVE), which is recommended to be more than 0.5 (Bagozzi & Yi, 1988). Differential validity, on the other hand, refers to the fact that test metrics measuring different underlying traits (constructs) will fall on different common factors and are tested by extracting the square root of the variance. If the square root of the diagonal exceeds the correlation coefficients of the horizontal or vertical columns, then discriminant validity is satisfactory (Fornell & Larcker, 1981).

Prior to validity testing, the KMO test and Bartlett test were first conducted for the measurement instruments in this study to determine suitability for factor analysis.The results, as shown in Table 1, show that the KMO values are higher than the accepted value of 0.7, which indicates that the sample data are suitable for factor analysis, and the significance level of Bartlett's Test is 0.000 (< 0.05), and the results are significant, which suggests that there is a significant correlation between the variables.

KMO and Bartlett test		**PaS**	**PeS**	**TS**	**BPN**	**MSP**
KMO		.710	.832	.703	.951	.934
Bartlett test	Approx. Chi-Square	489.822	1005.941	586.488	4965.777	2243.426
	df	3	6	3	153	28
	Sig.	.000	.000	.000	.000	.000

Table 1: KMO test and Bartlett test
Source: Developed by the Author

As shown in Table 2, the Cronbach's alpha coefficients of PaS, PeS, and TS were 0.807, 0.874, and 0.830, the Cronbach's alpha for BPN is 0.935, the Cronbach's alpha for MSP is 0.914. Respectively, which were higher than 0.7. It indicates that the scale has high internal consistency. And the CR values were 0.808, 0.858, 0.831, 0.874, 0.915, which were also higher than 0.7, indicating that the measurement model has good reliability. Therefore, the data reliability of this study is of high quality and meets the standard of reliability test, which can be used as a research tool in this study. And the AVE values of all dimensions are greater than 0.5, indicating good convergent validity.

Reliability Statistics	**Cronbach's Alpha**	**Construct Reliability (CR)**	**AverageVariance Extracted (AVE)**
PaS	0.807	0.808	0.583
PeS	0.874	0.858	0.603
TS	0.830	0.831	0.624
BPN	0.935	0.874	0.698
MSP	0.914	0.915	0.575

Table 2: Cronbach's Alpha, Composite Reliability and Average Variance Extracted
Source: Developed by the Author

The square root values of AVE for all factors are greater than the maximum of the absolute values of the correlation coefficients between the factors, implying good discriminant validity (Henseler, Ringle & Sarstedt, 2015). As can be seen in Table 3, the square root value of the diagonal AVE is greater than the other values of the correlation coefficients in the matrix, ranging from 0.758 to 0.835. indicating that the model has good discriminant validity.

Variable	PaS	PeS	TS	BPN	MSP
PaS	0.764				
PeS	0.462**	0.777			
TS	0.524**	0.541**	0.790		
BPN	0.449**	0.374**	0.436**	0.835	
MSP	0.412**	0.355**	0.414**	0.539**	0.758

Table 3: discriminant validity

Source: Developed by the Author

Hypothese	Path	Standard path coefficients	S.E	C.R.	P value	Test result
H1	MSP←PaS	0.134	0.064	1.962	0.050	Rejected
H2	MSP←PeS	0.064	0.039	1.117	0.264	Rejected
H3	MSP←TS	0.088	0.051	1.263	0.207	Rejected
H4	BPN←PaS	0.324	0.057	4.337	***	Supported
H5	BPN←PeS	0.114	0.036	1.774	0.076	Rejected
H6	BPN←TS	0.238	0.046	3.077	0.002	Supported
H7	MSP←BPN	0.468	0.079	7.269	***	Supported

Table 4: Hypotheses test results: Casual Relationship - Path analysis

Source: Developed by the Author

Hypothesis 1 proposes that PaS has a positive effect on MSP. According to Table4, the standardized path coefficient is 0.134, which suggests that PaS has a positive but weak effect on MSP. The standardized error (S.E) is 0.064, the critical ratio (C.R) is 1.962 and the p-value is 0.050.Since the p-value is equal to 0.05, the hypothesis is rejected, i.e., the linkage of the effect of PaS on MSP is not statistically significant. Therefore hypothesis 1 is not valid.

