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RESEARCH ARTICLE

Analysis of Perspectives and Issues in Music Schools in Kosovo

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ARTICLE INFO	ABSTRACT
	This research examines attendance rates, challenges, and reasons for school dropout among students in music education schools in Kosovo. The objective is to identify factors contributing to dropout, analyze school sanctions, and develop a methodology to address these issues. The study includes a sample of 120 students, 120 parents, and 60 teachers from the municipalities of Prishtina, Prizren, Gjilan, Mitrovica, Gjakova, Ferizaj, and Rahovec. The results indicate a high presence of students in music disciplines among those who drop out, highlighting the significance of music education. Findings suggest the need for improvements in educational quality and the development of policies aimed at preventing dropouts. The research emphasizes the importance of collaboration between schools and local educational institutions to tackle this issue. This study provides a valuable foundation for creating an effective methodology to combat school dropout and contributes to advancing the educational landscape in Kosovo.

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INTRODUCTION

Classical music is often perceived as a preference for individuals with sophisticated tastes; however, this genre encompasses many aspects that merit attention. Research evidence indicates that music positively influences behavior and cognitive development (Furnham, Trew, & Sneade, 1999) and enhances emotional well-being (Cevasco, 2008). Studies also suggest that listening to and playing classical music, such as that of Mozart, can enhance intellectual capacities (Hille & Schupp, 2015). Therefore, encouraging student engagement in musical activities is essential for their development.

Music education has historically been a crucial component in various cultures, including Ancient Greece, where it formed an integral part of citizen education (Hala, 2002). However, the pre-university educational system in Kosovo is currently in a transitional phase and faces numerous challenges, as highlighted by the Kosovo Education Strategic Plan (2017-2021), which states that "quality assurance is one of the weakest aspects of education."

One of the primary issues is the lack of regular attendance among students, which often leads to school dropout. Factors such as lack of motivation, parental indifference, and inappropriate teaching methods contribute to this phenomenon. Psychological issues, such as low self-esteem and fear of the unknown, further hinder students' successful integration.

The literature indicates that well-managed classrooms foster positive behaviors and student engagement (Carol, 2010). The importance of effective communication between parents and

teachers is also evident, as it promotes high expectations for academic achievement (Stegelin & Hartle, 2007; Hill & Tyson, 2009).

This paper aims to identify and analyze the reasons for student absenteeism in six municipalities of Kosovo and the issue of dropout in music vocational schools. An examination of the pedagogical, educational, social, and psychological factors influencing the educational process will be a key component of this research (Pettijohn, 1996). This study will provide a clear perspective on the challenges and opportunities for improving attendance and better supporting students in music education in Kosovo.

Purpose of the Research

The purpose of this research is to create a conceptual framework aimed at developing a vision, providing a contemporary perspective on the phenomenon of school dropout, and identifying the factors that contribute to this issue, with the goal of preventing student dropout. Through the collected data, a clear categorization of students who have interrupted their education in music education institutions at both primary and secondary levels will be achieved.

Research Questions:

To what extent do educational institutions and parents influence the dropout rates of students enrolled in professional music schools in Kosovo?

How do the methods and techniques employed by teachers affect student dropout rates in Kosovo?

Can collaboration between parents and teachers be effective in reducing the number of students in music education at primary and secondary schools in Kosovo and in preventing student dropout?

Problem Identification

The topic of this research underscores the importance of developing a study that is beneficial for students, parents, and teachers, aimed at reducing school absenteeism through innovative approaches. Active participation in the educational process is essential for improving the quality of education. According to the Quality Assurance Strategy, "ensuring quality is one of the critical issues in Kosovo" (2016-2021).

Although music schools are not mandatory, regular attendance is a significant responsibility for the sustained success of students. Research indicates that many students do not complete their education due to absenteeism. Thus, the objective is to investigate school dropout in music schools at the secondary level.

Reasons for absenteeism include lack of motivation, parental indifference, inappropriate teaching methods, and an unsuitable school environment. Additionally, excessive use of information technology and time spent on social media hinder concentration on studies. Another issue is that students often come unprepared for classes, feel fatigued by long hours, and face content that is not relevant to their interests.

Utilizing effective teaching methods, such as demonstration techniques, is crucial for enhancing student engagement. Previous studies show that teachers who demonstrate educational concepts in class positively influence student involvement and accountability in the learning process. Students who are unprepared often choose to leave the classroom, resulting in absences. This leads to consequences such as failing subjects and, in some cases, school dropout. The Education Directorates and most schools in Kosovo emphasize the importance of enhancing the quality of the educational process and preventing dropout, but activities aimed at reducing absenteeism are insufficient.

This situation necessitates a comprehensive evaluation to identify and address the underlying issues, with the aim of contributing to a stronger and more effective educational system.

RESEARCH METHOD

Research Model

Research Methodology

The research adopts a mixed-methods approach, incorporating elements of both qualitative and quantitative methods to gather students' perspectives through questionnaires regarding classroom absenteeism. The main focus of this study centers on the frequency of absenteeism, its reasons, the consequences of dropout, and the measures taken to reduce absenteeism. The significance of qualitative methodology is emphasized to better understand the perceptions and experiences of all stakeholders involved.

Data were collected from the perceptions of students, teachers, and school directors, focusing on regular attendance, the organized structure of classes, the implementation of laws and guidelines, and collaboration between schools and parents. These data were gathered through open-ended surveys and semi-structured oral interviews with school directors. The research analyzes the rate of student dropout in vocational music schools across six municipalities in Kosovo during the period from 2018 to 2022.

Data Collection Tools

To conduct a comprehensive research study on this issue, a structured sequence of steps has been followed: Literature Review, Interviews with the Municipal Education Director, Interviews with School Directors, Surveys with Students, Surveys with Parents, Surveys with Teachers, and Classroom Observations.

The surveys include questions regarding teaching methodology, study formats and techniques, as well as open-ended questions about student absenteeism. The interview method has been employed to analyze data from school directors.

Data Collection Process

In this study, a collaboration was established with directors and coordinators of the Education Management Units across Kosovo. In the second phase, survey questionnaires were prepared in accordance with the key points of the study, taking into account all participants. Adequate time and space were provided for each participant.

