

**SINGING TEACHERS' SELF-REPORTED STRATEGIES AND
RESOURCES FOR THE ENGAGEMENT OF STUDENTS AGES 11-14
YEARS, IN GROUP CLASS SETTINGS, OPERATING IN PRIVATE,
PART-TIME ARTS SCHOOLS**

(BMPF 7008)
Carling Connor
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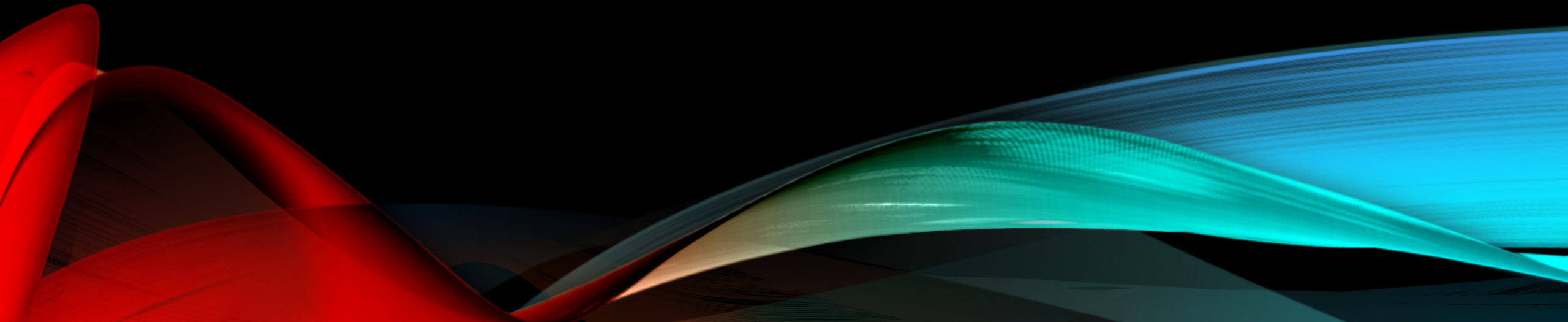
INTRODUCTION

What has been researched?

- Health benefits of arts education and singing?
(Grape et al., 2002; Bailey and Davidson, 2005; Hyde et al., 2009) 
- Engagement / motivation of young adolescents?
(Russell and Slater, 2011; Stroet, Opdenakker and Minnaert, 2013; Guthrie and Klauda, 2014; Shernoff et al., 2016; Patall et al., 2019; Salmela-Aro et al., 2021; Yang et al., 2022) 
- Music education in mainstream / regular schools?
(Rideout, 2002; Turton and Durrant, 2002; Cameron and Carlisle, 2004; Winterson and Russ, 2009; Abrahams, 2010; Button, 2010; Nurtug and Vahide, 2017; Bath et al., 2020) 
- **Group singing lessons in private, performing arts education?**
(Holden, 2018) 

TEACHERS -

What are your *MOST* and *LEAST* effective strategies for **engaging** students ages 11-14 in group singing classes?

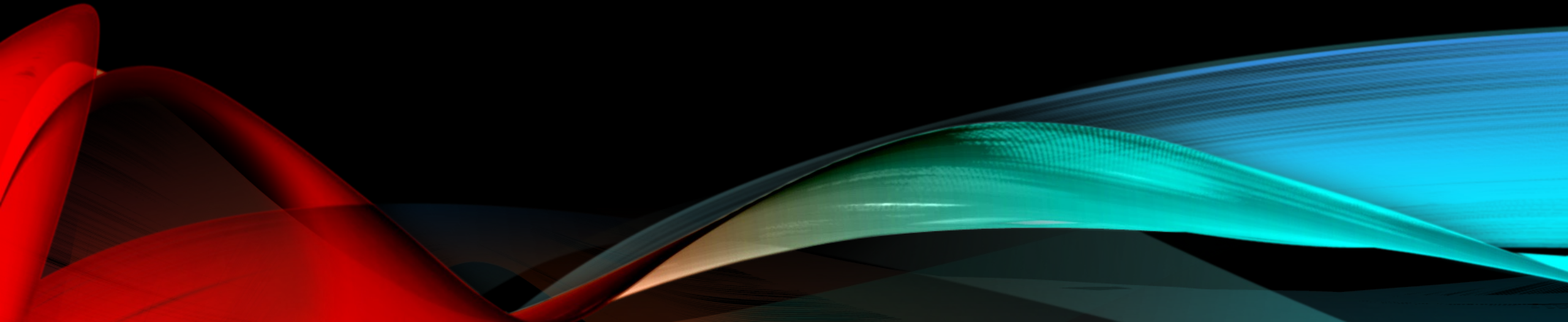


INTRODUCTION

Why ask about engagement rather than outcomes?

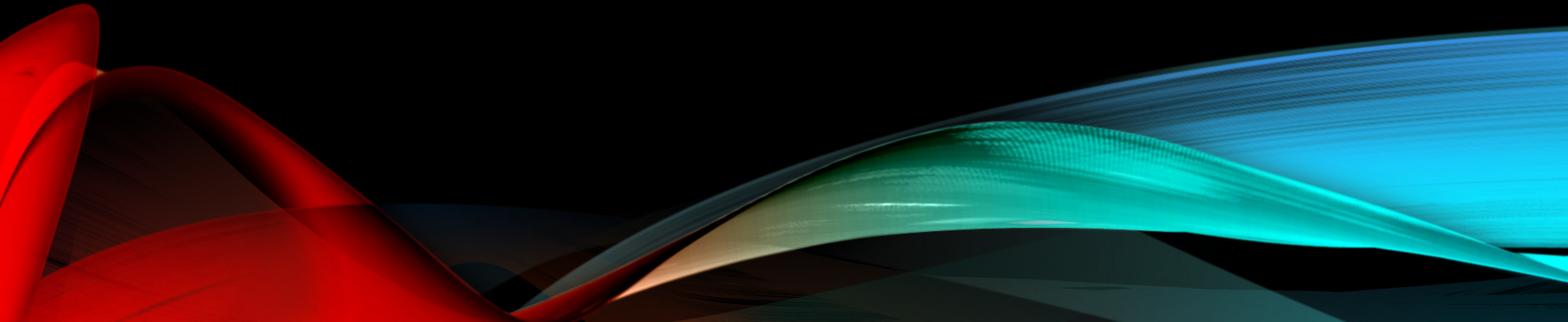
Engagement = positive effect on performance

(Corso *et al.*, 2013; Shernoff *et al.*, 2016; Shernoff, Ruzek and Sinha, 2017; Larson *et al.*, 2021)



INTENDED IMPACT

- Positively affect classroom experience
- Provide data on what teachers are doing
- More research of this setting
- Tip sheet for teachers



LITERATURE REVIEW

Arts Education Benefits

Self-
confidence

Explore

Experience

Socialise

Idea
sharing

LITERATURE REVIEW

Student Engagement

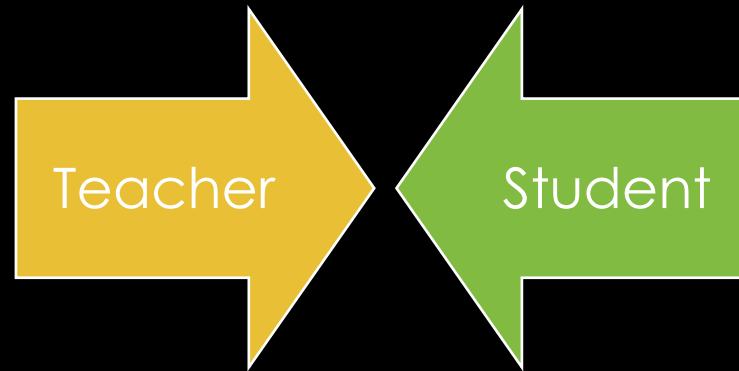
'...the degree of **attention**, **curiosity**, **interest**, **optimism**, and **passion** that students show... '

