

(LACK) OF PUPILS' MOTIVATION FOR CHORAL SINGING IN ELEMENTARY SCHOOLS IN NIŠ

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Abstract. *The paper presents the results of research regarding interest and motivation of pupils in elementary schools in Niš for choral singing. The motive for this research is the data on the reduced number of school choirs participating in competitions in Niš in the last ten years. The research was conducted in October and November of 2018/2019 school year in five elementary schools in Niš. A total of 100 pupils in upper grades (V to VIII grade) were interviewed, 50 of whom were members of the school choir and 50 who were not members of the school choir. The obtained results show that pupils' motivation for choral singing is influenced by certain social factors (curricula, socialization, gender, grade, success), while factors related to genre preferences do not influence the attitude towards choral singing. Considering the results of the research, it is considered that the pupil's participation in the choir is very important for her/his personal psycho-physical development and socialization. Therefore, the role of school, teachers and parents should be enhanced to increase pupil's motivation for group/choral singing.*

Key words: *choir, cultural factors, social factors, motivation, teacher, pupil*

1. INTRODUCTION

Singing is one of the oldest forms of musical expression and has been linked to humans since their origin. The human voice, a natural musical instrument, possessing exceptional expressiveness is part of the human being, a reflection of its psychophysical life and, as such, a true interpreter of its most varied feelings and thoughts (Petrović, 1971). There is a great number of studies (Zovko, 2013; Jelenić, 2015; Jeremić, 2009; Kolarovska-Gmirja, 1996; Leškova, 2015; Stojić, 2017) whose results show the benefits of musical activities, especially in the educational process in school population. Engaging in musical activities can enhance skills such as literary and mathematical skills, and of

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particular importance is the emotional intelligence of the child. This would mean that pupils who participate in some of musical activities (singing, playing an instrument, group/choral singing and/or music playing) also achieve good results in other subjects at school (Leškova, Islam, 2015). Musical activities are directly related to the intellectual ones and thus specific "musical" aspect of speech. Clear and proper articulation and vocalization, accents and intonation - all together can be well-adopted and supported by singing of carefully selected songs. Even in children with speech difficulties, the positive impact of musical activities on improving speech and motor skills can be recorded (Kolarovska-Gmirja, 1996).

In the process of education for sustainable development, schools play the most important role as basic institutions for the education of young generations. They have the task of securing successful individuals and therefore of developing the success of a society, where choir teaching is exactly what it contributes to. The achievement of school success in learning, however, is mostly concerned with the direct participants of the educational process, pupils, teachers and parents (Stojanović, 2016).

Primary schools play a particularly important role in laying the foundations for personal and social development (Stanković, Stanisavljević Petrović & Petrović, 2018), and in this respect they are tasked with providing pupils with positive and appropriate conditions for working with the choir. For the successful realization of the choir section, the necessary conditions for work are: a music cabinet or a special classroom, an instrument (preferably it should be a piano or a clavinova), special terms for choir rehearsals/lessons, all of which should not interfere with the process of regular classes.

The author Zovko (2013) in his research concludes that the teacher's readiness and motivation is of great importance for the quality and successful acquisition of pupil's knowledge in the field of music. The results of the research indicate that teachers' readiness for work is conditioned by the quality of working conditions and the variety of teaching aids and teaching materials. The lack of qualitative teaching aids is compensated by the teacher's ability to enable pupils to acquire knowledge in a creative way. According to this research, pupil's success in achieving this depends on motivation for work, which is closely related to the teacher's motivation to work, but is also related to the support and guidance they receive from parents. Also, the development of motivation for work depends on financial capabilities, well-designed legal regulations, qualitative curricula and textbooks, modern teaching tools and above all, the inventive school principals and dedicated teachers.

Research in 18 elementary schools in Niš (Jelenić, 2015) on the role of music teachers in stimulating and motivating pupils' has shown that pupils' interest in choir singing is at a high level. The results of the research show that pupils' motivation for choral singing is influenced primarily by music content that is tailored to their interests and by a teacher who is dedicated to working with the choir. Another important factor is the opportunity to perform publicly with the choir at events, concerts and ceremonies. However, this research also shows that there is a significant number of teachers who are not interested in active participation with the school choir in competitions and festivals. This fact is confirmed by the data collected from the district competition of choirs and orchestras of primary schools in Niš, where a significant decrease in the number of participants in the last ten years has been observed (Table 1).