Students received 25 closed-ended questions and 9 open-ended questions (Section One). For parents and guardians, 14 closed-ended questions and 9 open-ended questions were formulated (Section Two). Finally, for teachers, 12 closed-ended questions and 10 open-ended questions were identified (Section Three). Completing the survey questionnaires took approximately 30 minutes, and all completed forms were collected by authorized individuals under the supervision of the researcher.

Data Analysis

In this research, data were collected from parents, students, teachers, school directors, and school coordinators. The data were processed and compared to identify common issues. Comparisons and data analysis were utilized to address the problem of student delays or absences in schools. The survey for parents, conducted in an open format, was analyzed separately, while the surveys for teachers and students were also analyzed individually. Information from school directors and coordinators was obtained through interviews and analyzed separately.

This approach ensured a comprehensive understanding of the factors influencing absenteeism, allowing for targeted insights and recommendations for improving attendance in schools.

Study Group

This study includes students, teachers, parents, and administrators from secondary schools in Kosovo. A research survey was conducted in six municipalities to examine population issues in the country, including professional music schools. The survey comprised 120 participants: 70 girls, 50 boys, 120 parents, and 60 teachers from grades I-VIII. Each school was represented by 20 students, including those from the piano, flute, music theory, and ballet departments.

Teachers were divided into groups of 10 from each school, based on age and years of education completed. Additionally, six school directors and six coordinators participated. The distribution of these participants is illustrated in Tables 1 and 2. The aim of the survey was to identify the reasons for irregular school attendance and dropout from the perspectives of students, parents, and teachers. Participants' identities were kept anonymous, allowing for honest expression of thoughts and

feelings about school. This methodology provided an internal assessment of school-related issues and facilitated engagement in daily school life.

Tab. 1. Table of respondents

Music School	Student	Parent	Teacher	Directorr and Coordinator	Total
Lorenc Antoni - Prizren	20	20	10	2	52
Prenk Jakova - Prishtin	20	20	10	2	52
Tefta Tashko - Mitrovica	20	20	10	2	52
Prenk Jakova - Gjakova	20	20	10	2	52
Gjilan - Gjilan	20	20	10	2	52
Faik Sylka - Rahovec	20	20	10	2	52
Total	120	120	60	12	312

Tab. 2. Teachers according to their age and the number of completed education sessions

Year			Teachers' teaching methodology					
24-35 year	36-50 year	51+ year	No education		1-3 education		4+ education	
24	21	15	14	23%	27	45%	19	32%

Data Collection

Meetings were held with school directors to present the purpose of the study and obtain the necessary permissions for the research. Following this, discussions took place with coordinators from six schools to facilitate the implementation of the study. The coordinators confirmed that the selected students, parents, and teachers would participate voluntarily.

After classes concluded, surveys were distributed to the students, allowing them sufficient time to complete them. The surveys were collected anonymously to ensure confidentiality, while those for teachers and parents were distributed in sealed envelopes. Additionally, the surveys were translated into Turkish and Bosnian in some municipalities for students who speak these languages.

RESULTS AND DISCUSSION

The results obtained from the responses of students, parents, and teachers in the first phase of the research, as well as those from school principals and coordinators in the second phase, have been analyzed in detail. This division of results into two distinct groups allows for the exploration of differing perspectives among the involved parties, facilitating comparisons and identifying similarities.

The primary objective is to demonstrate a trend towards a decrease in student absenteeism while also seeking to understand the reasons behind students' avoidance of attendance. Furthermore, the research aims to address the challenges faced by schools, students, teachers, and parents.
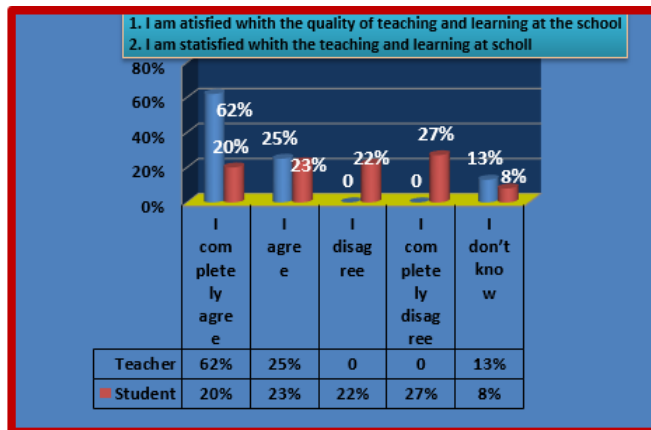
To identify and solve this issue, specific questions were directed to school principals regarding the times when students are frequently late, the subjects that generate the least interest, and the reasons students provide for their absences. Additional questions explored where students go after skipping a class or being expelled by teachers.

The remaining questions examined the strategies employed by schools to manage these challenges and the measures taken in response. Responsibilities of students who frequently miss classes, the implications of existing laws, rules, and policies regarding this issue, as well as the opinions and recommendations of the involved stakeholders were also discussed.

Obtaining the opinions of teaching teachers with open and closed questions:

The graphical presentation of the results collected by the survey provides information about the current situation in music schools in Kosovo. The purpose of showing the results of students and teachers together is to analyze the similarities or differences in the responses of students and teachers simultaneously.

Findings from the analysis of the surveys

	I completely agree	I agree	I disagree	I completely disagree	I don't know
1. I am atisfied whith the quality of teaching and learning at the school					
2. I am statisfied whith the teaching and learning at scholl					
Teacher	62%	25%	0	0	13%
Student	20%	23%	22%	27%	8%

