

DROPPING OUT OF PRIMARY MUSIC SCHOOLS – PARENTS’ PERSPECTIVE

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ABSTRACT

The decrease in the number of children enrolled in primary general and music schools alike and the fact that a significant number of students who start specialized music education drop out raises the question of the sustainability of music education in Croatia. The aim of the study is to determine parents’ opinions regarding the factors that lead to dropping out of primary music schools in Croatia and the ways to help students graduate from primary music school. Similar to the previous research by Nikolić et al. (2023), which conducted a survey among music school teachers in Croatia, parents (N = 425) identified four contexts for students dropping out of music school: student, educational context, parents and communication. In addition, they singled out the teacher as a possible reason for dropping out of primary music school. Parents agreed that the most important reasons for dropping out of primary music school were the students’ inadequate interest and motivation in learning music, but also the extracurricular overload since compulsory general primary school takes priority in their education, as well as difficulties in coordinating schedules between schools, extracurricular activities and independent learning and practicing of the instrument at home. As significant factors for dropping out of music school, parents recognize students’ insufficient effort and insufficient practicing of the instrument, as well as parents’ failure to provide their child with the necessary support when they want to give up because of a crisis, and parents’ failure to encourage the child to practice the instrument regularly. Parents suggested how stakeholders in the music education process could offer better support to music school students.

KEYWORDS:

communication, music teachers, extracurricular activities, motivation, practicing playing an instrument

INTRODUCTION

An individual's active participation in music education is undoubtedly a benefit. It is necessary to organize an educational system that enables the continuity of the educational vertical from early school age to the completion of music studies to make music education accessible and sustainable. Music education has been a tradition in Croatia since the establishment of music schools at the beginning of the 19th century (Andreis, 1989). Music schools have stood the test of time to this day, adapting to different social, cultural, educational, and technological circumstances. It is necessary to identify the demands of the complex contemporary circumstances to provide quality music education to today's and future generations of children and to transform the music school into a school that continues the tradition of music education but with new qualities.

Music education in Croatia is part of the education system. In addition to the general elementary school, students aged 8 or 9 who pass the entrance exam in most cities can attend a six-year primary music school. Parents only contribute symbolically to the cost of school fees, making attendance affordable for many children. Primary music school in Croatia has a verified plan and program (MZOŠ-HDGPP, 2006) based on the principle of electiveness, i.e., the student voluntarily decides whether to attend a music school and can leave at any time. The music education system reflects the demographic changes in the population, which Mičija Palić and Vasilj (2021) showed by analyzing the number of children enrolled in general education schools and music schools and found a decline in the number of children enrolled in both primary general and music schools. The decrease in the number of children and the fact that a significant number of students who start specialized music education drop out, as shown by the results in Croatia and other countries (Bogunović, 2008; Cremaschi, Ilinykh, Leger & Smith, 2015; Nikolić, Šenk Gergorić & Berač-Jozić, 2023, 2024; Ruth & Müllensiefen, 2021), raises the question of the sustainability of music education in Croatia. The decreased number of children in music schools could be mitigated by identifying the causes of children dropping out and acting on the factors behind this.

The difficulties of students who receive music education in addition to general education and the factors leading to dropping out from further music education have been insufficiently researched worldwide (Nikolić et al., 2023). Previous research in Croatia focused on the motivation for music education, expectations, and attitudes of music students (Alač, 2011; Brđanović, 2019; Mičija Palić &

Vasilj, 2021; Svalina & Šimunović, 2022) and the factors for students' success in music schools (Nikolić et al., 2024). The problem of students dropping out of music schools has only been studied from the teachers' perspective (Nikolić et al., 2023). However, parents' opinions have not been researched, and yet they are necessary stakeholders in their children's music education.