Table 1 Number of choirs at district competition in Niš (data provided by Niš School Administration)

Year of festivals	2009	2010	2011	2012	2013	2015	2016	2017	2018	2019
Number of choirs in upper grades	11	11	7	7	7	5	4	4	4	2

Psychological prerequisites for successful learning are also very important, and these are factors that are exclusively related to the pupil. These are goals or intention to learn something, interest, like or dislike of teaching content, tendencies towards cooperation and competitions, experiences of success and defeat, pupil's level of aspiration (Cenić, Petrović & Cenić, 2018).

Motivation is the willingness of pupils' to take some effort to solve the problem. In the state of mental activity, the pupil puts effort into the learning process, the energy is directed towards solving the task/problem and the body is ready to make greater efforts than usual, and again, the pupil easily absorbs knowledge once motivated. On the other hand, if the learner is less motivated to learn, the same effort leads to fatigue and the effects of learning are reduced. Positive encouragement leads to better results, increases the aspiration level of pupils and develops a willingness to invest effort, which leads to successful learning. On the other hand, negative impact leads to frustration (Cenić, Petrović & Cenić, 2018).

1.1. The importance of choral singing in formal education

In primary schools, the Choir and Orchestra belong to elective group of subjects. "The overall goal of the elective subject-Choir and Orchestra is to develop an interest in music and to get to know the musical traditions and culture of their own nation and other peoples. Other goals and objectives are: to develop musical ability and desire for active music/singing and participation in school ensembles; to foster pupils' creative abilities and a sense of collective music; to develop music listening habits, foster an experience and ability to understand music messages; to encourage creative engagement in all music activities (performing, listening, exploring and creating music); to develop critical thinking ("Official Gazette of RS - Educational Gazette", 2007; 2010; 2011; 2013, 2016; 2017; 2018, pp. 402-403).

Singing in a class choir has an educational and pedagogical goal. "The educational goal includes developing of hearing and rhythm, expanding voice capabilities and consolidating intonation. The pedagogical goal includes developing a sense of belonging to the collective, developing aesthetic feelings, learning new words, relationships in nature and between people ("Official Gazette of RS"- Educational Gazette, 2007; 2010; 2011; 2013, 2016; 2017; 2018, p. 407).

Choral singing represents "the most massive form of collective music playing in primary school" (Ivanović, 1981, 195), which strongly "contributes not only to the development of pupils' musical abilities but also to moral, aesthetic, intellectual, social, emotional and cultural aspects of personality" (Pavlović, Sarajlić, & Kovač, 2016, 261). "Choir singing in elementary school has an exceptional pedagogical-educational purpose and importance in accomplishing music educational and pedagogical tasks of social-moral, national, inter-cultural, work and aesthetic elements. First of all, it contributes to the development of pupils' musical competences: hearing, voice, harmonious sense, sense of rhythm, melody and common music playing; pupils are introduced to valuable accomplishments of artistic, spiritual and folk music. Choir singing develops discipline, persistence, endurance and contributes to building

a sense of understanding, mutual respect and tolerance. Choral singing develops companionship, fellowship, a sense of teamwork and friendship. In this sense, this form of pedagogical-educational work is of great importance in socio-moral education of young people” (Pavlović, Sarajlić, & Kovač, 2016, 265).

The advantages of choral singing are highlighted by many authors. As the author Jeremić states: “Choral singing is one of the activities that, in addition to intellectual and aesthetic capacities, develops in pupils a sense of belonging and responsibility to the community, because the constant contact of more singers contributes to their tightening and collective tasks solving. This leads to the development of awareness of necessary social cooperation and joint action, and it is quite certain that choir singing has its social and educational function” (Jeremić, 2009, 312). Singing in a collective, a group, is especially significant for achieving a homogeneous choral sound. As Hanadjev (1971) points out, choir sound is achieved by emitting the tone of each individual within the choir, followed by constant care for its purity and roundness. Choir singing enables pupils to become acquainted with compositions of different styles and epochs, to get acquainted with the treasure of choral literature, as well as with the names and works of glorious people in choral music, thus enriching their personal musical culture. Choir ensembles in primary schools are the best representatives of the school (Zorić, 2003).