Engaged = Improved Learning

Disengaged = Impaired Learning

LITERATURE REVIEW

Student Engagement

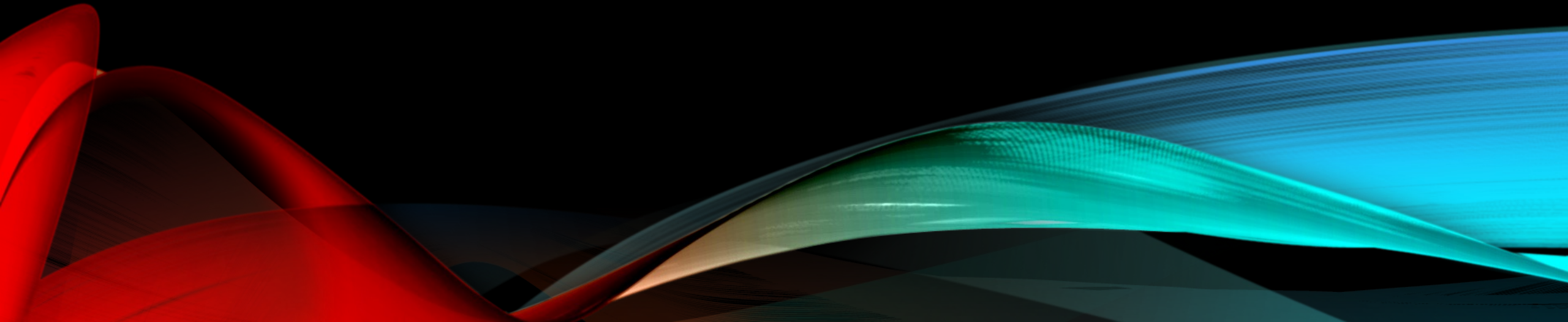


(Anderman and Maehr, 1994; Gottfried, Fleming and Gottfried, 2001; Van der Werf, Opdenakker and Kuyper, 2008; Opdenakker, Maulana and den Brok, 2012; Stroet, Opdenakker and Minnaert, 2013)

LITERATURE REVIEW

Singing instruction and Engagement

- Singing teachers display low levels of motivating behaviour (Crocco et al, 2020)
 - Teachers are isolated during practice (Gaunt, 2008)
 - **Most singing teachers do not possess formal vocal pedagogical training** (Callaghan, 2014)



LITERATURE REVIEW

Why is it 'hard' to motivate adolescent students?

Sensation
seeking

Risk
taking

Peer
influence

Low self-
regulation

Low
Motivation

Control

Assert
identity

LITERATURE REVIEW

Respondent R2;

'a bit of a slog'

(Stroet, Opdenakker and Minnaert, 2013; Guthrie and Klauda, 2014; Sutherland and Southcott, 2021)

METHODS

Ontological / Epistemological Position

Paradigm Approach

Methodology

Methods

Subjectivism

(Saunders, Lewis and Thornhill, 2009)

&

Knowledge from many sources

Transformative & Pragmatic

(Žukauskas, Vveinhardt and Andriukaitienė, 2018, p. 125)

Mixed Methods Research

(Creswell and Plano Clark, 2011)

Survey

Questionnaire

(Weisberg, Krosnick and Bowen, 1996;

Aldridge and Levine, 2001;

Dillman, Smyth and Christian, 2014)

METHODS

QUESTIONNAIRE

Inductive Approach – spontaneity, richness, language, limit influence

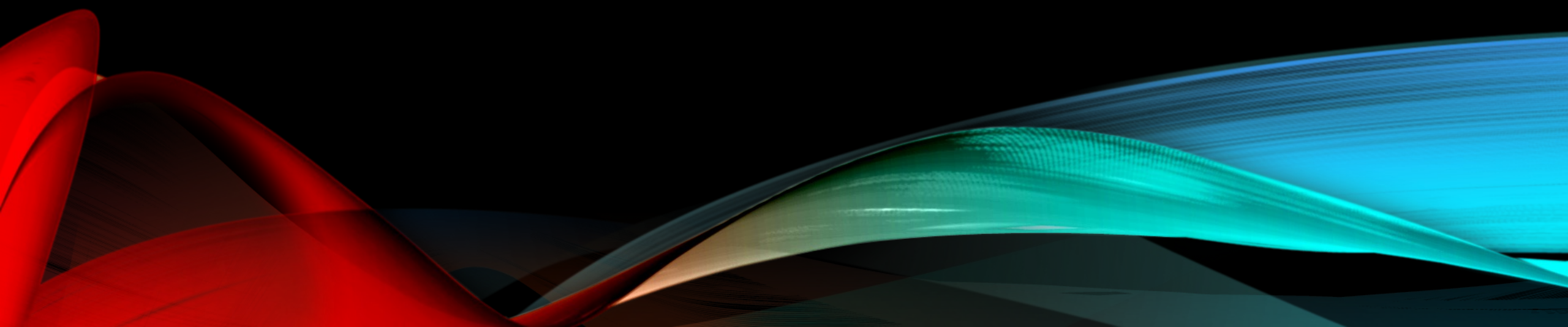
(Given, 2008, sec. Survey Research)

Qualitative

Open-ended Qs for depth (Brinkmann, 2008)

Quantitative

Likert scale and numerical data
for statistics (Stoudt, 2014) and reproduction
(Choy, 2014)



METHODS

Questionnaire Deployed

3 weeks

7 responses

Potential low response factors

Are teachers in FB group?

Questionnaire unattractive?

Facebook algorithm? (Meta, 2023)

METHODS

Ethics

UK only (British Educational Research Association, 2018)

GDPR (General Data Protection Regulations (GDPR), no date)

Online, Google Forms

Anonymity offered

Confidentiality guaranteed

Transparency

Informed Consent

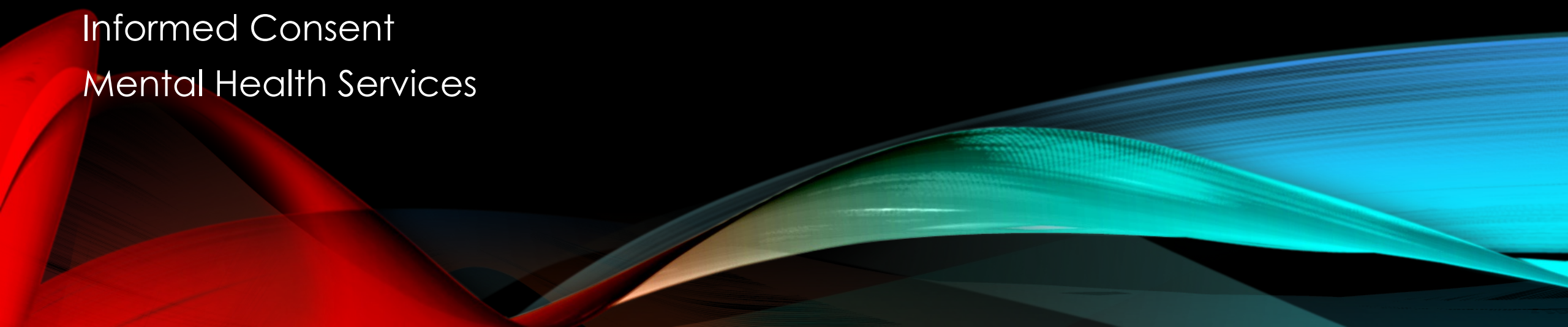
Mental Health Services

Data Protection

Analysed locally

Password protected Macbook Air

NVivo Software



METHODS

Insider Research

Provides existing understanding of environment, potentially better trust.