THE ROLE OF PARENTS IN MUSIC EDUCATION OF THEIR CHILDREN

Parents are a crucial factor in a child's long-term educational success, which is specifically evident in music education, which is particularly demanding (McPherson, 2009). Music education requires a long-term investment and dedication to learning music on the part of the student. The student should be involved in music education from an early school age. For this reason, exceptional parental involvement and support for the child are necessary.

Research shows that a favorable musical environment at home (Ruth and Müllensiefen, 2021), parents' music education, and their positive attitude towards the child's music practice prolong the duration of the child's music education (Sichivitsa, 2007; Theorell, Lennartsson, Madison, Mosing & Ullén, 2015). The basis for the child's persistence in music school and success in playing an instrument is laid by parents communicating with the child about their progress in learning music (Kong, 2020). Research also suggests that children who successfully acquire music skills have high levels of parental support in music, which implies parental involvement in the child's music classes and practicing in the early stages of learning (Davidson, Howe, Moore & Sloboda., 1996; Moore, Burland & Davidson, 2003).

Parental involvement in a child's education is a "complex, multidimensional construct that encompasses a multitude of parental activities and behaviors related to the entire process of a child's education and learning" (Sušan Gregorović, 2018: 102), both at school and at home. Parental involvement in music education can be defined in terms of three forms of support that coexist but change throughout a young musician's development: (a) behavioral, which is substantiated in helping the child practice or monitoring their progress; (b) intellectual, which implies attending public performances and talking to the child about music; (c) personal, such as a caring behavior towards the child that offers help and support while preserving the child's autonomy (Creech, 2010). In the research conducted by Koops (2018), parents of music students describe their role in music education in three ways: the first is the parent as

an opportunity facilitator, seeking opportunities for music education, classes, ensembles, listening and teaching materials, and an instrument to practice on, making it difficult for the child to decide to give up; the second is the parent as an encourager, encouraging the child to engage in music activities and showing understanding when it comes to practicing, providing a musical role model for their child, helping the child practice an instrument at home, reminding the child to practice, or sitting in on practicing; the third parent is the coordinator parent who organizes attendance at classes and rehearsals with the ensemble, drives the child to lessons, rehearsals, and other events, supervises performances, takes care of instrument maintenance and finances everything. Some parents who participated in the study by Koops (2018) contribute to their child's music education in one of the roles described, and some of them see themselves in all three roles and emphasize that their role changes depending on the child's current needs. Parents should build a material and psychological support system for the child to progress in music education (Bachowska, 2021; Ilari, 2018).

The importance of the parent's role in their child's music education process is also evident in their cooperation with the teacher. Cooperation in the student-parent-teacher triad is particularly crucial in the early years of music education. It is also significant in the later years to achieve the student's success in music education (Bogunović, 2008).

Given the necessary support, commitment, and involvement of parents in their child's music education, parents of music students can gain an insight into the process of music education and how the music school works. They know their child's needs and abilities best, so their perspective on the difficulties encountered during music education is valuable in gaining a more comprehensive understanding of the problem of music school dropouts.

The purpose of this study is to investigate the problems that lead to dropping out of music education at music schools in Croatia from the parents' perspective to define the factors that lead to dropping out of music school and offer solutions that support more successful specialized music education in Croatia.

METHODOLOGY

Study aim. The aim of the study is to determine parents' opinions about the factors that lead to dropping out of primary music school in Croatia, as well as how students can be helped to graduate from primary music school.

The specific objectives of the study are:

- a) how often do parents of primary music school students experience their child expressing a desire to drop out of music school
- b) what are the main factors that lead students to drop out of primary music school
- c) compare the factors of dropping out of music school according to parents of music students and music school teachers
- d) what could be done by teachers, students, parents, school management, and the Ministry in charge to encourage students to continue their music education and not give up until they graduate from primary music school.