The author Šarković (1997) states that work with the choir is one of the most difficult pedagogical-educational processes, but also that work with the ensemble represents joint work, joint mastery of matter, simultaneous reaction, the same "response" of all members, without delay or hurry, without emphasizing individual or smaller group. Thus, such work implies a simultaneous maximum intellectual tension and absolute concentration (Šarković, 1997).

Work with pupils in the subject Musical culture in elementary school, as well as work with the school choir, brings a lot of difficulties that need to be adequately eliminated in order to prevent negative attitude of pupils towards this subject and the activities it entails (Zdravković, Malinović-Jovanović, & Dejković, 2018).

1.2. Choir singing in elementary schools

Primary school choirs are classified according to age: small choir – choir of lower grades (grades I to IV), large choir – choir of upper grades (grades V to VIII) or a mixed choir at school level (grades I to VIII). In elementary schools in Niš, the most common types of choirs are those designed as junior choirs and senior choirs. Classes are given continuously throughout the school year, and as regular classes (3 hours per week, 108 hours per year) are included in the weekly fund of classes for a teacher in music. Weekly, or annual fund of classes refers to teachers, not pupils, who are required to attend classes/rehearsals once or twice a week, as per the curriculum. Implementation of classes involves working with singers and soloists singing in the choir, then work in groups, i.e. work with individual voices that later (when mastering a certain section of a given score) merge into a three-voice (Pavićević, 2017). Choir classes are entered into the school schedule and are part of school obligations for pupils selected by the teacher.

Since pupils in educational institutions in Serbia have the opportunity to attend the choir as a school or extracurricular activity, only the choirs within the formal education, namely the choirs of upper grades (V to VIII), are represented in this research. Compositions which need to be practiced by the choir section are to a certain extent determined by the program,

somewhat determined by the regulations of the festival and school choir competitions in Serbia, and in some way they are selected by the teacher himself, and sometimes even arranged by the teacher. In this regard, choirs of younger age (grades I through IV) generally perform unanimous and two-part compositions, most often in parallel thirds, whose range does not exceed one octave. School choirs of older age pupils (grades V through VIII) sing songs in three voices, with or without instrumental accompaniment and with high artistic and interpretive requirements (Pavićević, 2017).

2. RESEARCH METHODOLOGY

The motive for this research is reflected in unclear curriculum of music as a subject in elementary schools, where the status of the choir section is undefined and indefinite. Bearing in mind the fact that Niš is a city with a very rich choir tradition, it is of great importance, both for the city itself and for the region, the information on the formation and active functioning of choirs of upper grades (V to VIII) of primary schools in Niš, enabling schools to work in an equal way to foster enthusiasm for choral singing. Research by author Stojić (2017) indicates that pupils have shown greater interest in group singing than in individual singing. In this regard, intensive work should be done to foster group music through the choir section and to encourage pupils to get engaged in this type of artistic expression.

In addition to curriculum analysis, research is specifically focused on the influence of social and cultural factors on pupil's motivation for choral singing. Social factors include social factors which form and develop a child's personality. In this respect, social factors include socialization, formal education, the curriculum of Music course, with the Choir as elective course and the pupils' attitudes regarding this activity. The emphasis is on choral singing that offers acquisition of knowledge, skills, habits and understanding. Cultural factors imply cultural awareness of pupils and teachers, especially in a musical context. These include: musical preferences, musical capabilities, music education, monitoring of music content, performances, etc.

The selection of a problem for research - *choir singing of pupils in elementary schools*, directly imposed the very character of the research, and classification of data conditioned the methodology of already realized research and papers in the field of music pedagogy, specifically research related to choral singing (Vučkovski, 1999; Gorgievska, 2012; Jelenić, 2015; Stojić, 2017). The research methodology was applied by Macedonian authors (Bužarovski, 2012; Jovanova-Mitkovska, 2013; Milat, 2014).