Tab 3. Views of teachers and students on teaching and learning

Table 3 illustrates that 87% of the teachers participating in the study indicated that they "completely agree" or "agree" regarding the quality of students in the school. Conversely, 13% of the teachers categorized their response as "I don't know." In contrast, a significant discrepancy is observed in the responses of students to the same question. The distribution of students' opinions is as follows: 43% report that they completely or partially agree, 49% disagree, and 8% indicate that they do not know. These findings suggest that teachers feel confident in their assessment of their work, despite the differing perceptions expressed by students. Based on the analysis presented in table 3 this analysis suggests that students are not achieving satisfactory results in terms of educational quality.
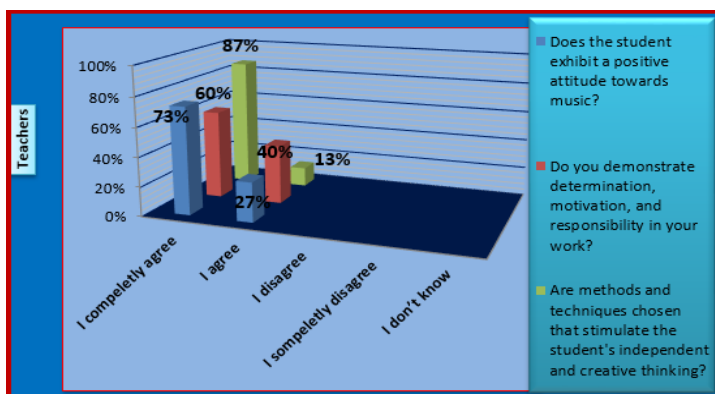

Tab 4. Teachers' positive attitudes, motivations, and creativities towards students

In Table 4, three questions are presented that were designed for teachers to examine their positivity towards students, motivation, and activities related to creative learning. Teachers expressed complete agreement or agreement with all three questions. For the question "Does the teacher display a positive attitude toward music?", 73% of teachers responded with "complete agreement," while 27% expressed "agreement." In the second question, which assessed the motivation, commitment, and responsibilities of teachers, 60% of the responses indicated "complete agreement," while 40% indicated "agreement." The third question, which addressed the necessity of creativity in these fields, resulted in 87% responding with "complete agreement" and 13% with "agreement." These data raise the question of whether teachers should be evaluated with high performance if they provide 100% dedication, motivation, and opportunities for creative learning for students. The information collected provides a solid basis for drawing conclusions about the potential implications of these approaches.

Students' Opinions on Open Questions:

Tab. 5a *Student rights*   Tab. 5b *Indipedent work*

Tab. 5c *Student evolution*
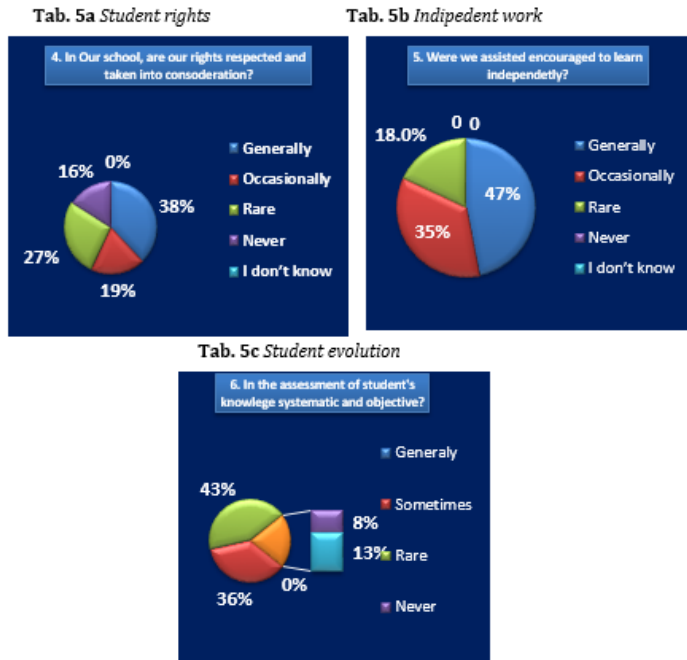
In Table 5a, when students were asked, "Does our school respect our rights and consider them consistently?" 38% responded "usually," 19% "sometimes," 27% "rarely," and 16% "never." In Table 5b, regarding the question "Were we helped and encouraged to learn independently?" the responses were 47% "usually," 35% "sometimes," and 18% "rarely." In Table 5c, concerning the question "Is the assessment of student knowledge systematic and objective?" none of the students chose the option "usually," 8% answered "sometimes," 43% "rarely," 8% "never," and 13% replied "I don't know." The purpose of these three questions posed to students in six different music schools is to explore students' awareness of rights violations, independence, and objective evaluation skills. All these responses provide insight into students losing interest in school and the issue of dropping out. The comparison between the three questions asked to teachers and the three questions asked to students reveals a significant disagreement in their perceptions.
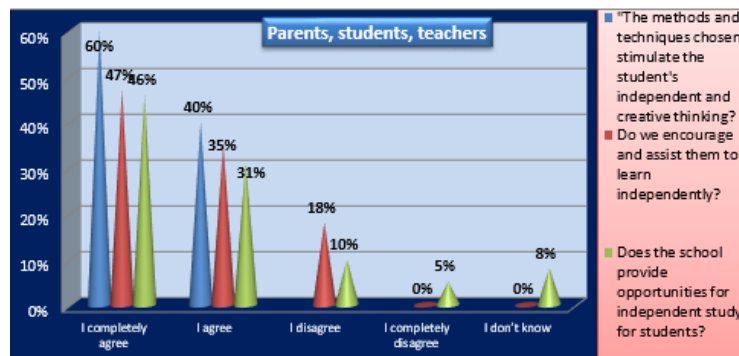
Tab. 6 Student and parent opinions about teachers' methods and techniques

Table 6 presents the perspectives of teachers, students, and parents regarding student independence. Teachers responded to the question, "Do teachers use various teaching strategies to encourage students' independence?" with 60% indicating "completely agree" and 40% "agree." In contrast, students expressed varying opinions across five response options; 82% stated they are "completely agree" or "agree," while 18% indicated disagreement.

On the other hand, parents expressed that the school provides opportunities for independent study, with 78% agreeing, 15% disagreeing, and 8% stating they do not know. The combined graph aids in identifying parallels and reflects the opinions of all three groups. A significant observation is that 8% of parents lack information about student independence in school.