Participants and research procedures: Four hundred and twenty-five ($N = 425$) parents of students in all grades of primary music school from 10 counties in the Republic of Croatia took part in the anonymous online survey. The average age of the respondents was 43.79 ($SD = 5.50$; $N = 425$; $Min. = 28$; $Max. = 58$) years. The respondents included 359 (84.47%) mothers and 66 (15.53%) fathers. The sample is convenient, and only parents whose children currently attend music school took part in the survey. About half of the parents surveyed ($N = 226$; 53.18%) had experienced their child expressing a desire to drop out of music school one or more times (Table 1).

TABLE 1 Parents' experience with their child dropping out of music school

Has your child ever expressed a desire to drop out of music school?	N	%
no, never	199	46.82
yes, once	88	20.71
yes, several times	103	24.24
yes, multiple times	35	8.24
Σ	425	100.00

Research instrument: For the study, the *Questionnaire on students dropping out from music education for music school teachers* (Nikolić et al., 2023) was used, but it was adapted to parents. It contained 32 items; the first three were open-ended questions about the respondent's age, gender, and place of residence; two multiple-choice questions were about the grade of primary music school their child attends and the experience with the child about dropping out of mu-

sic school; six open-ended questions contained the suggestions of what teachers, students, parents, school management, and the Ministry in charge could do to prevent students from dropping out of music school; also, the *Questionnaire* contained 20 statements with a five-point Likert scale of agreement (1 – *disagree completely*, 2 – *partly disagree*, 3 – *neither agree nor disagree*, 4 – *partly agree*, 5 – *agree completely*). Finally, we added an open-ended question about drop-out factors that were not mentioned in the 20 statements.

Data processing: The data obtained were processed using quantitative and qualitative analyses. The quantitative analyses of the descriptive statistics were carried out using the statistical program SPSS 26.0. The qualitative analysis comprised the content analysis of the answers to the open-ended questions and the categorizing, coding, and counting the answers. We present only the answers written by at least 10% of the respondents who offered their suggestions for a particular question.

RESEARCH RESULTS AND DISCUSSION

Factors of students dropping out of music school

To determine the factors for dropping out of music school from the parents' point of view, a factor analysis of the 20 statements was carried out before the statistical processing of the data on the respondents' agreement with individual statements of the questionnaire in order to determine the validity of the scale. Testing the suitability of the data for factor analysis using the Kaiser-Meyer-Olkin test ($KMO = 0.88$) and Bartlett's test of sphericity ($\chi^2 = 4675.14$; $df = 190$; $p = 0.000$) showed that the data were suitable for factor analysis. The principal component analysis was used to examine the factor structure of the scale. Using the Kaiser-Guttman criterion, four factors with an eigenvalue over 1 were derived, explaining a total of 63.27% of the variance. When examining the diagram of characteristic values according to the *scree test*, a significant decrease in the size of the characteristic root was observed after the first factor and a less significant decrease after the second and third factors. Since a gradual decrease in the characteristic root was observed after the fourth factor without obvious breakpoints, on the basis of Catell criteria, the four-factor structure of the scale was accepted. The application of rotation (*direct oblimin* with Kaiser normalization) indicates a four-factor structure, which is also supported by the distribution of the items

across the factors in terms of content (Table 2). The first factor is labeled *Educational context* because it groups the items related to the students' difficulties due to the organization of primary music and general education schools. The second factor groups the items related to students' abilities, motivation, and commitment, as well as aggravating psychological factors, hence the factor was labeled *Student*. The third factor, labeled as *Parents*, refers to parents' support during music education, and the fourth factor grouped items related to communication between stakeholders in the education process as well as peers in the music school, therefore it was labeled as *Communication*. All subscales (Table 2) as well as the entire scale (Cronbach's alpha is .92) have a satisfactory reliability. There is a moderate correlation between *Student* and *Parents* ($r = -.45$), while a low correlation was found between the *Educational context* and *Student* ($r = 0.40$), *Educational context* and *Parents* ($r = -0.33$), *Educational context* and *Communication* ($r = -.24$), and there is no correlation between *Student* and *Communication* ($r = -.09$) and *Parents* and *Communication* ($r = .18$).