2.1. Problem of research

The number of children's choirs in primary schools in Niš, as well as the number of choir members, can be indicative of pupils' interest and motivation for choir singing. Bearing in mind the fact that choirs are less represented in primary schools and in choir competitions, the problem of research is a decrease in interest and motivation for choir singing.

2.2. Subject of research

The subject of research is related to the level of interest, that is, the motivation for choral singing among pupils of upper grades (V to VIII) in primary schools in Niš, in 2018/2019 school year, as well as identifying social and cultural factors that can influence their motivation.

2.3. Purpose of research

The aim of research is to identify whether the reduced representation of choral singing is conditioned by motivation and interest in choral singing of pupils in primary schools in Niš.

2.4. Research Hypothesis

In accordance with the subject and the purpose of research, the hypothesis was made: *It is assumed that interest and motivation for choir singing in elementary school pupils may be influenced by some social and cultural factors.*

2.5. Methods of research

Quantitative and qualitative methods have been combined in processing of research data. The study used a descriptive method and a method of theoretical analysis. Statistical tools used involved: *Hi*-square test for testing data connection and *z* test for survey of specific responses representation. In this way, the associativity of variables or their independence can be determined. In this sense, it is possible to determine whether pupils' motivation for choir section depends on pupils' gender, school success, music preferences, music education, etc. Using the *z* test, through practical application of sample distribution, it will be determined whether a particular response is significantly more represented than other responses.

2.6. Instruments of research

The research instrument is a closed-ended questionnaire specifically designed for the purpose of this research. Two questionnaires have been formulated: for pupils-members of choir and for pupils who are not members of choir. The questionnaire contains questions of different types and is designed in five parts.

1. The first group of questions relates to gender and age of pupils,
2. The second group of questions relates to information about the music education and genre preferences of respondents,
3. The third group of questions is formulated through questions about musical activities of the respondents and monitoring of musical contents, which will provide information on the influence of cultural factors on pupils' motivation for singing,
4. The fourth group of questions is based on the Likert scale and examines pupils' attitudes regarding the choir section,
5. The fifth group of questions offers insight into the choir activities of the respondents and the current difficulties encountered by pupils during the realization of this activity.

2.7. Research sample

The sample of the research was determined on the principle of representativeness, that is, from each of the five municipalities in Niš, one primary school was included in the research process. Pupils were selected according to the principle of random selection, according to the principle of proportionality (from each school, 20 pupils were interviewed, 10 of them who were members of the choir and 10 who were not members of the choir). Since pupils/choirs have joint choir classes/rehearsals, it was not of great importance to make a proportion of pupils to the class they attend, but pupils were chosen at random.

2.8. Research process

The survey was conducted empirically, in October and November of 2018/2019 school year. Classes were accessed in the way that teachers of music in certain schools provided. The pupils were given questionnaires to fill in up to 15 minutes.

2.9. Statistical data processing

Data collected through the survey were processed in SPSS 15.0, using parametric and non-parametric statistics, which is most used for statistical analyzes in social sciences. By quantitative processing, with elements of empirical research, processing of results related to frequency distributions is expressed graphically and as a percentage.

3. RESEARCH RESULTS AND DISCUSSION

A total of five Niš schools were involved in the research process, each one from the five city municipalities, with a total of 100 respondents (pupils).

Table 2 Sample research (schools)

Primary school	Choir members	Non Choir members	Total of pupils
“Ivo Andrić”	10	10	20
“Ivan Goran Kovačić”	10	10	20
“Stefan Nemanja”	10	10	20
“UčiteljTasa”	10	10	20
“KoleRašić”	10	10	20
Total	50	50	100

Table 2 shows the sample included in the research process, which includes pupils attending the following primary schools in Niš: Elementary school “Ivo Andrić” from the territory of the Red Cross municipality, Elementary school “Ivan Goran Kovačić” from the territory of Niška Banja municipality, Elementary school “Stefan Nemanja” from the territory of the municipality of Pantelej, elementary school “Učitelj Tasa” from the territory of the municipality of Mediana and elementary school “Kole Rašić” from the territory of the municipality of Palilula. 10 pupils who are members of the school choir and 10 pupils who are not members of the choir were surveyed in each of these schools. The total number of surveyed pupils is 100.

