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FACTORS AFFECTING THE CLASSICAL CHORAL REHEARSAL OF WESTERN MUSIC STUDENTS AT THE COLLEGE OF MUSIC, MAHASARAKHAM UNIVERSITY

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Abstract

The objectives of this research were 1) to study internal factors affecting the classical choral rehearsal of Western music students at the College of Music, Mahasarakham University; and 2) to study external factors affecting the classical choral rehearsal of Western music students at the College of Music, Mahasarakham University. It is mixed method research between quantitative research and qualitative research. Quantitative data collection was done using a questionnaire for 26 students at the College of Music, Mahasarakham University divided into groups of students with good grades and students in the normal group. The qualitative data collection was done by using an interview form for a group of students with good grades. The data was analyzed using statistics of frequency and percentage. In the qualitative data analysis section, content analysis was used. The results showed that internal factors affecting the classical choral rehearsal of students with good grades were study habits in rehearsal, regularity of rehearsal, review of basic techniques, being punctual in attending class, and enthusiasm to practice songs that are more difficult to improve themselves. Furthermore, academic outcome goals are set, and taking part in singing performances or singing competitions whenever possible. As for the external factors, the students have a good relationship with the instructor and classmates. Moreover, they have a good relationship with their parents, so their parents always encourage them about studying and support them with their school fees.

Keywords: Factors affecting classical, choral rehearsal, Western music students, Classical singing practice

1. Introduction

In Thailand, music education has affected the concept of aesthetics in mental growth, resulting in the development of good physical and mental health. According to the empirical evidence, it has been determined that learning music is the capacity to combine spatial and imaginative talents within the brain, allowing both hemispheres to function in harmony. As a result, music is integrated in Thailand's educational curriculum. Its purpose is to promote physical, emotional, social, and intellectual growth. Management of music education in higher education in Thailand began in 1957 in the form of music appreciation of the Faculty of Education, Chulalongkorn University. Later, it was developed into minor subjects and majors in both state universities and private at the present. Most of the Higher education institutions of the state universities in Thailand are under the Faculty of Fine and Applied Arts, Faculty of Humanities, College of Music, Faculty of Music and Performance, and the Princess Galyani Vadhana Institute of Music. The Western music course is a compulsory major subject that is included in the curriculum of the higher education institutions mentioned above. It can be divided into 3 groups of courses: 1) Bachelor of Fine Arts Program, 2) Bachelor of Arts Program, and 3) Bachelor of Music Program. Each course is a 4-year degree program with a total number of credits throughout the course of 123-136 credits. The teaching style found in most of them is teaching Western music in the form of traditional classical singing or classical singing, Jazz singing, musical theater singing, and popular singing. The Bachelor of Music Program of Higher Education in the Northeast in Thailand that has been developed is suitable and the possibility that it can be used as a guideline for developing a music education curriculum that is modern and interesting by developing teaching and learning management in courses that cover every subject matter, both theory and practice in major courses. Corresponds to the qualification standards for Bachelor's Degree in Education and Education (Four-Year Program) 2019. That is to prepare manpower in terms of knowledge, skills, and competencies necessary to be able to adapt and be aware of the changing dynamics of the dynamic world and free competition without borders. The production and development of people in the education sector must still be in line with the potential and readiness of each educational institution. (Jaikum et.al., 2022; Theerapan, 2020; Hanteerapitak et.al., 2021).

Playing a musical instrument, one of the most complex and demanding cognitive challenges the brain can undertake, is a very rewarding experience for many people on both the emotional and the biological level. The remarkable sensory-motor interplay that is trained during the process can be applied to so many other tasks one may face in their life. It is not a surprise that playing a musical instrument requires such integration of our brain's auditory, visual, and motor regions. This orchestra of the brain enhances a child's neuronal development between the right and left hemispheres, leading to a brighter academic future. There is still a great deal to discover about the effects of playing music on the brain, so with continuously improving neural technology, neuroscientists will be able to dive deeper. Music skills are knowledge of the science of music along with the ability to apply that knowledge to practice music fluently and skillfully. Skill building can have a powerful effect, so, it depends on the methods and elements, namely training time arrangement and practicing in subsections and then practicing together. Students should focus on training on accuracy before speed, practice movement skills, and the style of the body to have relationships. Students should practice in the most realistic conditions which can transfer learning between the old and the new, and use intelligence especially creative thinking. Teachers should also measure the progress of learning the skills periodically. Development of the knowledge and practice singing consist of 1) Moral and ethical behavior 2) Knowledge 3) Intellectual skill 4) Personal relations skill 5) Mathematical analysis skill and 6) Music skill. Music practice behavior to be effective, students should pay attention to music practice. Training should be planned by planning the rehearsals, preferably



by attending a music event or attending a live performance by students' favorite artists. It will keep students motivated to practice and make them aware and know the importance of playing music (Stoklosa, 2016; Nimchokchaicharoen, 2016; Vandee, 2017; Hanteerapitak, 2019).