TABLE 2 Factor structure matrix after rotation

Items*	Factor			
	Educational context	Student	Parents	Communication
		.61		
		.76		
		.76		
		.70		
		.74		
		.77		
		.73		
	.61			
	.71			
	.83			
	.78			
	.74			
	.82			
	.76			
				-.67
				-.77

Items*	Factor			
	Educational context	Student	Parents	Communication
				-.64
			-.61	
			-.92	
			-.93	
eigenvalue	7.70	2.34	1.58	1.38
% variance	38.50	11.71	7.88	5.19
Cronbach alpha	.87	.85	.79	.84

*Items can be seen in Tables 3, 4, 5, and 6 under the same numbers.

The factor analysis in the study with the parents confirmed the four-factor structure from the study of the opinions of music school teachers about students who drop out of music school. All items on the scale were grouped by the same factors in both surveys, except the item on online classes as a reason for dropping out of music school. This item was under the *Educational context* in the survey with teachers, and it was categorized under the *Parents* factor in the survey with parents, suggesting that the role of parents in supporting the child under the conditions of online teaching, as was the case during the COVID-19 pandemic, should be explored further.

The first factor extracted by the factor analysis is the *Educational context*. Most parents (78.12%) more or less agree that dropping out of music school is caused by the overload of students with numerous extracurricular activities. 63.06% believe that students drop out because it is impossible to coordinate schedules between general education and music schools. 52.24% of parents believe that the reason for dropping out of music school is due to the inflexible school program. For other statements, parents expressed a neutral attitude, according to which the statements are not recognized as causes for dropping out of music school (Table 3).

TABLE 3 Educational context as a factor in dropping out of music school

Dropping out of music school is most often caused by...					1	2	3	4	5
	N	Mdn	M	SD	%	%	%	%	%
8. the overload of students with extracurricular activities	425	4	4.04	1.05	3.53	7.06	11.29	38.35	39.76

Dropping out of music school is most often caused by...					1	2	3	4	5
	N	Mdn	M	SD	%	%	%	%	%
13. the impossibility of coordinating the schedule between general education and music schools	425	4	3.62	1.20	8.00	10.59	18.35	37.88	25.18
10. an inflexible program that is not attractive to students	425	4	3.41	1.25	10.82	11.06	25.88	30.35	21.88
14. the impossibility of coordinating the schedule of subjects in the music school	425	3	3.20	1.25	13.65	13.65	27.29	30.12	15.29
11. weak school support for exceptionally gifted students	425	3	3.14	1.25	15.76	10.35	32.71	26.59	14.59
9. teaching content that is too difficult	425	3	3.13	1.18	12.94	13.41	32.47	30.12	11.06
12. inadequate school support for students with special educational needs	425	3	3.01	1.18	15.53	10.59	42.82	19.06	12.00
Σ	425	3	3.36	0.90					

The *Student* is the second factor in dropping out of music school. The majority of parents (85.41%) believe that students drop out of music school due to lack of interest, poor motivation (77.65%) and insufficient effort (76.24%). Just over half of parents believe that students drop out because of family pressure to succeed in music (57.88%), students' emotional immaturity (55.77%), and weak musical abilities (52.94%). The parents surveyed expressed a neutral attitude to the statement that students drop out of music school due to personal problems (Table 4).

TABLE 4. Student as a factor in dropping out of music school

Dropping out of music school is most often caused by...					1	2	3	4	5
	N	Mdn	M	SD	%	%	%	%	%
2. lack of interest on the part of the student	425	4	4.18	0.96	2.12	6.82	5.65	41.65	43.76
4. poor motivation for music education	425	4	4.02	0.98	3.06	4.71	14.59	42.59	35.06
7. insufficient effort and inadequate practicing	425	4	3.97	1.06	3.53	8.24	12.00	40.00	36.24
5. family pressure for musical success	425	4	3.52	1.16	8.94	7.53	25.65	38.12	19.76
6. emotional immaturity of the student	425	4	3.43	1.11	8.24	10.12	25.88	41.65	14.12
3. inadequate musical abilities	425	4	3.38	1.13	9.18	10.59	27.29	39.29	13.65
1. personal problems of the students	425	3	3.14	1.16	13.65	10.12	34.35	32.00	9.88
Σ	425	4	3.66	0.79					