In contemporary literature, which is regarded as a key foundation for fostering creative thinking, quality learning serves as a guiding principle. It is not sufficient for students to respond mechanically to teachers' questions; the primary role in promoting creativity and independence among students lies with the teacher. The teacher is the sole individual capable of igniting the desire to learn within students

	Generally	Sometimes	Rare	Never	I don't know
During the lesson, do you engage in activities using different study techniques?	22%	17%	41%	18%	2%
Do you engage in activities that involve using individual study techniques?	73%	20%	7%	0	0
Do you conduct demonstration activities?	47%	39%	0%	14%	0%
Do you organize project-based activities regularly?	3%	0%	24%	26%	47%
Do you organize activities using technology?	15%	20%	29%	34%	2%

Tab.7 Methods and techniques your teacher uses to educate student

Table 7 illustrates the percentages of student responses regarding the use of study techniques and the organization of various activities during lessons. In response to the question about engagement in activities utilizing different study methods, only 22% of students reported doing this regularly. In contrast, a significant 73% indicated that they often engage in individual study techniques. Demonstrative activities were reported by 47% of students, while 39% stated that they engage in them occasionally.

Project-based activities were notably less prevalent, with only 3% of students reporting that they organize such activities regularly, while 47% were unaware of any such initiatives. Regarding the use of technology, 15% of students indicated that they use it regularly, whereas a considerable portion reported using it rarely or never.

These findings highlight the need for a more in-depth evaluation of teaching methods and a greater commitment to promoting diverse practices that encourage student independence and creativity.
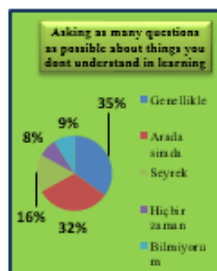

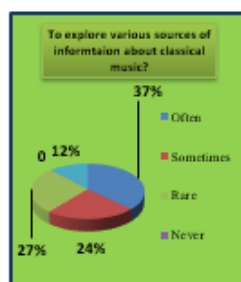**Tab.8a** *Classroom participation*   **Tab.8b** *Question about the lessons*   **Tab.8c** *Classroom collaboration*
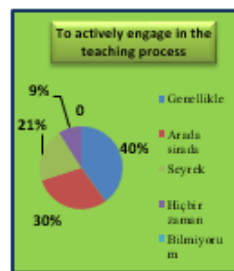
Tab.8d *Extracurricular discussion*   **Tab.8e** *Relationship whith music*

This analysis examines the effect of teaching methods on student engagement and their communication in the language of music. The data indicate that 70% of students report engaging "usually" or "sometimes" in activities that stimulate their activation, while 30% consider this to be "rarely" or "never." Furthermore, 76% of students express a sense of responsibility, and 55% value communication through the language of music as part of their learning methods. These results suggest that, despite the perceived engagement, there is a gap between the perceptions of students and teachers regarding the implementation of these methods. Previous studies have emphasized that identifying the needs and interests of students is a key factor for school success (Schmidt & Lobo 2019). Therefore, it is necessary for schools to increase their focus on using diverse and updated methods that encourage student independence and creativity, in order to facilitate the full development of their skills in the context of music education.

Expression of Teachers' Views

Tab. 9a *School rules* **Tab. 9b** *Teachers trainings* **Tab. 9c** *Classroom observation*
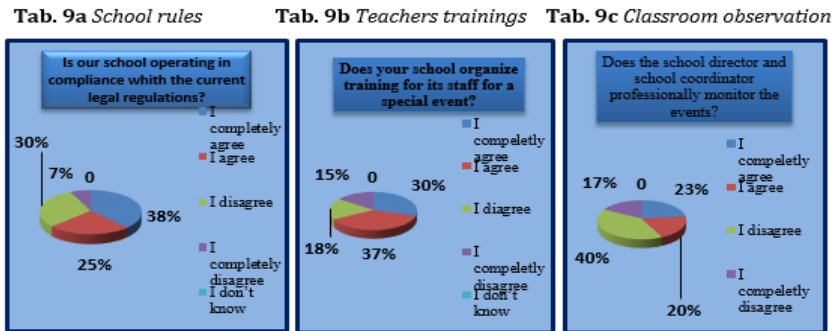
Tables 9a, 9b, and 9c provide an analysis of teachers' perceptions regarding the school's compliance with legal regulations, the organization of staff training, and the supervision of professional activities.

Table 9a indicates that 38% of teachers fully agree that the school operates in accordance with legal regulations, while 30% disagree, suggesting a significant divide that warrants further evaluation. In Table 9b, 30% of teachers fully agree with the organization of training according to a specific plan, while 18% express disagreement, highlighting the need for improvement in staff professional development.

Table 9c illustrates that 23% of teachers are satisfied with the supervision of professional activities by the school director and quality coordinator, whereas 40% disagree, indicating a divided perception of the management's role in the school.

These results underscore the need for improvement in communication and coordination within the school to enhance the quality of education.

Expressing parents' views

Tab.10a *Instrument recognition*   **Tab. 10b** *Collaboration with parents*

Tab. 10c *Explanation in a classroom*
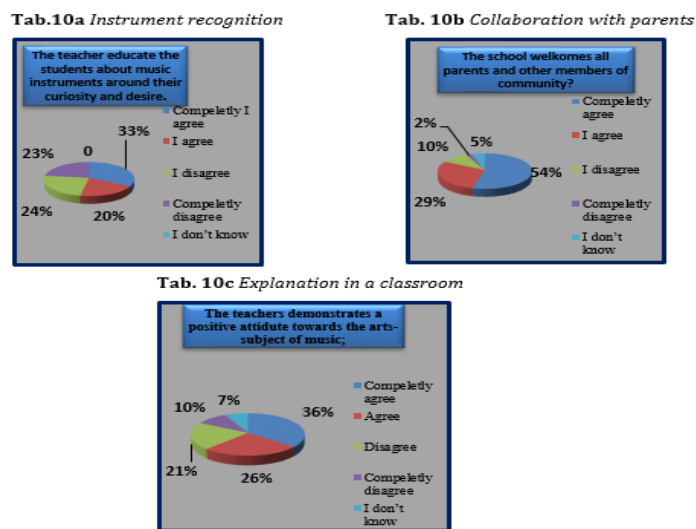
Tables 10a, 10b, and 10c aim to capture parents' views on their efforts in teaching music. According to the data, 53% of parents indicate that teachers provide quality education in their professions,

demonstrating love and curiosity about music, instruments, and ballet. However, 47% express dissatisfaction, either disagreeing or strongly disagreeing with this statement. While 62% of parents view teachers' relationships with music and art positively, 31% disagree or strongly disagree, and 7% claim to have no knowledge of such activities.