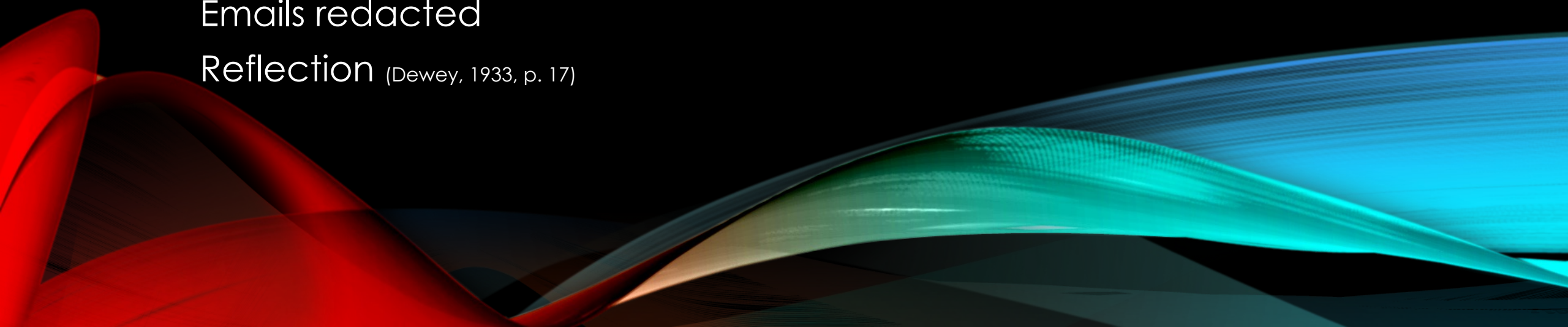
(Costley, Elliott and Gibbs, 2010)

Concern - Convenience Sample

Anonymised respondents (R1 to R7)

Emails redacted

Reflection (Dewey, 1933, p. 17)



FINDINGS

The background features several flowing, translucent ribbons of color. A prominent red ribbon curves from the bottom left towards the center. Another ribbon, transitioning from orange to yellow, flows from the top left. A blue and cyan ribbon curves from the bottom right towards the center. The ribbons have a slight 3D effect with highlights and shadows, set against a solid black background.

Review
Data (no
coding)

- Respondent

Pre-
coding

- Question

Lumper
Coding

- Respondent

Splitter
Coding

- Respondent

Review list of small
codes

- categorise
- combine
- split

Coding of data using
new small codes

Organise
codes most
mentions
to fewest

- Large Codes
(most
mentions)

Subcode
small codes
to
applicable
Large codes

Review
data

- Question
- Respondent

Make note
of
emerging
THEMES

Weave codes and
emerging THEMES

Review and
organise

- Large codes
- subcodes

Refine THEMES

FINDINGS

CODING / ANALYSIS

(Saldaña, 2016, p. 116), (Bernard, 2011, p. 107) (Stern, 2007)

(Charmaz, 2008), (LeCompte and Schensul, 2013)

(Namey et al., 2008), (Glesne, 2011)

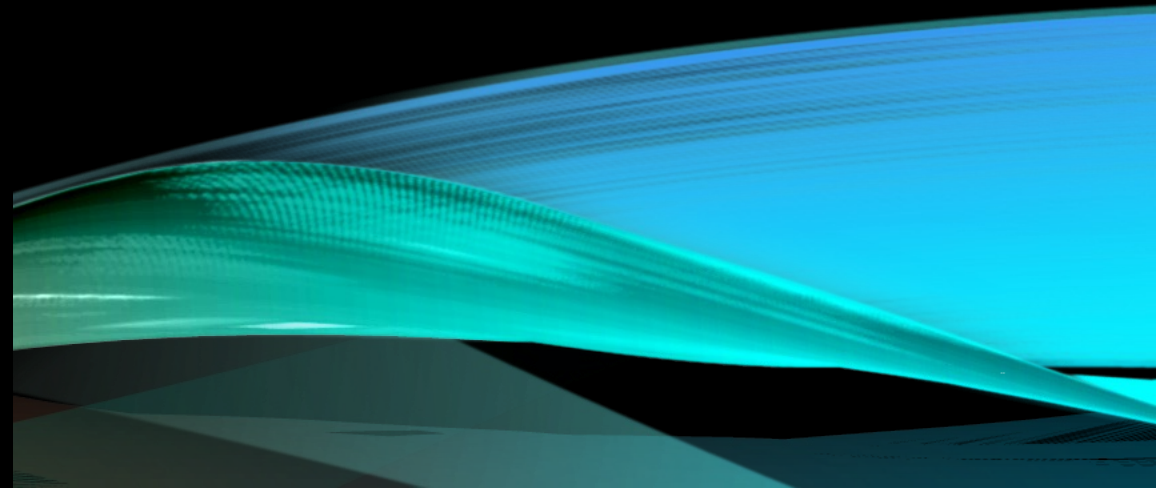
(Boyatzis, 1998; Auerbach and Silverstein, 2003)

(Rubin and Rubin, 2012, p. 206)

Commonalities

Open to all
Grouped by age alone
Mixed gender

FINDINGS
QUANTITATIVE

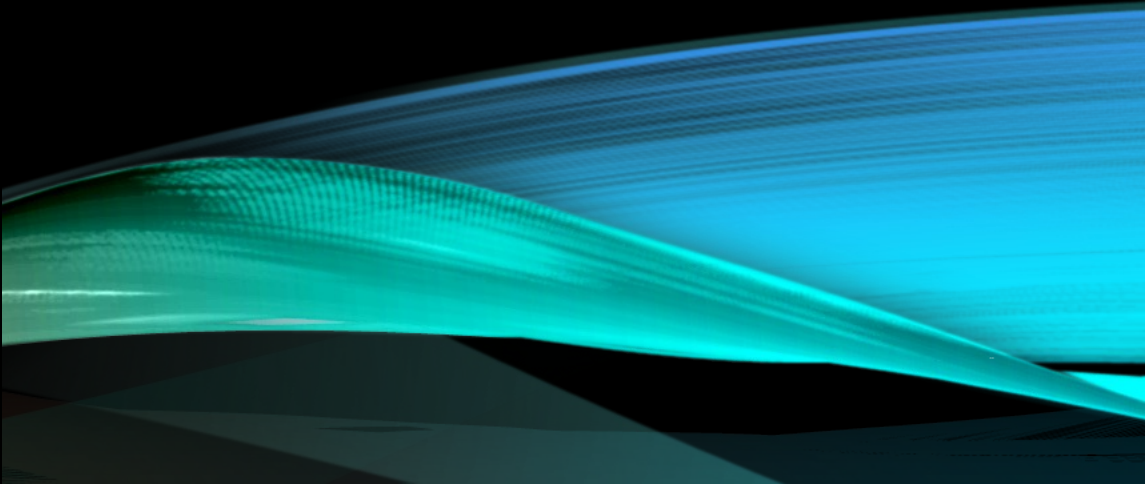


Number of students per class

Respondent	Number of students
R1	1 to 18
R2	8 to 14
R3	20
R4	15
R5	24
R6	10 to 20
R7	18 to 22