Table 3 Gender and grade of pupils

	gender	Number of respondents	%	grade			
				V %	VI %	VII %	VIII %
Choir members	m	2	4	13	2	17	18
	f	48	96	26	4	34	36
	Σ	50	100				
Non Choir members	m	24	48	5	13	22	10
	f	26	52	10	26	44	20
	Σ	50	100				

The surveyed pupils attend upper grades (V to VIII). Table 3 shows data on gender of pupils who are members of the choir. Out of total 50 respondents, only two are male, while 48 are female. For pupils who are not members of the choir, the number of male and female respondents is approximate (24 male and 26 female). Most of the surveyed pupils who are members of the choir attend grade VIII, while the largest number of pupils who are not members of the choir attend grade VII. However, the total number of pupils who are surveyed shows that the majority are those attending VII grade. In this regard, Table 3 shows that the largest number of respondents is female, as well as pupils who attend VII grade.

Table 4a Choir members' genre preferences

Music genre	Rock	Pop	Folk	Classical	Jazz	Rap	Techno
Number of respondents	16	45	19	13	4	33	9
%	32	90	38	26	8	66	18

Table 4b Genre preferences of non-choir members

Music genre	Rock	Pop	Folk	Classical	Jazz	Rap	Techno
Number of respondents	15	36	13	5	1	38	7
%	30	72	26	10	2	76	14

It is assumed that pupils' interest in choral activity depends on many cultural factors, which also implies musical preferences, that is, genre preferences of pupils in upper grades (V to VIII). Tables 4a and 4b show the results of the genre preferences of pupils who are members of the choir and those who are not members of the choir. Pupils had the opportunity to circle more answers offered depending on their favorite music genre.

Research data shows that all pupils (choir members and non-choir members) prefer pop/rock music, then rap, folk, classical, techno, and jazz the least. These results suggest that participation in the choir does not affect their genre preferences and vice versa.

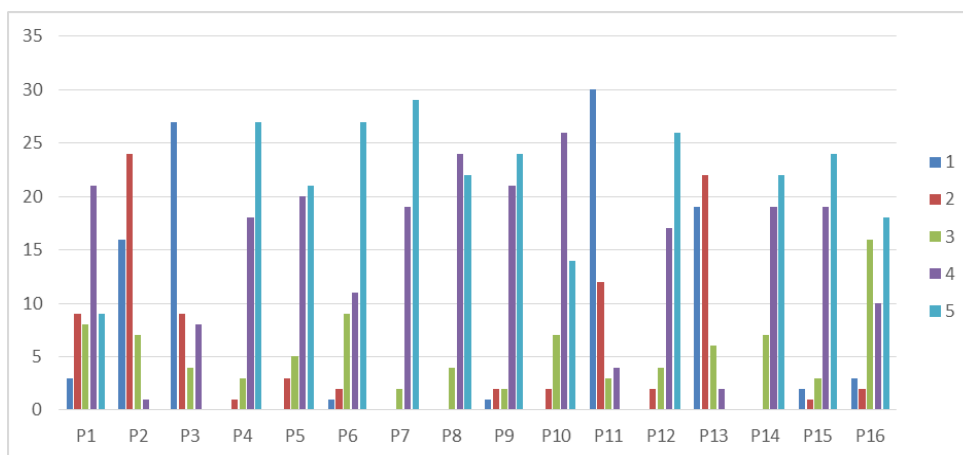


Fig. 1 Attitudes of choir member pupils

The answers to a group of questions that imply already formulated attitudes on choral section that the respondents categorized according to the Likert scale include the following statements: 1 – I disagree completely, 2 – I disagree, 3 – I have no opinion, 4 – I agree and 5 – I totally agree.

Figure 1 shows characteristic values of responses of pupils who are members of the choir:

1. Question no. 3 *Singing in a choir influences success in other school subjects*, 27 (54%) of pupils answered that they did not agree with this statement at all;

2. Question no. 4 *Singing in a choir is a good opportunity to socialize and make new friendships*, 27 (54%) of the pupils answered that they fully agree;

3. Question no. 6 *Singing in a choir allows me to relieve my anxiety and fear of public appearances*, 27 (54%) pupils agree;

4. Question no. 7 *I enjoy choir music and teamwork*, 29 (58%) of the pupils answered that they completely agree with the statement;

5. Question no. 11 *Singing in the choir exposes my parents / guardians to the cost (purchase of choir uniforms, scores, folders and more)*, 30 (60%) of the pupils answered that they did not agree with the assertion at all.

