

KOLOKIUUM SISWAZAH KITA

ABSTRAK DERAFA AKHIR
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Tajuk: Cultural Capital, Habitus, and Instrument Choice: A Sociological Analysis of Parental Attitudes Towards Erhu Learning in Chengdu, China

This study addresses limited understanding of how urban Chinese parents translate cultural recognition of the Erhu into practical instrument-learning decisions. It examines how family musical cultural capital, musical habitus, symbolic hierarchy, and educational conditions enter parental evaluation and instrument selection in Chengdu, China. A sequential explanatory mixed-methods design combined 221 valid questionnaires with four focus group discussions involving 29 parents. Quantitative data were analysed using descriptive statistics, independent-samples t-tests, one-way ANOVA, Pearson correlations, and two simple linear regressions; qualitative data underwent theoretically informed, data-driven hybrid thematic analysis, followed by cross-phase integration. Family musical cultural capital statistically predicted Erhu attitudes and broader music education attitudes and strategies, explaining 12.4% and 45.0% of their variance, respectively, although the survey did not measure final binary Erhu choice. Four qualitative themes concerned family musical resources and experiences; musical familiarity, taste, and preference; instrument images, social recognition, and status; and educational considerations and instrument choice. The principal finding was a bounded Recognition-Selection Paradox, identified primarily in focus group accounts: positive cultural or educational evaluation of the Erhu did not necessarily give it priority in practical selection. Choice-set formation showed how recognition was reconsidered alongside children's interests, learning difficulty, teacher availability, institutional opportunities, social images, and expected future value. The study contributes an empirically refined explanatory framework linking field-level symbolic legitimacy, family musical socialisation, internalised dispositions, choice-set formation, and educational evaluation, thereby extending Bourdieusian analysis without claiming a validated causal model. The findings support policies that improve equitable access, reliable information, varied musical exposure, institutional visibility, and clear learning pathways for traditional instruments, enabling informed family choice rather than prescribing the Erhu as the preferred option.