FINDINGS

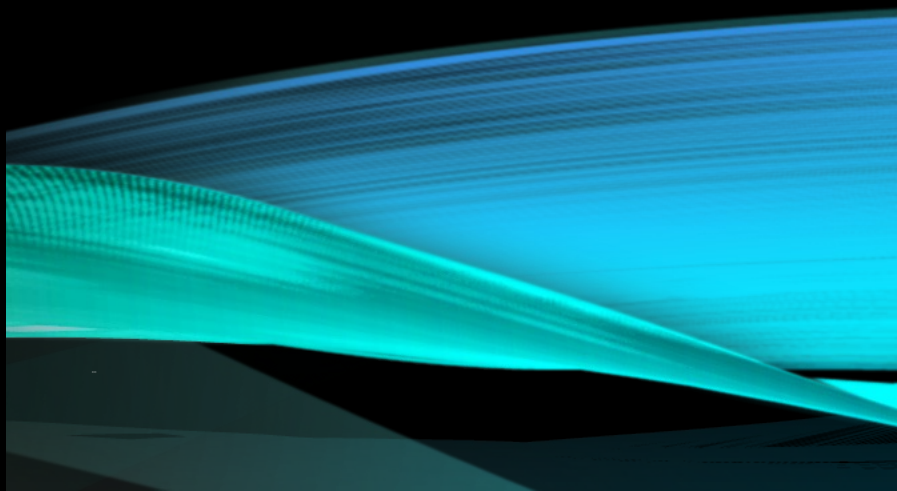
QUANTITATIVE

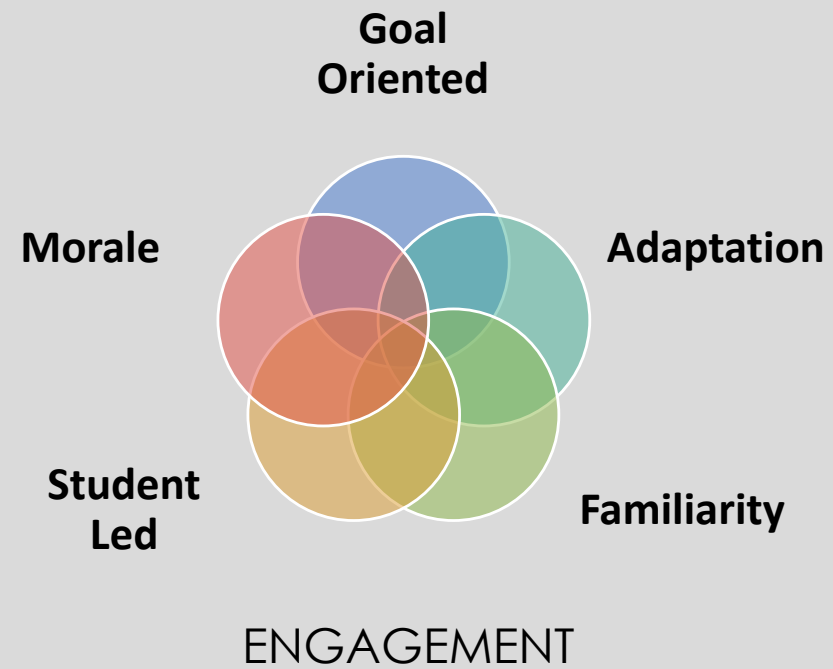


Curriculum and lesson plan control

Who controls?	Percentage
Teacher created curriculum / lesson plans	57.1%
Organisation created curriculum / lesson plans	0%
Mixture of organisation and teacher curriculum / lesson plans	49.9%

FINDINGS
QUANTITATIVE





FINDINGS

QUALITATIVE

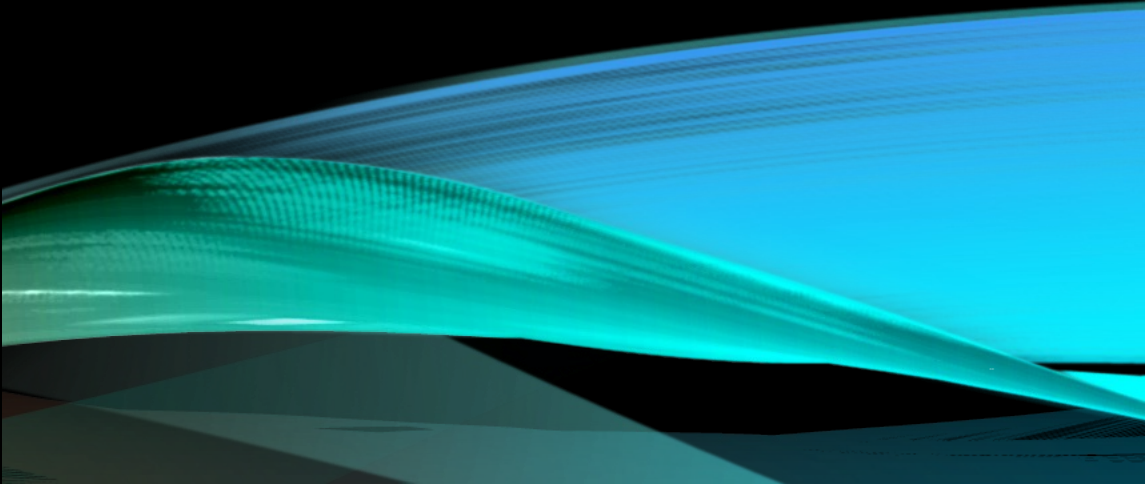
FINDINGS

QUALITATIVE

Goal Oriented

- gamification
- teacher planning
- communication
- reward

GOAL ORIENTED

An abstract graphic at the bottom right of the slide featuring flowing, wavy lines in shades of blue and teal, creating a sense of movement and depth against the black background.

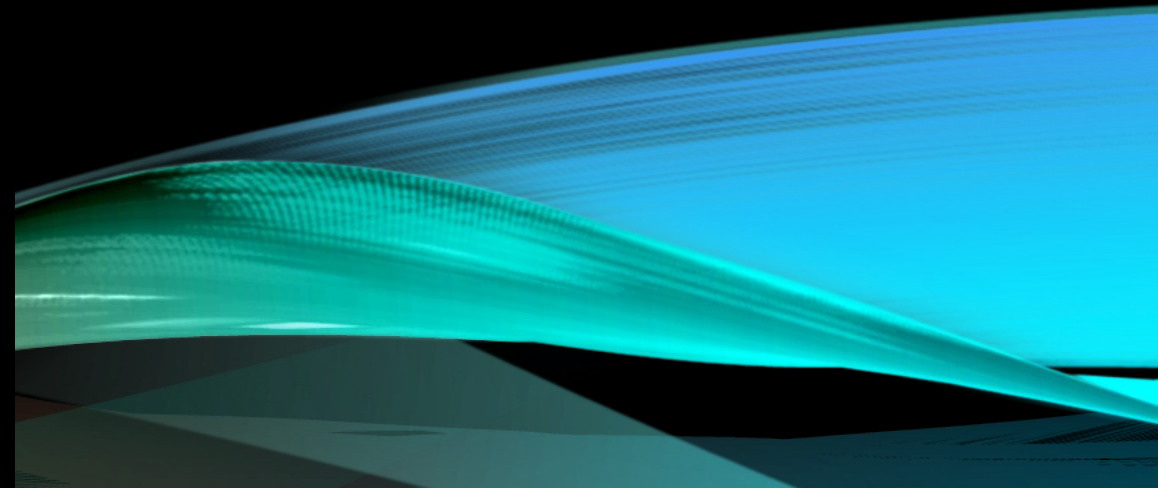
Possible Factors?