Based on the obtained results, it can be concluded that certain social factors influence the motivation and interest in choir music.

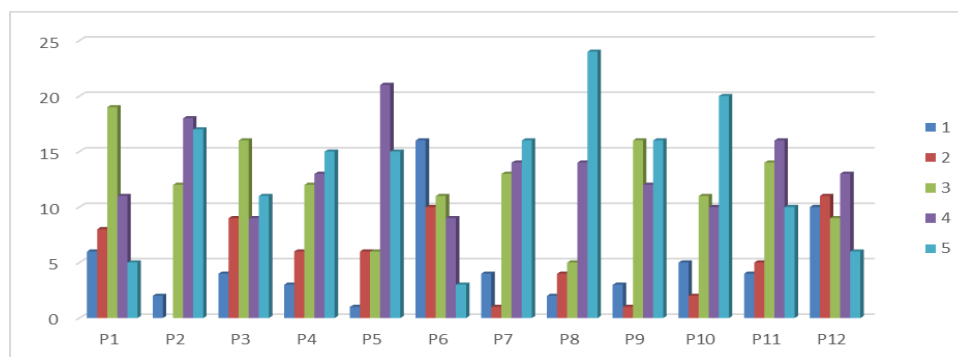


Fig. 2 Attitudes of non-choir member pupils

The fourth group of questions for non-choir pupils, based on the Likert scale, consists of 16 given statements that respondents agreed with according to the established scale. Different statements have been made for pupils who are not members of the choir, and this group of questions consists of 12 set statements pertaining to their opinion regarding the choir section and choral singing in general.

Figure 2 shows the characteristic values of non-choir pupils' responses:

1. For statement no. 1 *I like choral singing a lot*, 19 (38%) have no established opinion;

2. For statement no. 5 *Many of my classmates sing in the school choir*, 21 (42%) pupils answered that they agreed;

3. For statement no. 8 *The choir is a good opportunity for expressing musical talent*, 24 (48%) pupils completely agree;

4. For statement no. 10 *Parents / guardians would support me in my decision to sing in the school choir*, 20 (40%) pupils agree completely.

Table 5 Relationship of pupils' attitudes who are not choir section members, determined by Chi-squared test - gender

		Gender		Total	sig
		Male	Female		
My parents would support me singing in the school choir	1	5	0	5	0.036
	2	1	1	2	
	3	5	6	11	
	4	6	3	9	
	5	5	14	19	
For what reason do you not sing in the choir	I didn't pass the audition	2	1	3	0.046
	I didn't sign up	3	9	12	
	I don't find myself in choir singing	11	13	24	
	other	7	1	8	

The survey used the statistical tool Chi-square test to examine the independence or coincidence of two variables – the attitudes of non-choir pupils regarding their gender, grade, or school success.

The data in Table 5 indicate that a large number of female respondents (sig = 0.036) fully agree with the statement that parents would support their singing in the school choir and that the reason for it is that they do not find themselves in choir singing (sig = 0.046).

Table 6 Relationship of pupils' attitudes who are not choir section members, determined by Chi-squared test - grade

		Grade				Total	sig
		V	VI	VII	VIII		
For what reason do you not sing in the choir	I didn't pass the audition	2	1	0	0	3	0.012
	I didn't sign up	1	4	3	4	12	
	I don't find myself in choir singing	1	5	13	6	25	
	other	0	3	5	0	8	

Table 6 shows the relationship of pupils' attitudes with the class they attend. The results indicate that the largest number of non-choir pupils and who do not find themselves in choral singing (sig = 0.012) are VII grade pupils.