The research indicates that 83% of parents and the community feel welcomed by the school. In most cases, the reasons for students' lack of engagement in the teaching process stem from a lack of continuous communication between the school and families. Constructive relationships can significantly impact reducing the number of student absences. Teachers face challenges in maintaining regular communication with parents in Kosovo. Traditional relationships, such as scheduled meetings between parents and the school, are not common, and some parents may not show consistent interest in their children's education. Factors such as parents having a lower level of education, being overloaded with other responsibilities, students' weaknesses in school, and some teachers not taking the initiative to meet with parents more frequently contribute to the emergence of these problems.

A study by Smith et al. (2018) highlights that regular communication between schools and parents is essential for improving students' academic performance and their engagement in school activities.

DISCUSSION

A research has been conducted to compare the difficulties and courage in class attendance among students in music schools in Kosovo; this research is based on nationality, gender, and family structures.

According to the research findings, while teachers express satisfaction with their work in music schools, approximately 49% of students indicate dissatisfaction with the quality of education at school, which may be concerning in terms of students' satisfaction levels related to school. Focusing on the reasons for students' dissatisfaction can be a good initiative to increase their satisfaction levels regarding school.

Students may want to get more involved in different ways to influence the quality of education and enhance their school experiences. This may include active participation in classes, receiving feedback and counseling, and participating in extracurricular activities. Learning methods may not be suitable for them or there may be other issues affecting their perceptions. It seems that one of the students' basic needs is to feel that they are part of the learning process and that they are at the center of their school experiences. Involving students in this way in the educational process can help increase satisfaction levels related to school and improve the quality of education.

According to this research, findings from studies conducted by (Epstein, 2010; Johnson & Smith, 2014; Hattie, 2009; Anderman & Anderman, 2010) have been reached. The results of a study conducted by (Adekoya & Olatoye, 2011) indicate that the strategy of demonstration brings about the most significant change in student achievements. Researchers reported that 13% of teachers stated that a specific group of students had little knowledge about music in general and especially about music genres. This suggests that there may be a discrepancy between the lack of a continuous assessment system, unclear quality monitoring rules, or the way teachers assess quality and students' perceptions.

The discussion may focus on developing effective collaboration between teachers and students to improve the quality of education at school. This process may involve clearer evaluation of student perceptions, improving communication channels, and using feedback to create a more effective learning environment. While 45% of a student's success comes from their own efforts, 30% comes from the contribution of teachers, and 25% comes from the contribution of parents. Studies, particularly those conducted by (Henderson & Mapp, 2002), indicate that one of the most effective ways to influence children's success is to involve families in decision-making processes related to learning goals.

In this study, it was found that teachers (60%) are committed and motivated to provide an inspiring and encouraging learning environment for students. The relaxing effect of music can be used as part of specific stages in different lessons. In this context, Davies (2000) suggested that teachers inspire students and staff to create a calm environment by playing relaxing musical pieces at the beginning

and end of the day, after lunch, and before exams. This practice can enhance student and teacher performance because when we listen to music or hear a talk related to the musical domain, our subconscious processes a large amount of information rapidly (Blakemore & Frith, 2000; Kenney, 2004), emphasizing that children build up knowledge by trying to understand everything around them and develop skills by manipulating things that interest them (Vygotsky, 1978; Piaget, 1952; Bruner, 1977). Providing an environment with music can be an effective way to help young children understand how they perceive the world and acquire musical knowledge, skills, and tendencies (Kenney, 2004).

Assessment of creativity in the field of education is an important result showing that 87% of teachers evaluate creativity in their own fields. This indicates teachers' confidence in the value of their creative abilities and emphasizes the importance of creating an encouraging and inspiring learning environment for students. Additionally, assessing creativity could initiate a discussion about teachers' commitment and motivations, and encourage them to believe they can contribute to improving student performance and overall student development. This could help build a culture that encourages the development of creativity through idea exchange and education. Furthermore, the role of assessment and how it can promote the improvement of teacher performance can also be examined. Brainstorming is a spontaneous thought process used by an individual or a group of people to generate alternative ideas in an assessment process (Isaksen & Treffinger, 2004; Sawyer, 2006; Paulus & Nijstad, 2003). Research on positive attitudes toward music and teacher commitment has been conducted to support efforts to encourage and enhance teachers' creativity (Osborn, 1957).

Regarding the respect for student rights, most responses indicate that a group of students believe their rights at school are not consistently respected. In some cases, it is observed that while some students are consistently supported and encouraged, others have less positive experiences. Concerning student knowledge assessment systems, some students have doubts about the objectivity and systematic nature of assessment. Research by Hampshire (2009) shows that a human rights-based approach enhances human dignity and improves schools' ability to fulfill their academic mission. These issues contribute to identifying challenges in school objectives, respecting student rights, and developing strategies to address issues arising from survey results.

In today's literature on educational quality, creative thinking is seen as one of the fundamental elements of cognitive development. Teachers play a significant role in motivating and fostering students' creative learning responsibility and motivation. In contemporary educational understanding, if a student mechanically responds to teachers' questions, it is considered insufficient. Therefore, the role of the teacher in fostering students' desire to learn is crucial (Sawyer, 2012). Teachers should provide significant support for students' independence in the learning process (Stipek, 2002). In general, 'critical thinking' is an interactive process of acquiring knowledge and taking action, a sophisticated form of thinking that requires the ability to evaluate and reflect on what one knows and thinks (Brookfield, 2012). According to survey results, 60% of teachers express "strongly agree" that they encourage students' independence using various teaching strategies. This indicates a positive aspect of teachers' intention to encourage students to be independent in their learning. Students show higher support for independence compared to teachers. 82% of participants "strongly agree" or "agree" that teachers encourage their independence. This suggests a good alignment between student and teacher perceptions regarding independence. On the other hand, there is high support from 78% of parents for schools providing students with opportunities for independent study. However, 8% of parents are not knowledgeable about this, indicating some instances of information gaps. Research on the importance of encouraging students to express their thoughts in the process has also been addressed by (Jaka, 2003). The research demonstrates how crucial it is for teachers to encourage students to express their thoughts. In a study by Jaka (2003), it was found that encouraging students to freely express themselves helps them become more involved and motivated in the learning process. This contributes to increasing students' self-confidence and developing their communication and analytical skills. Therefore, it is seen that encouraging teachers to encourage students to express their thoughts has a positive impact on students' progress in school and future lives.