Factors affecting success in rehearsals of music or singing must be motivated by the desire to succeed in work or what you are doing. People, who have the desire to be successful, must have efforts to overcome various obstacles. When it can be overcome, it succeeds, and there will be comfort or pride. If this is not achieved, he or she will feel anxious but will continue to work. Motivation Theory of Herzberg: Herzberg invented a theory of motivation called "Motivation-Maintenance Theory" or "The MotivationHygiene Theory". Motivation is caused by many different factors. But they are directly related to the good and bad feelings that occur. These factors can be separated into two groups, those that relate to favorable events and those that affect satisfaction. It is about accepting responsibility for what you are doing. Relationships with friends, co-workers, or personal matters are affected by Herzberg naming these factors as Factors related to hygiene or maintenance factors. The reason for this name is that these factors are all factors that can affect motivation. Internal motives will drive approach or avoidance behavior which in turn results in engagement (or otherwise) at the behavioral, cognitive and emotional levels. There are now a significant number of theories of motivation. Students' level of motivation reflects on their engagement and contribution in a learning environment. Active and highly motivated students will spontaneously involve in activities without expecting any external rewards. Meanwhile to encourage a low motivated student, external rewards are needed to convince students to participate in activities (McClelland, 1985; Herzberg, 1959; Alkaabi et.al., 2017; Gopalan1 et.al., 2017).

Learning music to be successful must consist of several factors which are divided into internal factors and external factors. The internal factors consist of study habits, ambition, enthusiasm, and self-responsibility. The external factors consist of the relationship between learners and classmates, the relationship between students and teachers, the relationship between students and their families, including the atmosphere in teaching and learning management. Everything is a factor that greatly affects the music learning and rehearsal of students. Therefore, the researcher was interested in researching the factors affecting the classical choral rehearsal of Western music students at the College of Music, Mahasarakham University, to study both internal and external factors affecting the choral rehearsal of students. The research results can be used as a database for teachers to develop instructional guidelines, training control, or training planning for students to achieve the objectives of teaching and learning, and develop teaching and learning management for further efficiency.

2. Research objectives

2.1 To study internal factors affecting the classical choral rehearsal of Western music students at the College of Music, Mahasarakham University.

2.2 To study external factors affecting the classical choral rehearsal of Western music students at the College of Music, Mahasarakham University.

3. Research conceptual framework

In teaching and learning this time, the researcher has created a research tool based on the concept and motivation theory of Herzberg's Frederick Herzberg, 1959, by studying factors affecting the classical choral rehearsal of Western music students. Internal factors include study habits, enthusiasm, ambition, and self-responsibility, but external factors include the relationship between learners and teachers, the relationship between students and classmates, the relationship between learners and their families, economic conditions, and the learning atmosphere to analyze the relationship of factors affecting the classical choral rehearsal of Western music students and to present as a guideline for teaching and learning for Western music students.