Hypothesis 2 proposes that PeS has a positive effect on MSP. According to Table4, the standardized path coefficient is 0.064 indicating that PeS has a positive but weak effect on MSP.S.E is 0.039, C.R is 1.117 and P value is 0.264.Since the P value is greater than 0.05 this hypothesis is rejected i.e., the linkage of PeS on MSP is not statistically significant. Therefore hypothesis 2 is not valid.

Hypothesis 3 proposes that TS has a positive effect on MSP. According to Table4, the standardized path coefficient is 0.088 which indicates that TS has a positive and weak effect on MSP.S.E is 0.051, C.R is 1.263 and P value is 0.207.Since the P value is greater than 0.05 this hypothesis is rejected i.e., the relationship of the effect of TS on MSP is not statistically significant. Therefore hypothesis 3 is not valid.

Hypothesis 4 proposes that PaS has a positive effect on BPN. According to Table4, the standardized path coefficient is 0.324, which suggests that PaS has a strong positive effect on BPN. The S.E is 0.057, C.R is 4.337, and the p-value is *** (less than 0.001). Since the p-value is less than 0.001, it is important to note that the p-value is much less than the commonly used threshold value of 0.05. This indicates that the linkage between PaS and BPN is statistically significant. The hypothesis is supported that PaS has a significant impact on the basic psychological needs of Sichuan non-music majors. Therefore hypothesis 4 is established.

Hypothesis 5 proposes that PeS has a positive impact on BPN. According to Table4, the standardized path coefficient is 0.114, which suggests that PeS has a positive and weak influence on BPN.S.E is 0.036, C.R is 1.774, and the p-value is 0.076.Since the p-value is greater than 0.05, this hypothesis is rejected, i.e., the relationship between the influence of PeS BPN is not statistically significant. Therefore hypothesis 5 is not valid.

Hypothesis 6 proposes that TS has a positive effect on BPN. According to Table4, the standardized path coefficient is 0.238 which indicates that TS has a strong positive influence on BPN.S.E is 0.046, C.R is 3.077 and p-value is

0.002.Since the p-value is less than 0.05 the hypothesis is supported i.e., the influence linkage of TSBPN is statistically significant. It indicates that TS has a significant influence on the basic psychological needs of non-music majors college students in Sichuan. Therefore hypothesis 6 is supported.

Hypothesis 7 proposes that BPN has a positive influence on MSP. According to Table4, the standardized path coefficient is 0.468 indicating that BPN has a strong positive effect on MSP.S.E is 0.079, C.R is 7.269 and p-value is *** (less than 0.001). Since the p-value is less than 0.001, it is important to note that the p-value is much less than the commonly used threshold value of 0.05. The hypothesis is supported that the linkage of BPN on MSP is statistically significant. Therefore hypothesis 7 is valid.

Hypotheses	Construct	Path	Construct	Bias-Corrected (95%CI)		Percentile method (95%CI)		Test result
				Lower	Upper	Lower	Upper	
H8a	PaS	BPN	MSP	0.079	0.214	0.075	0.210	Supported
H8b	PeS	BPN	MSP	-0.004	0.083	-0.006	0.080	Rejected
H8c	TS	BPN	MSP	0.029	0.152	0.025	0.147	Supported

Table 5: Hypotheses test results: Mediating Relationship
Source: Developed by the Author

As shown in Table 5, the results of the data with 95% confidence intervals by Bias-Corrected and Percentile method validation method are displayed as follows:

PaS→BPN→MSP [0.137,0.405], [0.136, 0.404] do not contain 0, which indicates that BPN has a mediating effect in the influence of PaS on MSP and the p-value of the PaS to MSP path is 0.050, which is not significant, so BPN is a full mediator in this set of linkage, which supports the hypothesis of H8a, and therefore the hypothesis is valid. PeS→BPN→MSP [-0.012, 0.171], [-0.011, 0.171] contains 0, which indicates that BPN does not have a mediating effect in the effect of PeS on MSP, and this hypothesis is rejected. Therefore H8b is not valid. TS → BPN → MSP [0.033, 0.264], [0.032, 0.262] do not contain 0, indicating that BPN has a mediating effect in the effect of TS on MSP, and the p-value of the PaS to MSP path is 0.207, which is much larger than 0.05, so BPN is a full mediator in this set of linkage, which supports the hypothesis of H8c, and therefore the hypothesis holds true .