Parents partially agreed with the statement that dropping out of music school is due to their (*Parent* factor) insufficient support when things get challenging for the student (66.12%) and in encouraging the student to practice the instrument (63.76%). Parents did not identify online classes as a significant factor in dropping out of music school (Table 5).

TABLE 5 Parents as a factor in dropping out of music school

Dropping out of music school is most often caused by...					1	2	3	4	5
	N	Mdn	M	SD	%	%	%	%	%
19. inadequate parental support if it becomes too challenging for the student and they want to drop out of music school	425	4	3.77	1.20	6.82	8.94	18.12	32.24	33.88

Dropping out of music school is most often caused by...					1	2	3	4	5
	N	Mdn	M	SD	%	%	%	%	%
20. inadequate parental support in encouraging the student to practice	425	4	3.69	1.15	5.65	10.82	19.76	36.00	27.76
18. online classes	425	3	3.05	1.31	17.65	13.65	31.29	20.94	16.47
Σ	425	4	3.51	1.03					

For the *Communication* factor, parents partially agree that the cause of dropping out of music school is poor communication between teachers and students (57.17%) and the lack of cooperation between teachers and parents (51.30%). Communication between students and their classmates at music school is not considered significant by parents when it comes to dropping out of music school (Table 6).

TABLE 6 Communication as a factor in dropping out of music school

Dropping out of music school is most often caused by...					1	2	3	4	5
	N	Mdn	M	SD	%	%	%	%	%
15. poor communication between teachers and students	425	4	3,62	1.28	10.35	11.76	20.71	30.35	26.82
16. lack of cooperation between teachers and parents	425	4	3.32	1.26	13.18	11.06	24.47	33.18	18.12
17. poor communication between students in the music school	425	3	2.91	1.28	21.18	13.18	30.12	24.94	10.59
Σ	425	4	3.25	1.11					

The parents could add the factors for dropping out of music school that were not included in the statements. Forty-five parents offered answers, and the factor highlighted by 33.33% was an authoritarian teacher, so future research should pay attention to this factor.

Comparison of parents' and teachers' opinions on the factors for dropping out of music school

The parents' opinions about the factors that lead to dropping out of primary music school confirm the factors identified in the study with music school teachers, which makes it possible to clarify the problem of dropping out of music school. When comparing the agreement of parents and teachers (Nikolić et al., 2023: 190), it can be concluded that they agree on the factors that make up the *Educational context* of music school (Figure 1; depicted are the reasons for students' dropout that more than half of the respondents agree with).