Table 7 Relationship of pupils' attitudes who are not choir section members, determined by Chi-squared test - success

		Success			Total	sig
		Good	Very good	Excellent		
I like choral singing a lot	1	2	3	1	6	0.033
	2	1	2	5	8	
	3	0	4	15	19	
	4	0	2	9	11	
	5	0	0	5	5	
The other sections are more interesting	1	2	1	0	3	0.001
	2	0	2	4	6	
	3	0	1	11	12	
	4	1	2	10	13	
	5	0	5	10	15	

Data in Table 7 indicate that the majority of non-choir pupils with excellent success who are not members of the choir do not have a certain opinion for the statements: *I like choral singing a lot* (sig = 0.033) and *Other sections are more interesting* (sig = 0.001).

Table 8 Relationship of pupils' attitudes who are choir section members, determined by Chi-squared test - grade

		Grade				Total	sig
		V	VI	VII	VIII		
Do you participate in school events and ceremonies as a member of the school choir?	No	7	0	0	1	8	0.000
	Partly	2	1	3	1	7	
	Yes	3	1	14	16	34	
Do you participate in city events and ceremonies with the school choir?	No	10	0	3	6	19	0.024
	Partly	1	1	4	7	13	
	Yes	2	1	9	5	17	
Do you travel out of town with a school choir?	No	11	0	7	13	31	0.041
	Partly	2	2	9	3	16	
	Yes	0	0	1	2	3	
Do you travel abroad with a school choir?	No	11	0	11	16	38	0.021
	Partly	2	2	6	2	12	
Do you participate in choir competitions with the school choir?	No	11	0	9	7	27	0.020
	Partly	1	2	4	3	10	
	Yes	1	0	4	7	12	
Does the class teacher support you to sing in the choir?	No	1	0	0	3	4	0.013
	Partly	6	0	2	0	8	
	Yes	6	2	15	15	38	

According to Table 8 and the given significance, it can be claimed that there is no difference in given attitudes between male and female respondents who are members of the choir section. However, statistical significance stands out with respect to the class attended by pupils who are members of the choir.

Table 8 shows the responses of pupils who are members of the choir, related to the class that pupils attend, and in this regard, the results show the following significance:

1. When asked: *Do you participate in school events and festivities as a member of the school choir?* the largest number of pupils (68%) answered in the affirmative manner, and statistical significance exists for pupils in grades VII and VIII;

2. When asked: *Do you attend city events and festivities with your school choir?* the highest number of 5th grade pupils (20%) responded negatively (sig = 0.024);

3. When asked: *Do you travel out of the city with a school choir?* the highest number of VII grade pupils (26%) responded negatively (sig = 0.041)

4. When asked: *Do you travel outside the country with a school choir?* also the highest number of VIII grade pupils (32%) responded negatively (sig = 0.021);

5. When asked: *Do you participate in choir competitions with the school choir?* the highest is the number of pupils (22%) who answered negatively and they are pupils of V grade (sig = 0.020);

6. When asked: *Does your classroom teacher support you to sing in the choir?* The largest number of respondents who answered in the affirmative manner (60%) are from grades VII and VIII (sig = 0.013).

Table 9 Differences in the frequencies tested with z test

		Choir members		Non Choir members		sig
		Number of respondents	%	Number of respondents	%	
Pop	No	5	10.0	14	28.0	0.022
	Yes	45	90.0	36	72.0	
	Total	50	100.0	50	100.0	
Classical	No	37	74.0	45	90.0	0.037
	Yes	13	26.0	5	10.0	
	Total	50	100.0	50	100.0	
Children music	No	17	34.0	32	66.7	0.035
	Partly	18	36.0	10	20.8	
	Yes	15	30.0	6	12.5	
	Total	50	100.0	48	100.0	
School events	No	0	0.0	8	16.7	0.000
	Partly	6	12.0	18	37.5	
	Yes	44	88.0	22	45.8	
	Total	50	100.0	48	100.0	
Soloist at school events	No	30	60.0	46	93.9	0.004
	Partly	8	16.0	1	2.0	
	Yes	12	24.0	2	4.1	
	Total	50	100.0	49	100.0	

Differences in the frequency of responses to the given statements for attitudes of pupils who are members of the choir and those who are not members of the choir were tested with the z test. The results of this test are shown in Table 9.