Confirmatory Factor Analysis (CFA) of overall measurement models is a statistical method often used in social research to assess the consistency between the structure and the researcher's conceptualization of the structure. Thus, the potential purpose of factor analysis is to assess whether observed data are consistent with the measurement model assumed in a given study. Various established metrics are often used to determine the adequacy of the model being tested. These metrics include a chi-square degrees of freedom (df) ratio above 5, a comparative fit index (CFI) above 0.9, and a root mean square error of approximation (RMSEA) below 0.8, which includes various types of model fit assessments. The following sections describe the CFA for the overall measurement model: parental support (PaS), peer support (PeS), teacher support (TS), basic psychological needs (BPN), and music societies participation (MSP).

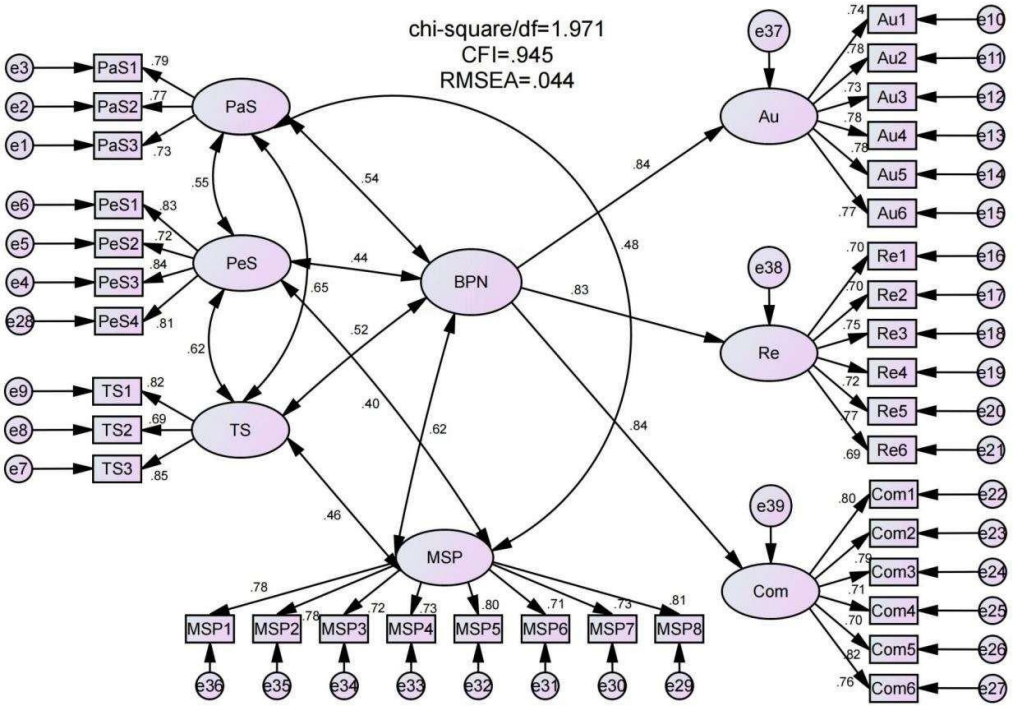

Figure1: Overall Measurement Model
Source: Developed by the Author

Table 6: Overall model indicators

Commonly indicators	$\chi 2$	*df*	*p*	$\chi 2/df$	GFI	RMSEA	RMR	CFI	NFI	IFI	RFI	TLI
Criteria	-	-	>0.05	<3	>0.8	<0.08	<0.08	>0.9	>0.9	>0.9	>0.9	>0.9
Value	1145.412	581 0	0.000	1.971	0.889	0.044	0.051	0.945	0.895	0.946	0.887	0.941

Source: Developed by the Author

From the above table 6, it can be seen that the NFI and RFI are 0.895 and 0.887 respectively. although less than 0.9, but greater than the acceptable 0.8. all other indicators meet the criteria for good model fit.