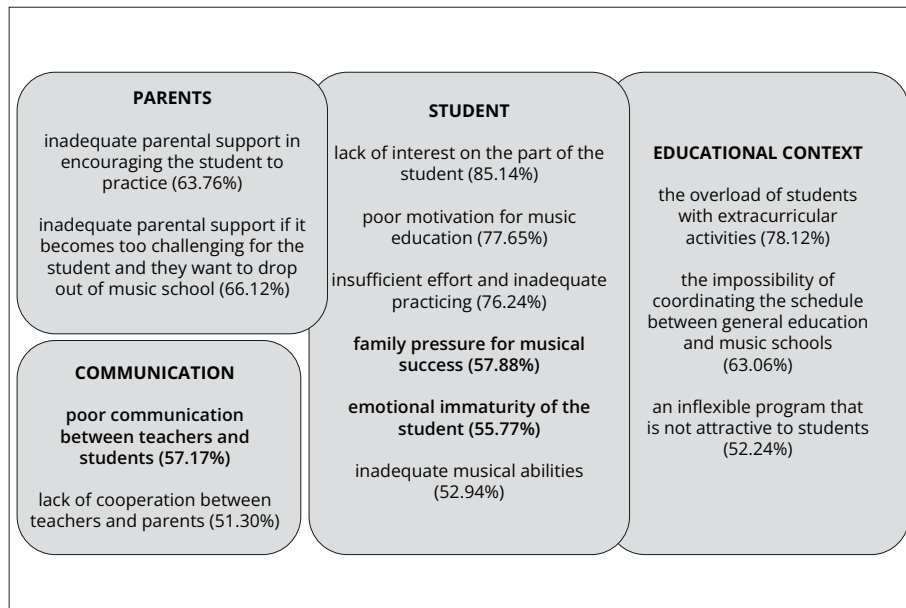


FIGURE 1 Factors for dropping out of music school from the parents' perspective

Note. Factors that differ from the results of the research with teachers in Nikolić et al., 2023 are highlighted in bold.

A comparison of parents' and teachers' opinions about *Student* as a factor for dropping out of music school shows that both groups agree that students drop out due to lack of interest and motivation, insufficient effort and practice, and poor musical abilities (Figure 1). However, parents tended to attribute the reasons for dropping out of music school to students' emotional immaturity and family pressure to succeed musically. Possible differences may have arisen because teachers assessed reasons for dropping out of primary and secondary music school, while the surveyed parents only have children in primary music school. Younger chil-

dren are less mature and more influenced by their parents and family than students of secondary school age. *Parents* as a factor in dropping out of music school were assessed equally by parents and teachers (Nikolić et al., 2023: 189).

Different opinions were observed on the *Communication* factor, as teachers only highlighted the lack of communication between teachers and parents, and parents, on the other hand, identified poor communication between teachers and students as an integral factor (Figure 1). If we consider the response of some surveyed parents that an authoritarian teacher can be the reason for students dropping out of music school, we can conclude that the parents' perspective on the problem of dropping out also includes teachers. This finding suggests a possible lack of criticality on the part of teachers towards their colleagues and themselves, and future research should focus on the teacher in addition to the four factors identified in the study by Nikolić et al. (2023) and confirmed by this research.

By replicating the research conducted with teachers at music schools in Croatia to a sample of parents of students of the primary music school in Croatia, quite similar results were obtained, and the findings of Nikolić et al. (2023: 190-191) were confirmed. According to Nikolić et al. (2023), students' insufficient effort and practice due to poor motivation, overload with various extracurricular activities, difficulty in coordinating the schedule of both schools, and inadequate parental support lead to lower success in music school, and ultimately to dropping out of further music education.

Encouraging students to continue their music education

In order to find solutions to the perceived problems in the music education of students in primary music schools in Croatia, this study surveyed parents, who are the third stakeholder in the educational process alongside students and teachers.

One hundred sixty-three participants (N = 163) responded to an open-ended question about what teachers could do to keep children in music school until they graduate. Parents believe teachers should motivate students more by creating a pleasant and cheerful atmosphere, encouraging students without pressure, and praising them for their progress (N = 38; 23.31%). Parents also believe that teachers should offer students a more attractive repertoire. In addition to classical music, teachers should offer contemporary popular music that suits the students' musical tastes so it would be more appealing and fun for the students (N= 30; 18.40%). This suggestion was explained by one parent:

“I think that students do not understand the concept of CLASSICAL music education and the necessity of it without additional motives. I believe that they are motivated by the approach of learning modern compositions that they come across on TikTok... even though they may not be as complex as the ones that are in the school’s program, I believe that the music experts who design the program can also find such examples, at least from time to time, among the regulars. Or they can involve the students to give examples that they could work on occasionally that are appropriate to the level of a particular program.” (Father of a fourth-grade primary music school student, 39 years old)

Teachers should establish a friendly relationship with students, better tolerance, and pay attention to each student to achieve a closer relationship in which they notice the student’s difficulties in time and help and support students (N = 23; 14.11%). According to the parents, the teacher should adjust the weighting and scope of the teaching content to the student’s abilities and the child’s motives for learning music and adapt their expectations of the student accordingly (N = 19; 11.66%). Some parents emphasized the need for better communication between teachers and students to achieve a cooperative relationship (N = 18; 11.04%).