Rewards = 'increased motivation'

(van Duijvenvoorde *et al.*, 2016, p. 7)

FINDINGS
QUALITATIVE

GOAL ORIENTED
(n=20)



Gamification

Using game elements in learning contexts for better motivation

(EDUCAUSE Publications, 2011)

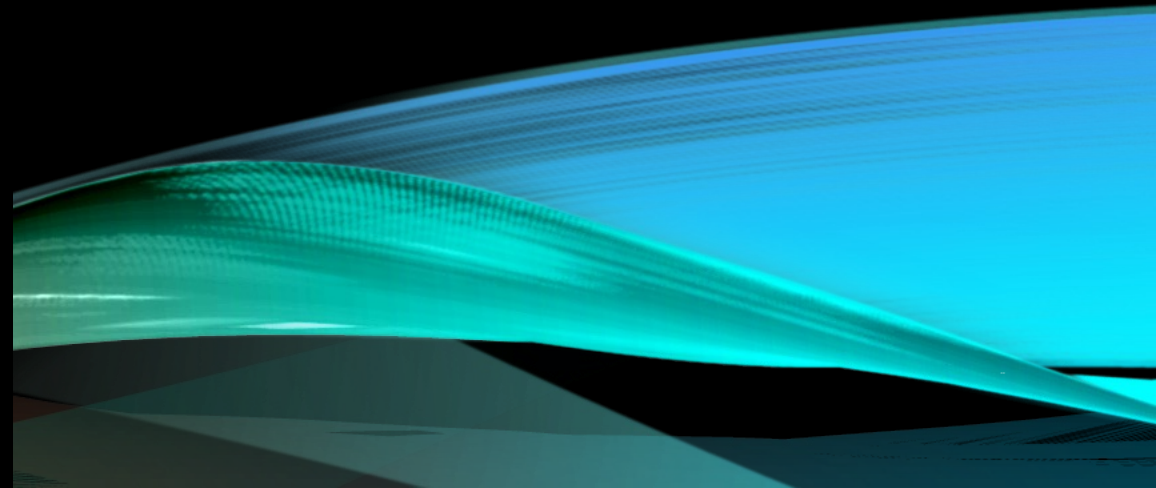
Bai, Hew and Huang (2020)

Overall, gamification positive
Jealousy and anxiety

(Hakulinen, Auvinen and Korhonen, 2015)

FINDINGS
QUALITATIVE

GOAL ORIENTED



Reported actions associated with ADAPTATION

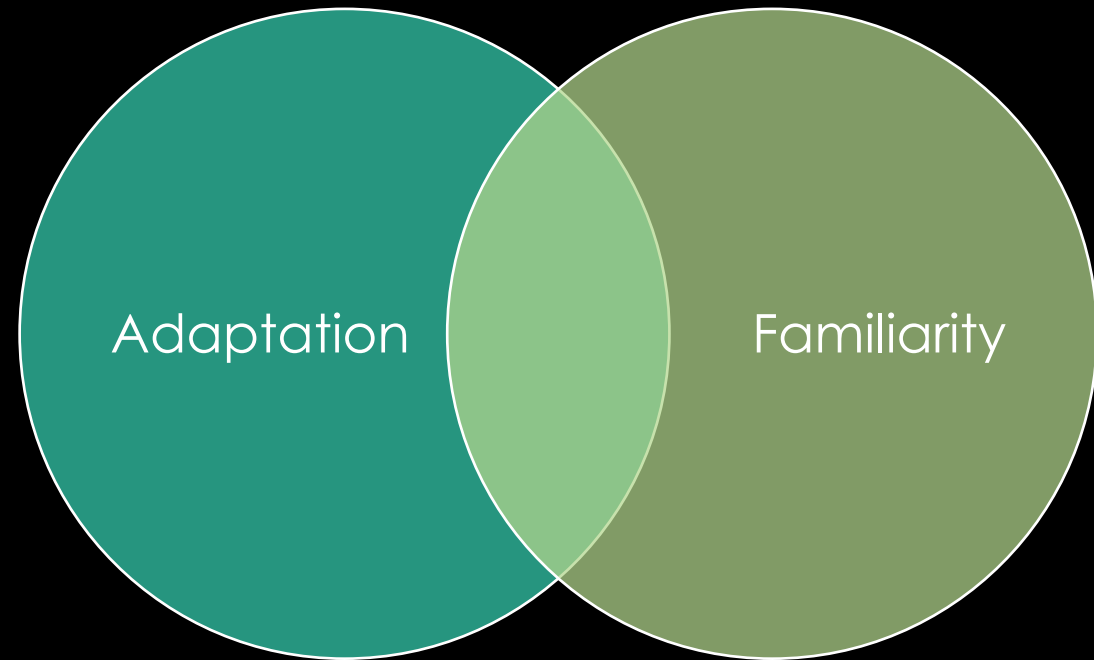


FINDINGS

QUALITATIVE

ADAPTATION
(n=22)

ADAPTATION and FAMILIARITY



ENGAGEMENT



FINDINGS

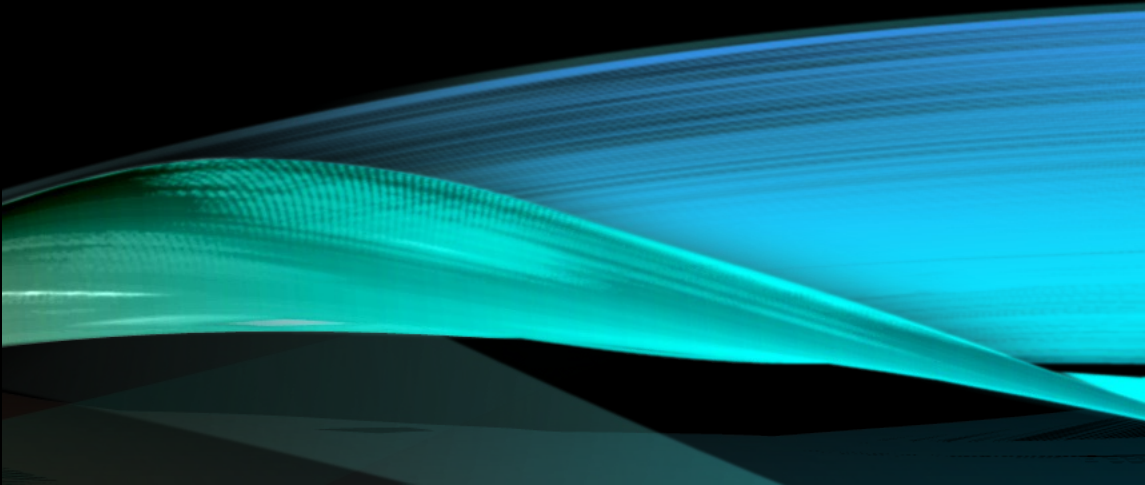
QUALITATIVE

ADAPTATION
(n=22)