Although findings from the literature emphasize different definitions of social inclusion (Mathieson, Popay, Enoch, Escorel, Hernandez, Johnston, & Rispel, 2008), the project's approach addresses a

broad definition of inclusive education. This definition encompasses an education system that recognizes and meets the needs of all societal groups, including marginalized and at-risk groups. Additionally, there is a deeper analysis conducted on the reasons why some parents may not be aware of whether the school provides students with opportunities for independent study.

Comparing the views of teachers and students reveals a difference in perspective. Teachers strive to use different methods and creative teaching techniques to enhance students' abilities. According to these results, it is stated that there is a difference between student and teacher perceptions. Teachers need to employ different methods and creative teaching approaches to develop student abilities. Different methods and creative teaching can help increase students' intellectual levels and contribute to cultural enrichment. Music, beyond helping students become good music listeners, also aids in transforming them into artists (Csikszentmihalyi, 1997). Today, music is considered a component for spiritual development, mental health, and overall success. By learning different music genres, students enhance their aesthetic abilities, perspectives on life, and overall talents (Schellenberg, 2004; Hallam, 2010; Hargreaves, 1999; Hargreaves, 2005; Giomi, 2015). It has been found that music affects brain regions involved in emotional processing and plays a critical role in emotional regulation (Koelsch, 2014; Salimpoor, Benovoy, Larcher, Dagher & Zatorre, 2011). Findings support the hypothesis that children struggling with psychological disorders may be better assisted by a violin than a bottle of medication (Silverman, 2014). Such an approach may be challenging for high school students, with three-quarters finding it difficult even if they have not taken music or art classes. Such statistics underscore the vital importance of music exercises for young people in the context of the results of this study. Research has also found the general significance of music in the development of students' life skills (Tomatis, 1991; Pick, 1994; Petijohn, 1996; Southgate, 2009).

Responses regarding organizing project-based activities highlight an important issue. The project-based learning method should help students understand the value of music in daily life and society in general. In most cases, there is a discrepancy between teachers and students. Teachers believe they are successfully fulfilling their duties and are satisfied, but students have different thoughts and are evaluating changes in teaching methods. The results indicate the need for diversity in teaching methods. Teachers can try various activities and strategies to help improve student skills. Particularly, the lack of project-based activities and the limited use of technology in teaching demonstrate a gap in innovation and improvement in these areas of instruction. Studies on project-based learning have been conducted by (Sula, 2012; Thomas, 2000).

The differences between teachers and students highlight the need for increased communication and collaboration to reach a common understanding and improve teaching quality. Consequently, these findings serve as a foundation for developing new strategies and improvements to enhance the learning experience and student preparedness (Johnson & Johnson, 1999). Based on the survey questions, approximately 70% of students express that changes made frequently or occasionally make them more active, while 30% indicate that changes are rare or never happen. The Impact of Minor Changes in the Program suggests a positive effect on student engagement. The high percentage of students stating that changes make them more active indicates that having a more flexible schedule could influence their participation in school activities. Students have responded to the necessity of understanding the language of music for assignments and communication. This result shows that 76% have decided to take responsibility, and 55% are considering using the language of music in their learning methods. This indicates that students want to take more responsibility and derive more benefit from their learning experiences by effectively using the language of music. This suggests that using music as a tool for communication and learning could be a successful strategy to aid students' cognitive and emotional development (Smith, 2018). Most research indicates that a key factor in a successful school is identifying students' needs and interests. This result may indicate that integrating musical elements could be an effective tool to enhance the learning experience and student engagement.

Unfortunately, new discoveries, observations, and the use of new technology are not directly transferred to schools. This survey provides evidence that the responses are accurate and proportionate, but it does not offer a concrete answer regarding the imbalance between students and teachers. Students are unaware of whether the mentioned methods are being implemented. Additionally, this is an indicator that there may be very few students in the school. Referring to new

discoveries, demonstrations, and technology not directly transferred to schools can open up a discussion about the need for more effective utilization and integration of innovations in the school context (Mishra & Koehler, 2006). The responses indicate students' ignorance about the implementation of specific methods. This can encourage a discussion on better exchange of information between teachers and students about communication and strategies used in teaching. One of the significant features of the post-industrial era is the rapid development of electronic technologies contributing to the automation of knowledge storage and processing processes through computers. The emergence of powerful computers and new computer technologies has had a significant impact on shaping modern music culture. As the capabilities of modern computers increase every day, advancements in science and technology, along with developments in programming, occur in parallel (Turkle, 1995; Barbrook & Cameron, 1996).

The time has come for mature and constructive relationships, it is time to build a common structure, and both sides feel an increasing need for mutually enriching projects. In the last decade of the past century, the wide and previously seemingly distant areas of human mind activities could foresee not only with mutual respect but also with tremendous development of collaborations (Finkel & Eastwick, 2017).

In the development of a musician's professional mindset, the visibility of entirely new possibilities that a computer can offer in all areas of musical creativity can lead to the increasingly introduced music technology - computer technologies and even fundamentally complementing and even changing the nature of the work of a composer, musicologist, performer, and teacher. Research on the importance of technology's impact on music education has been identified in terms of students' development in music education (Timofeev, 1991; Shafrin, 1998; Ostrejkovski, 2004; Kastalsky, 1987; Beshenkov, 2008).

There are situations where differences exist between students' perceptions and availability. For example, while some teachers appear satisfied with their performance in certain questions, students may express doubts or ignorance in some aspects. The results indicate that some students and teachers may lack knowledge or confidence in certain school elements, including the use of different methods and technologies. Differences between teacher and student perceptions, and some teachers not agreeing on the school having a specific plan for education, suggest that improvements in communication and coordination within the school may be needed. The results also show that while most students evaluate the support and motivation they receive from teachers, there are also some who are dissatisfied (Johnson & Smith, 2019). This highlights the importance of a positive and supportive approach from teachers. Similar studies have also emphasized the importance of teacher support and motivation (Baremboim; Orff; 1970). Discussions can focus on these points, and necessary steps can be taken for improvements in teaching quality, communication, and coordination within the school.