Respondents suggested what parents should do to reduce the number of music school dropouts (N = 162). Most suggestions related to support, whether it was day-to-day psychological support or crises that occur during a child’s music education (N = 52; 32.10%). According to the respondents, parents should be more involved in their child’s musical education by supporting the child in organizing learning and practice, supervising the child’s practice and homework, monitoring the child’s progress, going to public performances and sometimes to the child’s lessons and rehearsals at music school (N = 31; 19.14%). 13.58% (N = 22) of respondents pointed out that parents should talk to and listen to their children more. If a child wants to quit music school, parents should talk to them and identify the reasons that lead to the child’s dissatisfaction and look for a solution to overcome the crisis (N = 22; 13.58%). Some parents emphasize the importance of encouraging the child to attend music school regularly, try hard, and practice playing the instrument (N = 19; 11.73%). The parents emphasize the importance of setting reasonable limits in the child’s education and not allowing the child to give up at the first obstacle (N = 18; 11.11%). One of the parents explains:

“Don’t give in at the first sign of dissatisfaction, because children often say when they grow up that they are sorry their parents didn’t persuade them to finish music school.” (Mother of a third-grade primary music school student, 42 years old)

One hundred eighteen (N = 118) parents expressed their opinion regarding the students’ contribution to reducing the number of music school dropouts. It mostly referred to the effort, regular work, and practicing playing the instrument (N= 52; 44.06%). Students should show more responsibility towards their commitments and participate more actively in class (N = 28; 23.73%). Parents also indicated that students should communicate more with teachers by asking for help and appreciating and listening to teachers’ advice (N= 12; 10.17%).

Eighty-two (N = 82) parents suggested what the administration of a music school can do to encourage students to graduate from music school. In their opinion, the school administration should organize various forms of socialization of students through musical activities, such as field trips, guest choirs, guest orchestras, visiting concerts, different forms of group music, performances, workshops, etc., to create a sense of community and belonging among students (N = 17; 20.73%). The school administration should seriously address the problem of students dropping out of music school. Parents suggest an analysis of the teacher’s work concerning the student’s performance and an anonymous survey of parents and students in music school, survey of parents and students who have dropped out, the involvement of a school counselor to support students, and the establishment of parent-teacher meetings when teachers identify difficulties with an individual student (N = 15; 18.29%). Parents pointed out that the administration could reduce the number of students dropping out of music school by finding a way to coordinate the music school’s schedule with that of the general education school (N = 10; 12.20%). Part of the suggestions to the management of music schools relate to enabling the education and training of teachers in child psychology, pedagogy, and methodology (N = 10; 12.20%).

Some parents proposed what the Ministry in charge could do about children who drop out of music school (N = 110). Most suggestions were related to returning additional points for secondary school enrollment for students who graduate from music school (N = 42; 35.18%). In addition, the Ministry should change the music school program to allow more flexibility and freedom in teaching in terms of the scope of the curriculum, more attractive compositions for students, and

more modern and relaxed teaching (N = 30; 27.27%). The Ministry should coordinate the general education and music school programs to reduce the workload of students who attend both schools (N = 11; 10.00%).

By comparing and finding similar suggestions from parents and music teachers about what could be done to motivate students and help them graduate from music school, we identified specific propositions for improving music education in primary music schools in Croatia:

- a) Teachers should adapt the teaching content to the individual possibilities, abilities, and wishes of the students and act with the aim of better communication with the students.
- b) Parents should be more involved in their child's music education, encourage the child to practice playing the instrument, talk more with the child, and, if the child wants to quit music school, talk with the child and the teacher to find the causes and the solution.
- c) Students should practice playing the instrument more.
- d) The music school management should organize student get-togethers with different forms of musical activities.
- e) The Ministry in charge should change the plan and program of the music school so that it is more modern and suitable for today's children, and students who graduate from music school should get additional points for enrollment in secondary schools.