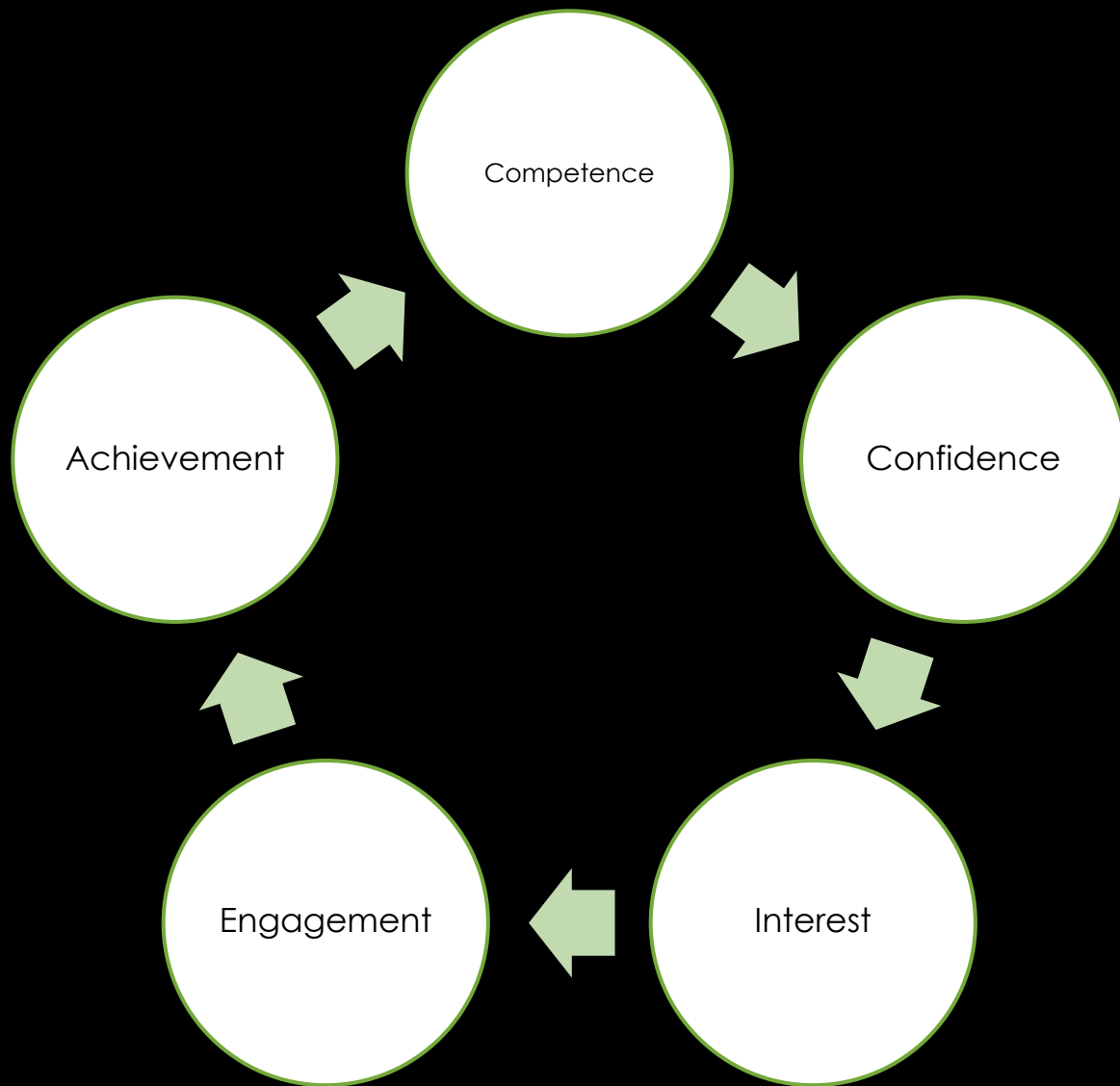
FINDINGS QUALITATIVE

FAMILIARITY (N=22)

Positive Mentions	Negative Mentions
-Popular music / CCM (R2, R3, R4, R7)	-‘Unfamiliar musicals’ (R1)
-Pop-influence Musical Theatre (R3)	-‘Hard to remember’ (R1)
Teen – influence (R3)	-Too much time between rehearsals (R1)
-Songs and stories familiar to them (R1)	-Music without lyrics or foreign language (R3)
-Where to aim is ‘to engage and just encourage them to sing (...) I let them pick’ (R2)	-‘Contemporary legit’ (R3)
-‘I make sure to spend 10 mins each lesson on a contemporary piece, so they engage or I use it as a warm up’. (R4)	-Classical, older music (R4, R5, R7)
-Requests to do it again (R1)	-Pre 80s / 90s Musical Theatre (R2, R5)



Corso et al.'s 'Virtuous' Circle of Competence



FINDINGS
QUALITATIVE

FAMILIARITY
(n=22)

Imposed Familiarity

*'...students this age ... don't always say what they like
so it's good to gauge it on the second and third time'*
(R3)

FINDINGS
QUALITATIVE

FAMILIARITY
(n=22)

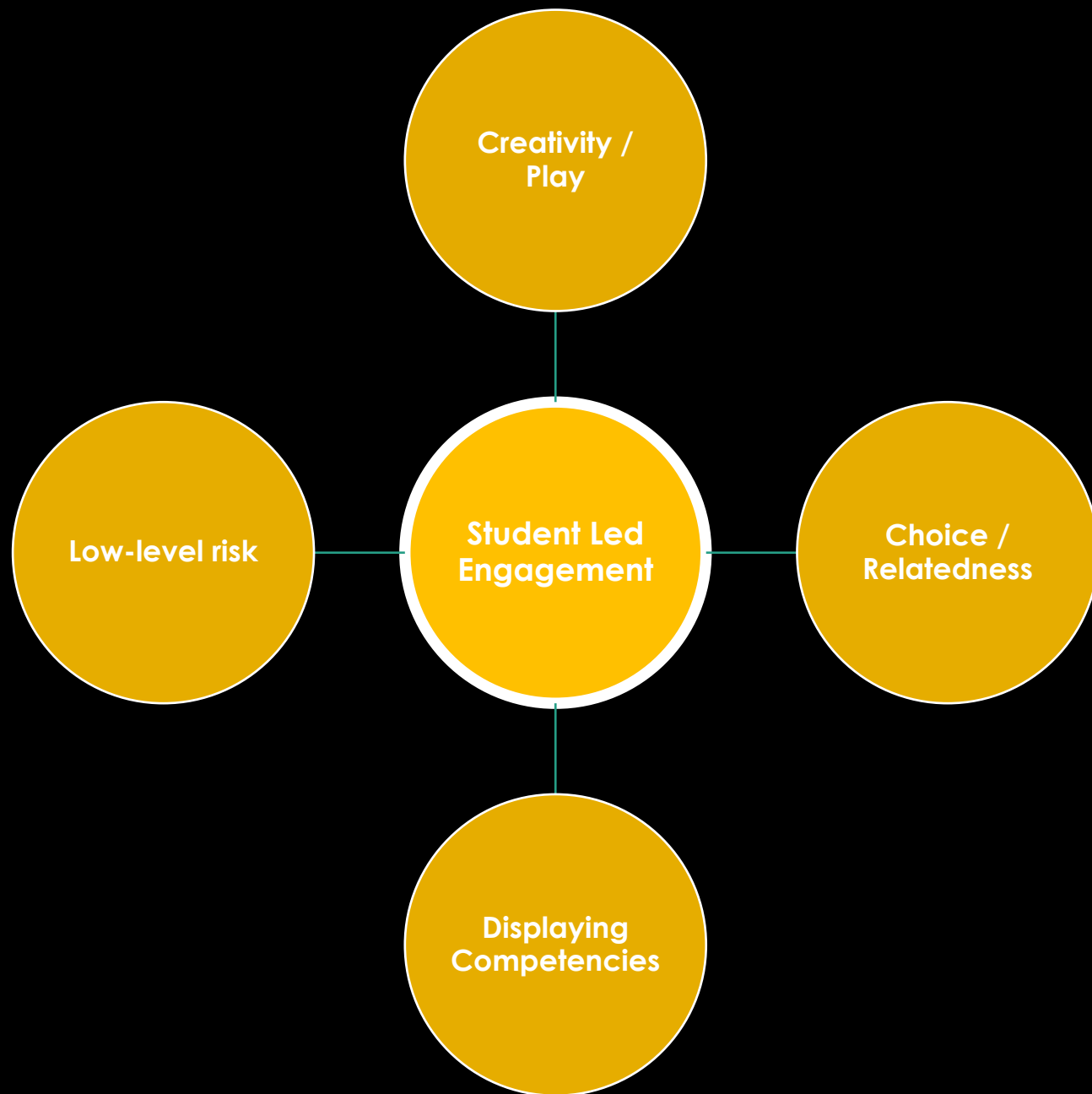


Familiarity

- Imposed Familiarity

INDINGS
QUALITATIVE

FAMILIARITY



FINDINGS

QUALITATIVE

STUDENT LED (n=13)