CONCLUSION

Implementing contemporary teaching practices requires more time than traditional ones. Teachers should encourage students to explore and reevaluate problems, as this allows them to find new ways to address existing issues. In some cases, these new approaches may not lead students to the correct solution, but at this point, the process is more important than the outcome. Additionally, teachers should teach students elements of creativity and originality in accordance with artistic language and help them find ways to express their own artistic ideas. This is crucial as students forming their own ideas is very important.

Theory-based course content should be related to everyday life (Anderson & Krathwohl, 2001). Among the things teachers need to do are to boost students' motivation, instill a sense of responsibility in them, develop their investigative spirits, encourage problem-solving, convey the meaning of wisdom, and teach students the concept of acquiring lasting and applicable knowledge.

Teachers should not explicitly explain the content of the new lesson; instead, they should engage students in discussions to make them predict the content(Perkins, 2009 ; Tomlinson, 2014). Throughout the lesson, it is their duty to encourage students to speak based on their experiences by combining the lesson with snippets from daily life. This implies that the subject should be close to the student and their daily situations. Realistic terms not only refer to the real world but also

reference real-life memories in children's minds. Teachers should guide students in exploring and presenting the content of the artwork through the analysis of the artistic language used and the elements employed.

It is often said that teaching is an art. If this proposition is accepted as true, then creativity is a stage in the teaching process. During the planning stage and the preparation of the course content, activities, different methods, techniques, technical tools, and integrated teaching forms should be designed in a way that includes students. The aim is to enable students to achieve the desired results with the knowledge they have. To prepare a successful educational program, the teacher must plan all of these. In fact, the success of their work will only be achieved through well-made plans. The more time spent planning the development and organization of the teaching process, the more opportunities are provided for successful and quality work in the teaching and learning process. Therefore, the success of the teacher's work is based solely on good planning. If the teacher makes the lesson interesting by adding innovations, there will be no lack of quality in the school.

Based on the results of the research, I concluded that the teachers in art schools do not adequately reflect the MASHT curriculum, and ongoing research in this direction will be crucial to improve the quality of music education and prevent students from dropping out of school

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APPENDIX 1 STUDENT SURVEY

STUDENT SURVEY[1] - Instrumental, General, and Ballet Departments

Dear student,

This survey has been prepared for you to express your views on your daily life at the music school. It is addressed to you. This research is related to students' absenteeism from classes; the reasons and consequences of these absences. Your answers will only be known to the research team. The purpose of the research is to help improve the quality of your school life. Mark the appropriate box with an "X" that corresponds to your opinion!

First, we need some information about you:

School, Location, and Municipality_____ **Class** _____,
***Subject**_____**Department**_____ **Age**_____, **Gender**: M
F

1. Mark the "X" in one of the 5 squares that aligns with your opinion	Generally	Occasion-ally	Rare	Never	I dont know
2. Are you satisfied with the teaching at school and your teachers?	☐	☐	☐	☐	☐
3. Are my actions monitored and assessed?	☐	☐	☐	☐	☐
4. In our school, are our rights considered and respected?	☐	☐	☐	☐	☐
5. Are we encouraged to learn independently, and are we supported in this regard?	☐	☐	☐	☐	☐
6. Are students' learning assessments systematic and objective?	☐	☐	☐	☐	☐
7. Can we make choices in school activities based on our abilities and desires?	☐	☐	☐	☐	☐
8. Does our teacher encourage us to make musical presentations?	☐	☐	☐	☐	☐
Help us understand how you work at school! **2. Among the methods and techniques your teacher uses for your learning:**					
Mark the "X" in one of the 5 squares that aligns with your opinion	Generally	Occasionally	Rare	Never	I dont kow
10. Do you have interest and curiosity about music?	☐	☐	☐	☐	☐
11. Do you inform your friends about the activities conducted at school?	☐	☐	☐	☐	☐

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[1] This survey will protect the privacy of your opinions

12. Are you engaging in an activity where you have the opportunity for pair work during class hours?	☐	☐	☐	☐	☐
13. Do you engage in activities using individual study techniques?	☐	☐	☐	☐	☐
14. Do you engage in activities using presentation techniques?	☐	☐	☐	☐	☐
15. Do you carry out activities using application techniques?	☐	☐	☐	☐	☐
16. Do you conduct your activities on a project basis?	☐	☐	☐	☐	☐
17. Do you conduct activities using technology?	☐	☐	☐	☐	☐

3. Do new teaching methods help you?

Mark the "X" in one of the 5 squares that aligns with your opinion	Generally	Occasion-ally	Rare	Rare	I dont know
18. Being active in the teaching process	☐	☐	☐	☐	☐
19. You ask as many questions as possible about things you don't understand in lessons.	☐	☐	☐	☐	☐
20. You collaborate together.	☐	☐	☐	☐	☐
21. You form a group together and solve problems.	☐	☐	☐	☐	☐
22. You are building better relationships among students.	☐	☐	☐	☐	☐
23. You communicate with others using the language of music.	☐	☐	☐	☐	☐
24. You take on more responsibilities	☐	☐	☐	☐	☐
25. You demonstrate skills in creative thinking	☐	☐	☐	☐	☐
26. You research classical music from different sources.	☐	☐	☐	☐	☐

To determine if your school is in good condition and whether students are leaving, please answer the following questions".

Was enrolling in the music school your choice or your family's preference? _____

Do   you   generally   have   absences   in   your   classes?
_____

If yes, what are the reasons for your absences?_____

Do you have information about the rate of students skipping classes in this school?_____ Do you have information about the rate of students being expelled from class by teachers?_____

In your opinion, what are the reasons for the high rate of absenteeism?_____

Do you know what measures the school takes for students with excessive absenteeism?_____

How many students in your class or other classes have dropped out of school?_____

Have you been informed about the reasons for students leaving school (it can be from your class or another class)?_____

2. Ek. Parents' Questionnaire

PARENTS' QUESTIONNAIRE[2]

Dear!