Based on the obtained results, it can be concluded that statistically significant differences in response frequencies exist regarding the following questions:

1. When asked: *Do you listen to pop music?* a significantly high percentage of pupils who were members of the choir answered affirmatively (sig = 0.022);
2. When asked: *Do you listen to classical music?* a significantly high percentage of pupils who were members of the choir answered affirmatively (sig = 0.037);
3. When asked: *Do you attend children's music festivals?* a significantly high percentage of pupils who were members of the choir answered affirmatively (sig = 0.035);
4. When asked: *Do you attend school events and ceremonies?* a significantly high percentage of pupils who were members of the choir answered affirmatively (sig = 0.000);
5. When asked: *Do you participate in school events and ceremonies as a soloist?* A large percentage of pupils who were members of the choir answered affirmatively (sig = 0.004).

The results of the research have an applicative function in the pedagogical practice of music education teachers, as they provide insight into the factors that influence pupils' motivation for choral singing. In addition, the implications of this research may serve to design a new curriculum in primary schools

4. CONCLUSION

This paper presents the results of research on interest and motivation in choral singing with pupils in Niš elementary schools of upper grades (from V to VIII), in 2018/2019 school year. The research is directed towards the curriculum analysis of the teaching subject Music, with the elective course Choir and the influence of some social (formal education, socialization and pupils' attitudes regarding this activity) and cultural factors (musical preferences, musical capabilities, music education, monitoring of musical content, performances) on pupils' motivation for choral singing.

When examining the influence of cultural factors on pupils' interest in choral singing, the emphasis was put on pupils' preferences of genre. When summing up the results, it has been concluded that a large number of pupils (who are members of the choir and those who are not members of the choir) are the ones who prefer pop / rock music, then rap, folk, classical, techno and at least jazz music. So, singing in a choir does not affect the musical taste of the pupil and vice versa. However, when examining other cultural factors (monitoring music content and participating in music activities), there are differences in the frequencies of respondents' answers as to whether or not they are members of the choir.

When analyzing the data concerning the influence of social factors, it has been concluded that these factors greatly influence pupils' attitudes about the choir section and therefore their interest in this activity. By linking pupils' attitudes to their gender, grade and school success, the conclusion has been made for pupils who are not members of the choir that there is a link between their attitudes regarding choral singing in school with their gender, grade, and success in schools, whereas for pupils who are members of the choir there is only the connection with the grade they attend. The majority of pupils who are not members of the choir and who do not find themselves in choral singing are older age pupils, that is, in VII grade. In this regard, the hypothesis raised: *It is assumed that some social and cultural factors may influence interest and motivation of pupils in elementary school for choral singing*, can be partially confirmed.

The data obtained through a survey with a sample of 100 respondents in 5 primary schools in Niš can serve as indicators for some future empirical research throughout Serbia.

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(NE)MOTIVISANOST UČENIKA ZA HORSKO PEVANJE U OSNOVNIM ŠKOLAMA U NIŠU

U radu su predstavljene rezultati istraživanja o interesovanju i motisanosti za horsko pevanje kod učenika osnovnih škola u Nišu. Motiv za ovo istraživanje predstavlja podatak o smanjenom broju školskih horova na takmičenjima u Nišu u poslednjih desetak godina. Istraživanje je sprovedeno oktobra i novembra školske 2018/2019. godine u pet niških osnovnih škola. Anketirano je ukupno 100 učenika starijih razreda (od V do VIII) i to 50 koji su članovi školskog hora i 50 koji nisu članovi školskog hora. Dobijeni rezultati pokazuju da na motivisanost učenika za horsko pevanje utiču određeni socijalni faktori (kurikulumi, socijalizacija, pol, razred, uspeh), dok faktori koji se odnose na žanrovske preferencije ne utiču na stav o horskom pevanju. Imajući u vidu rezultate istraživanja smatra se da je veoma značajno učešće učenika u horu, za njegov lični psiho-fizički razvoj i socijalizaciju. Stoga, treba pojačati ulogu škole, nastavnika i roditelja na povećanje motivacije učenika za grupno/horsko pevanje.

Ključne reči: hor, kulturološki faktori, socijalni faktori, motivacija, nastavnik, učenik