(Walker, 2009; Fromberg and Bergen, 2012; Russ and Wallace, 2013; Zosh et al., 2017)

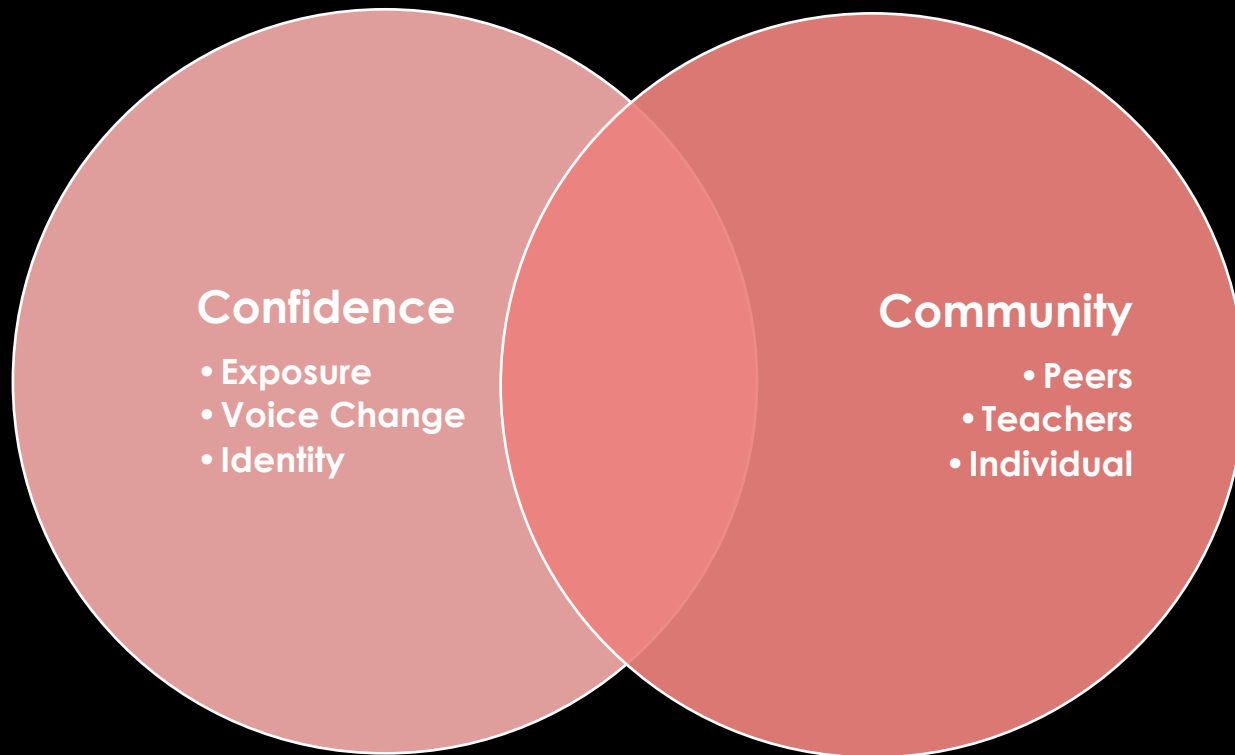
(Dominey, 2021; Johnston, Wildy and Shand, 2022).

(Johnston, Wildy and Shand, 2022)

(Ryan and Deci, 2020).

FINDINGS

QUALITATIVE



MORALE

MORALE
(n=23)

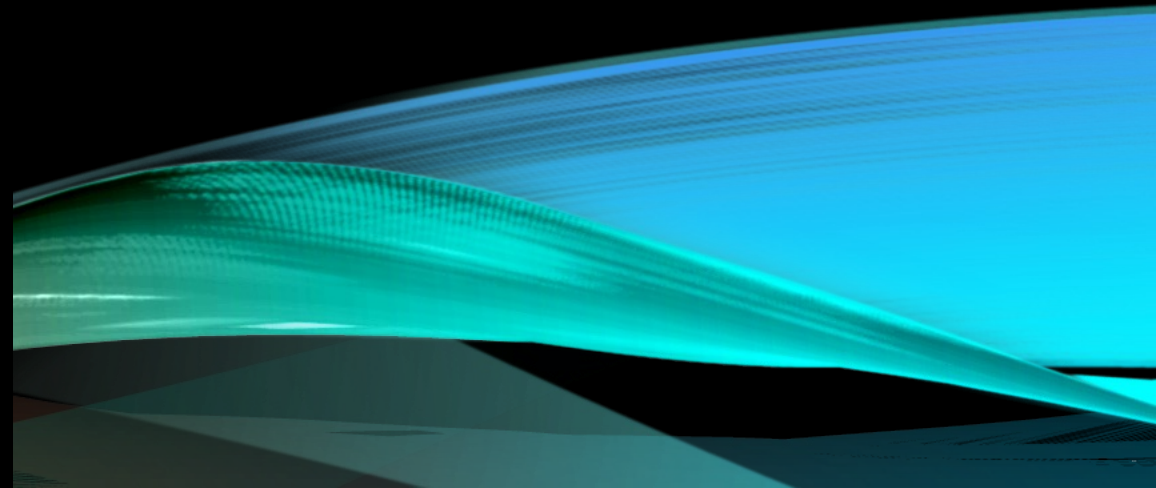
Morale

“the mental and emotional condition (as of **enthusiasm, confidence, or loyalty**) of an individual or **group** with regard to the function or tasks at hand”.

(Merriam-Webster, 2023).

FINDINGS
QUALITATIVE

MORALE
(n=23)



Voice Change and Confidence

R3, R5 on CPD;

Strategies low
self confidence
at 12-13 years

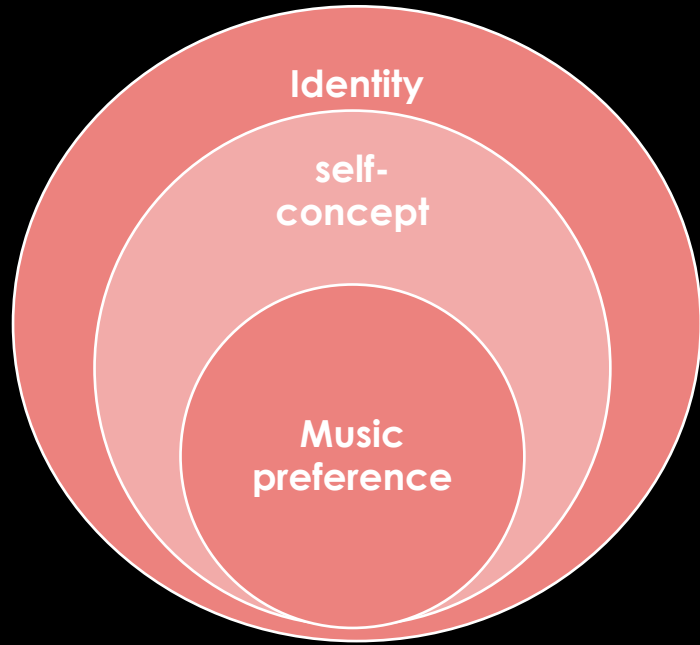
afraid of voice
cracking

identify as altos

Need more
information on
voice change

FINDINGS
QUALITATIVE

MORALE
(n=23)