This survey covers all classes of instrumental, general, and ballet departments in music education schools, and its purpose is to focus on students' absenteeism at school. Your answers will only be known by the research team and will be used to help reduce the rate of students being expelled from school. Please mark the appropriate box that matches your opinion with "X"! The issues raised in the survey are related to student absenteeism. The accuracy and impartiality of your answers are crucial for the results of this study.

"First, we need some information about you:

Your child: Boy   Girl

The music department your of your child_____

Grade:

Your education level: Beginner   Intermediate   Advanced

Your profession: _____

No	Question	Generally	Occasionally	I do not agree	I completely disagree	I dont know
1	"Does the school welcome all parents and other members of the community?	☐	☐	☐	☐	☐
2	The teacher demonstrates a positive attitude towards the arts – in the music class.	☐	☐	☐	☐	☐
3	The teacher works to satisfy students' desires and curiosity about instruments;	☐	☐	☐	☐	☐
4	We regularly receive information about all significant developments at school.	☐	☐	☐	☐	☐

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[2] This survey will protect the privacy of your opinions

5	We have the opportunity to share our own views and thoughts, and these views are taken seriously by the school's management.	☐	☐	☐	☐	☐
6	The school provides opportunities for students to work on extracurricular activities.	☐	☐	☐	☐	☐
7	Our children are sufficiently engaged with homework.	☐	☐	☐	☐	☐
8	The school provides individual support and assistance to our children.	☐	☐	☐	☐	☐
9	The school's development plan works towards improving the school and meeting its actual needs.	☐	☐	☐	☐	☐
10	Are we informed about discipline measures and regulations regarding students' responsibilities at school?	☐	☐	☐	☐	☐
11	The school environment is attractive and useful for my child.	☐	☐	☐	☐	☐
12	The teacher creates a motivating and appealing environment that caters to the students' tastes.	☐	☐	☐	☐	☐
13	The teacher uses different techniques to assess students.	☐	☐	☐	☐	☐
14	The teacher incorporates musical processes in lessons - to teach music.	☐	☐	☐	☐	☐

Please sincerely answer the following questions to address your child's school attendance and the issue of dropping out of school.

Does your child generally skip classes? _____ If yes, please write the reasons. _____

Are you informed about the rate of students skipping classes? _____

Are you informed about the rate of students being expelled from classes? _____

Do you know what measures are taken for students who have excessive absenteeism? _____

Do you have information about the measures the school takes for students with excessive absenteeism?_____

Do you know how many students in your child's class or other classes have dropped out of school? _____

Have you been informed about the reasons for students leaving school (it could be from your child's class or another)?_____

How do you evaluate the level of collaboration among students, teachers, and parents? (Circle one of the four options)

   a) Very good   b) Good   c) Adequate   d) Insufficient

Were you part of a group that analyzed students who left school? During this study, how compliant do you think the Pre-University Education Law of the Republic of Kosovo is respected?_____

Explanation: If you want to express any ideas, suggestions, or concerns, you can write them on the back of the survey.

Date _____

Teacher Survey

SURVEY FOR TEACHERS[3] - Instrumental Department, General, and Ballet Department Teachers

Dear!

This survey covers all classes in schools providing music education, specifically in the instrumental, general, and ballet departments. Its purpose is to emphasize the absenteeism of students in schools. Your answers will only be known to the research team and will be used to help reduce the rates of student expulsion from school. Please mark the appropriate box with an "X" that matches your opinion! The topics addressed in the research are related to student absenteeism. The accuracy and impartiality of your answers are crucial for the results of this study.

To start, we need some information about you:

Teaching experience: _____

Gender: Male 0 Female 0

Subject taught: _____

School, location, and Municipality where you work: _____

The students you work with are in grades: 1 2 3 4 5 6 7 8 9 10 11 12

Completed trainings (mark): _____

Nr	The school is a place for the prevention, identification, and treatment of absenteeism. Help us understand the methodology of your work and the integrity of the laws in force in the Republic of Kosovo	Generally	I agree	I disagree	Compeletly dissagree	I dont know
1	I am satisfied with the quality of teaching and learning at the school;	☐	☐	☐	☐	☐
2	I provide a suitable environment to motivate students and appeal to their preferences;	☐	☐	☐	☐	☐
3	I choose and implement methods and techniques that stimulate independent and creative thinking in students;					
4	I present music lessons using different techniques and make students love music class.	☐	☐	☐	☐	☐
5	Regular evaluations are conducted on the education provided at our school, and the results are shared with all our staff.	☐	☐	☐	☐	☐

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[3] This survey will protect the privacy of your opinions

6	The school principal and coordinator professionally follow up on events	☐	☐	☐	☐	☐
7	We are informed about the vision, mission, and goals determined by the School Development Plan;	☐	☐	☐	☐	☐
8	Our school operates in compliance with applicable legal regulations;	☐	☐	☐	☐	☐
9	The opinions of students, parents, and teachers at our school are considered and carefully examined;	☐	☐	☐	☐	☐
10	I am a member of independent activities organized by our school;	☐	☐	☐	☐	☐
11	Our school consistently organizes training sessions within a special plan for its teaching staff;	☐	☐	☐	☐	☐
12	Professional staff regularly prepare progress reports to overcome challenges and problems	☐	☐	☐	☐	☐

To determine whether your school is in good condition and whether students are dropping out, please answer the following questions.

How often do students skip classes? _____

What are the reasons for absenteeism? _____

What is the rate of students avoiding classes? _____

What are the consequences of excessive absenteeism? _____

What measures has the school taken for students with excessive absenteeism? _____

How many students in the class you teach have dropped out of school? _____

What are the reasons for students dropping out (applicable to your class or the general school)? _____

How do you assess the level of collaboration among students, teachers, and parents (encircle one option)?

        e) Very good

        f) Good

        g) Adequate

        h) Insufficient

There was a group that analyzed students who dropped out of school. Were you part of this group, and in your opinion, how much compliance was shown with the Pre-University Education Law in the Republic of Kosovo during this study?

_____

_____

Note: If you wish to express any ideas, suggestions, or concerns, you can write them on the back of the survey.

                             Date: _____