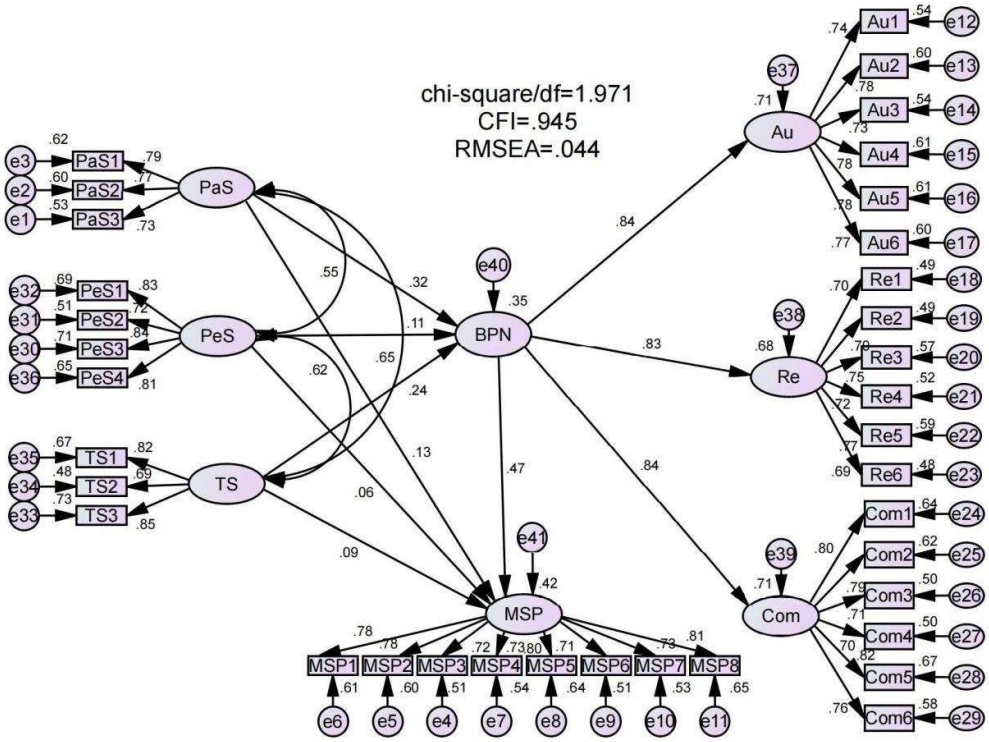

Figure 2; Structural Equation Modelling (SEM)
Source: Developed by the Author

DISCUSSION

During the formative years of non-music majors' college students, their parents' financial and moral support for music activities provides a source of motivation for their participation in music societies. This support is not only in the material level, but also in the emotional and spiritual encouragement (Daigle, 2018). Parental moral support, such as encouragement, affirmation, and praise, also allows college students to feel that their interests and choices are valued, further enhancing their motivation for participation in music societies (Kong, 2021; Yoo, 2021). However, in line with the findings of some of the previous studies, the present study showed that despite the prevalence of parental support in students' lives, parental influence was not prominent in the decision-making of Musical Participation. Most students did not cite their parents as the primary motivator for participation or non-participation in music (Owens, 2022). Non-music majors recognized the general support given by their families, with the various members of the family being a supportive and influential force in their lives, regardless of the decisions they make. However, parental influence was not significant in this particular aspect of Musical Participation, especially in decisions about participation in music at the college level.

The factor of peer support at different stages of development showed a negative linkage with an individual's current participation in music. This result is counterintuitive at first glance, and there are multiple possible explanatory pathways for this negative linkage (Krause et al., 2021). However, regardless of the perspective from which one interprets this result, it sends a very clear and positive message: for non-music majors, whether or not peers are supportive of participation in music societies does not determine whether or not an individual will continue to participate. It is an encouraging result that regardless of the peer environment around them, they can decide whether or not to participate in music societies based on their own interests and desires.