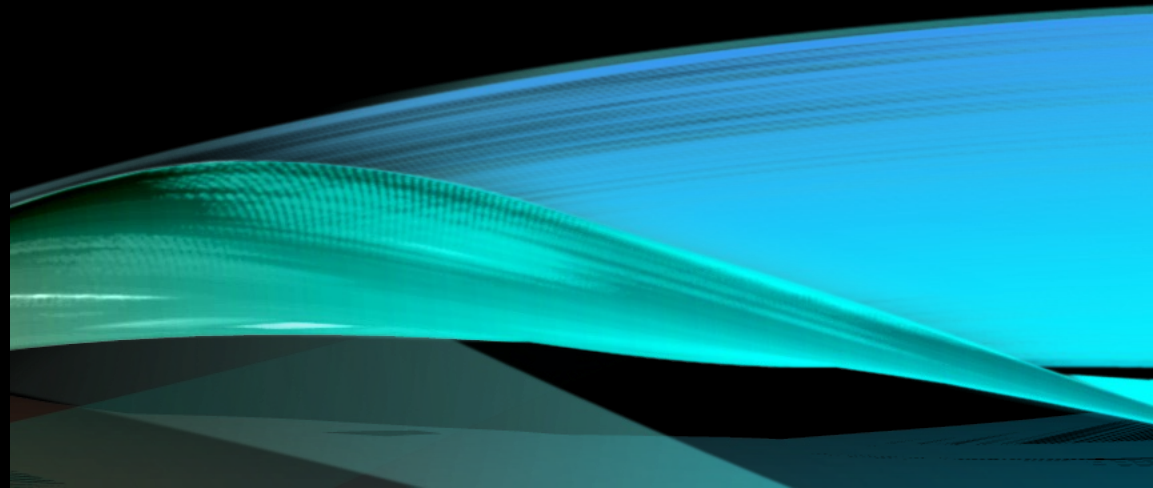


North and Hargreaves (1999)

FINDINGS
QUALITATIVE

MORALE
(n=23)

'...**to engage** and just encourage them to sing ... **I let them pick**'. (R2)



Community

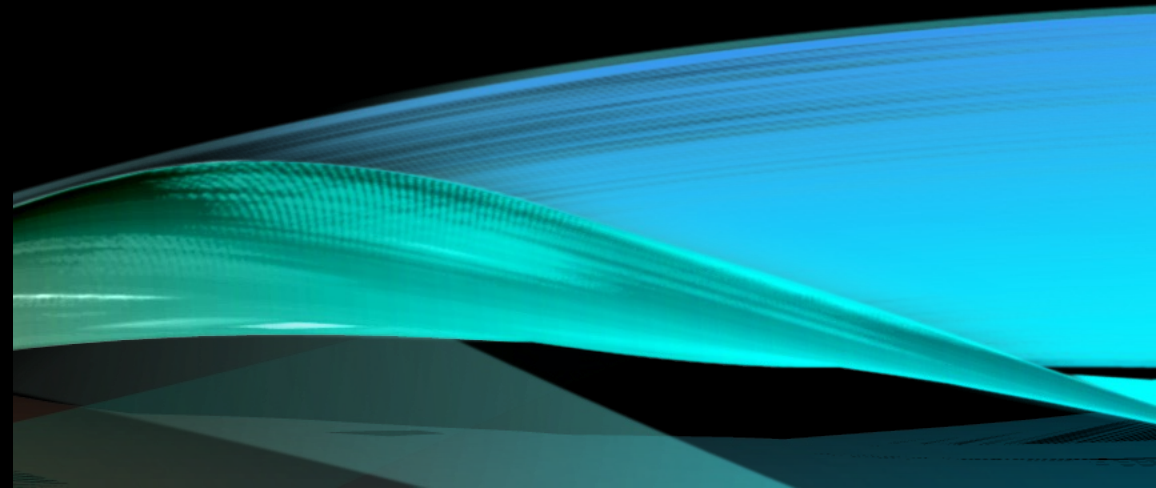
'the groups are always supportive of their peers' (R2)

"They (students) are very keen for everyone to succeed in the classroom, so if one is off of focus, the others will club together to encourage them to participate" (R7)

FINDINGS

QUALITATIVE

MORALE
(n=23)



Community

Teachers' attribute mentions, aggregated

Firm but fair	Allow but manage	Energetic
Focused	Able	Picky
Enthusiastic	Understanding	Organised

FINDINGS
QUALITATIVE

MORALE
(n=23)

Phillips (2015, p. 108)

Michou et al. (2023, p. 169)



CONCLUSIONS AND RECOMMENDATIONS

Goal Oriented

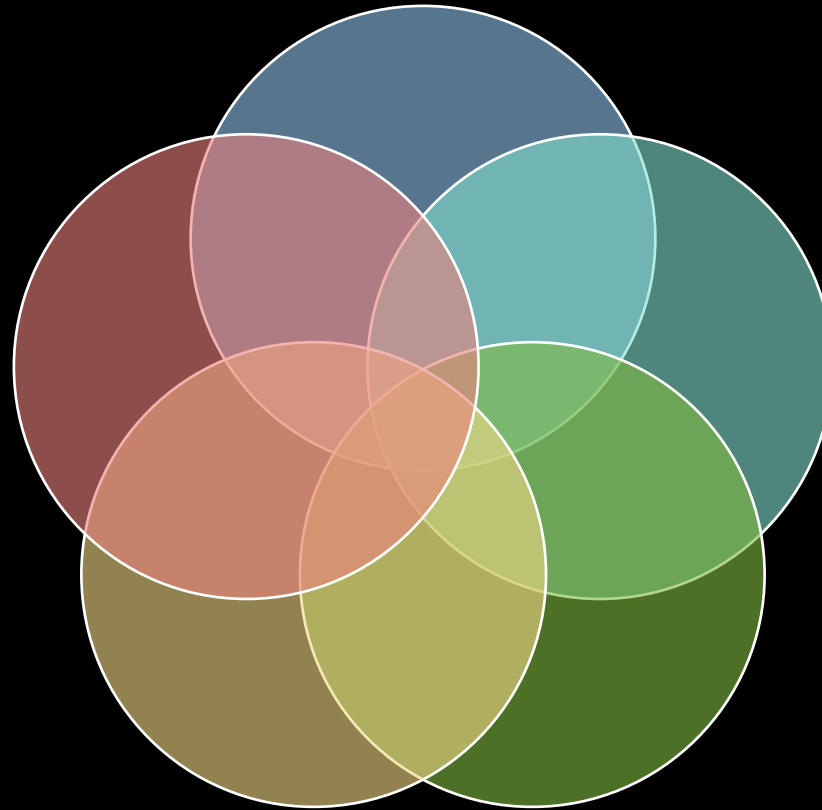
- gamification
- reward
- teacher planning
- communication

Morale

- confidence
- community

Adaptation

- change
- explore
- add
- adjust



Student Led

- identity
- competence

Familiarity

- imposed familiarity

**Engagement in the Singing
Group Class, 11-14 year olds**

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