CONCLUSION

In this study, parents categorized the reasons for students dropping out of primary music school into four contexts: student, educational context, parents, and communication. Additionally, they pointed out the music teacher as a possible reason for dropping out, which future research should investigate. Parents agreed that the most important reasons for dropping out of primary music school were the students' inadequate interest and motivation in learning music, but also the overload of extracurricular activities as compulsory general education primary school takes priority in their education, as well as difficulties in coordinating schedules between schools, extracurricular activities, and independent learning and practicing playing the instrument at home. As significant factors for dropping out of

music school, parents recognize the insufficient effort and insufficient practice by the student in playing the instrument, as well as parents not giving their child the necessary support when crises lead to the child wanting to give up and not encouraging the child to practice playing the instrument regularly.

The research surveying parents made it possible to look at the problem of dropping out of music school from the parents' perspective by replicating the research conducted with music school teachers in Croatia by Nikolić et al. (2023). This research confirmed the factors identified in the one with teachers and pointed to future research that, in addition to exploring the individual factors identified, should also include the role of the teacher as a factor in student dropout from music school and explore the interrelation of factors in student dropout to help clarify this issue. A comparison of parents' and teachers' suggestions to help students graduate from music school offered possible strategies and pointed to areas of research on current problems of music education in Croatia and in countries with the same or similar music education systems.

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ODUSTAJANJE UČENIKA OSNOVNE GLAZBENE ŠKOLE OD DALJNJEGA GLAZBENOG OBRAZOVANJA IZ PERSPEKTIVE RODITELJA

SAŽETAK

Smanjivanje broja djece u osnovnim općeobrazovnim i glazbenim školama nameće pitanje održivosti glazbenog obrazovanja u Hrvatskoj, a problemu pridonosi i činjenica da znatan broj učenika koji započnu specijalističko glazbeno obrazovanje od njega odustaje. Cilj je istraživanja utvrditi mišljenja roditelja o čimbenicima odustajanja učenika od osnovne glazbene škole u Hrvatskoj i načinima na koje bi se učenicima pomoglo da završe školski program. Kao u prije provedenom istraživanju Nikolić i sur. (2023) s nastavnicima glazbe, razloge su odustajanja učenika roditelji (N = 425) grupirali u četiri konteksta: učenik, obrazovni kontekst, roditelji i komunikacija, ali su kao mogući čimbenik odustajanja naveli i nastavnika glazbe. Roditelji su se složili kako su najvažniji razlozi odustajanja učenika od osnovne glazbene škole slaba zainteresiranost i slaba motivacija učenika za učenje glazbe, ali i preopterećenost učenika izvannastavnim i izvanškolskim aktivnostima s obzirom na to da obavezna općeobrazovna osnovna škola ima prioritet u njihovu obrazovanju te poteškoće s usklađivanjem rasporeda između nastavnih i izvannastavnih aktivnosti te samostalnog učenja i vježbanja kod kuće. Kao važne čimbenike odustajanja od glazbene škole roditelji vide i nedovoljno ulaganje truda te učenikovo nedovoljno vježbanje sviranja instrumenta, ali i roditelje koji ne daju potrebnu podršku svojem djetetu kada nastupi kriza i dijete želi odustati te ne potiču svoje dijete na redovito vježbanje instrumenta. Roditelji su dali svoje prijedloge na koji bi način dionici glazbeno-obrazovnog procesa mogli pružiti veću potporu učenicima glazbenih škola.

KLJUČNE RIJEČI:

komunikacija, nastavnici glazbe, izvannastavne i izvanškolske aktivnosti, motivacija, vježbanje instrumenta