Similarly, teacher support failed to be an influential factor in dominating students' participation in music societies. Typically, the support and encouragement of teachers, who are important guides in the process of student learning and growth, are often considered to have a crucial influence on students' decisions to participate in various

activities. However, in the same vein as the findings of this study, there are a number of studies that suggest that this is not actually the case in the context of participation in music societies. Although some of the students recognized the role of the teacher in the transfer of music knowledge and instruction of skills, the support of the teacher was not their primary consideration when deciding whether or not to participate in music societies. There are other things such as intrinsic motivation and interest in other activities that also play a role in students' decision making (Howard, 2019) . It is also influenced by a variety of factors such as time flexibility and social experiences (Owens, 2022) .

Parental support and faculty support may have a significant effect on the basic psychological needs of non-music majors. Parental support satisfies students' need for belonging, and material and resource support satisfies students' need for self-actualization. When teachers give students affirmation and encouragement, students can feel that their abilities and values in music are recognized, which will make them more confident in their musical abilities, thus motivating them to further improve their abilities and participation in music society. The tremendous positive impact from parental influence to need fulfillment confirms other published research showing that parents play a key role in the development of need fulfillment (Buff, 2019; Duineveld et al., 2017; Schatt, 2013). Additionally, parents have a potential link between feelings of autonomy, relevance, and competence in music societies participation in music societies for non-music majors (Holster, 2023). In turn, parents' encouragement, understanding, and support allowed college students to feel the warmth and care of their families, which enhanced their sense of identity and belonging. Trust and respect for non-music majors college students can satisfy the emotional needs of individuals, and praise and encouragement from teachers can make them feel that their efforts are recognized, which leads to a positive emotional experience and enhances their love for music and motivation to learn. Consistent with Chu &Zhang (2019), support from parents and teachers is positively related to students' basic psychological need satisfaction. And basic psychological needs mediate the effect between these social supports and future participation behaviors (Guo,2024). Thus, strengthening their motivation for participation in music societies (Sichivitsa, 2007).

And competition among peers may have a negative impact on the need for autonomy, as well as the inability to obtain a sense of belonging and emotional support from the peer group. Therefore, for non-music college students' participation in music societies, peer support for each other, respect for individual differences, establishment of a positive and friendly group atmosphere, and mutual respect and support in the societies, etc., promote positive interactions and affective connections among students to satisfy their needs for autonomy, relatedness, and competence.

CONCLUSION

Parental, peer, and teacher support did not have a significant direct effect on student participation in music societies, but through the mediating role of basic psychological needs, parental support and teacher support had an effect on student participation behavior. Parental support has a significant effect on students' basic psychological needs and has a positive indirect effect on students' participation in music societies through autonomy, relatedness, and competence needs satisfaction, and teacher support also has a significant effect on basic psychological needs and is an important supportive factor for students' participation in music societies; therefore, basic psychological needs have an important mediation between parental support, teacher support, and non-music majors' college students' music societies participation The Role of Basic Psychological Needs in Parental Support and Teacher Support And when students satisfy their basic psychological need satisfaction in music societies, it will further stimulate their participation in music societies. Autonomous decision-making allows students to use their initiative and increase their self-confidence and responsibility; social connection satisfies the need for belonging and love; and increased competence gives students a sense of accomplishment and self-confidence.

This study encourages students to continue to take personal responsibility for exploring music. As Warren (2020) states, it also calls on university administrators to remember the importance of music education: first that it should be considered a necessary part of a liberal arts education, second that it is a part of an enlightened citizenry, and again the contribution that music makes to growth and a meaningful life. In terms of opportunities for participation

in music, music is a vibrant part of this university, and while it cannot be everything for everyone, there is no denying the extraordinary significance that music brings to the studies and lives of non-music majors. For non-music majors, music societies are not only a platform for learning music skills, but also an important place for expanding interpersonal relationships, enriching university life and realizing self-worth.

In conclusion, learning about the various factors that influence the willingness of non-music majors to continue their participation in music societies may assist music teachers in recruiting students to participate in music programs and in helping them to continue their musical activities. Continuing to identify and document these factors may help music educators create instructional strategies that increase the likelihood that students will embrace music as a lifelong activity.

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