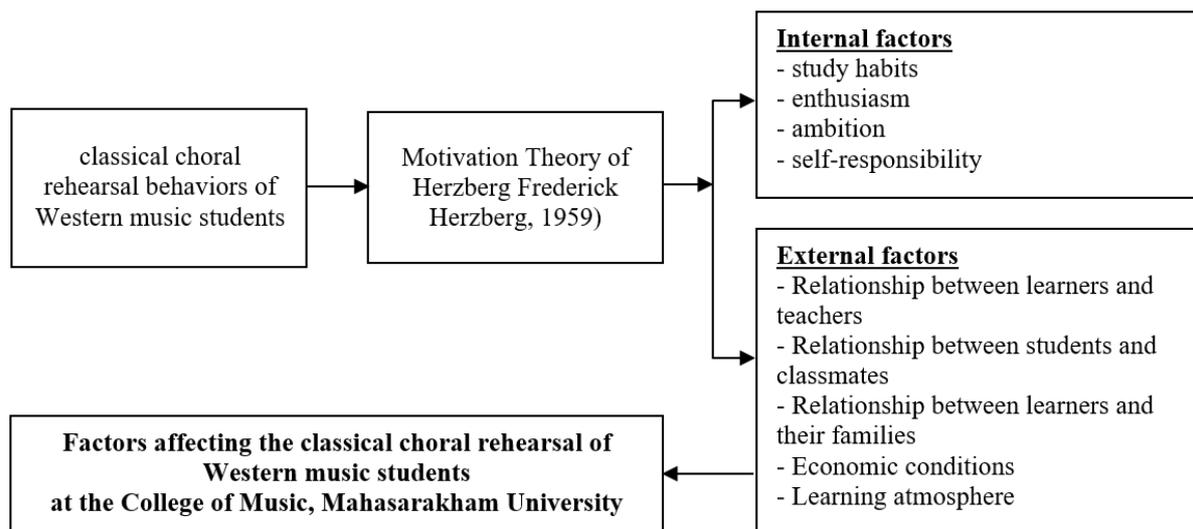


Figure 1. Research Framework

4. Research method

It is mixed method research between quantitative research and qualitative research. Quantitative data collection was done using a questionnaire for 26 students at the College of Music, Maharakham University divided into groups of students with good grades and students in the normal group. The qualitative data collection was done by using an interview form for a group of students with good grades. The data was analyzed using statistics of frequency and percentage. In the qualitative data analysis section, content analysis was used.

4.1 population and sample

Research target group, the researcher used a purposive sampling method, namely, major students at the College of Music, Maharakham University who were enrolled in the Western Music Skills Course, a total of 26 students, by using a questionnaire. The researchers divided the students into groups with good grades of 10 people and students in a normal group of 16 people. Qualitative data collection was done by using an interview form for a group of students with good grades to study other factors that resulted in the rehearsal of the classical choral to be successful.

4.2 research tools

In collecting data this time, the researchers used research tools, namely, a checklist questionnaire to measure students' learning behaviors and a structured interview to interview a group of students with good grades. The tools used in this research have been evaluated for the Index of Item-Objective Congruence (IOC) checked by experts.

4.3 data analysis

Data analysis uses basic statistics, namely frequency, and percentage to analyze the number of people or percentage of students answering questions and various questions, then analyzed the relationship between the data from the questionnaire and the data obtained from the in-depth interview about other factors affecting the classical choral rehearsal to succeed from students with good grades.

5. Results and discussion

5.1 Basic information about the target group

The results of the basic data analysis of the sample group found that 57.7% of the majors were female and 42.3% were male, 30.76% were 4th-year students, 34.61% were 3rd-year students, 15.38% were 2nd-year students, and 30.76% were 1st-year students. From the survey of basic data on academic results of the 1st semester/of 2022, it was found that 10 students received A grades, accounting for 38.46 percent. 5 students received B+ grades, representing 19.23%; 8 students receiving B grades, representing 30.76%; and 3 students receiving C+ grades, representing 11.53%.

5.2 Results of the analysis of the internal factors

5.2.1 Study habits

The results of the internal factor analysis on study habits showed that the first group of students (students with good grades) practiced singing on average 5-6 times a week, spending about 3-4 hours practicing per time, in total spending approximately 20 hours of training per week. In each training session, there is always a training plan, reviewing basic techniques regularly, and preparation to rehearse the song to be ready before attending regular classes. In addition, there is punctuality in coming to study. A note was made about the chorus problem and how to fix it according to the instructors' recommendation. Study habits seem to be an important determinant of academic performance. However not bounded by country of origin, it seems that some cultural aspects may affect determine habits and hence negatively or positively affect academic performance. The researcher suggests that motivation is instrumental for the student to engage in his or her study process. A motivated student may develop personal interest in learning and hence develop or acquire habits that foster high academic performance (Cerna1 et.al., 2015). At the heart of student achievement are study habits. It is a task such as reading, writing observations, arranging groups of studies that students mostly and frequently perform to achieve learning objectives. It could be described as beneficial or detrimental, depending on the students' good (Clarke, 2021). that the majority of study habit instruments use the past frequency behaviour of students to assess the strength of their study habits and it is suggested that the study habit constructs could be improved by adding measures for process automaticity and habituation (Fitkov-Norris et.al., 2022).

5.2.2 Enthusiasm

The results of the analysis on enthusiasm found that the students in group 1 (students with good grades) were determined to practice more difficult songs to develop themselves, and to study more by themselves on how to train themselves effectively. Academic outcome goals are set in each semester. They always participate in singing competitions or find opportunities to perform singing to improve themselves. They also participate in a special master class to increase their knowledge, watching opera performances to study the special techniques of professional singers and musicians. When the song is assigned by the teacher, these students immediately bring it back to practice. When there is a problem in rehearsing, they always contact the instructors for advice immediately. When these students have learned new techniques in classical choral, they review and apply them regularly and immediately find ways to improve themselves when they were criticized. By observing physiological, psychological, and acoustical parameters in music students in stressful and nonstressful conditions, this study shows the effects of stress on singing voice accuracy. These effects can be either positive or negative, depending on the challenge level of the music examination. Students' effort

attribution is considered an influencer of future student performance and a key to persisting longer in the task and increasing the level of their performance (Kim et.al., 2018).

5.2.3 Self-responsibility

The analysis of the self-responsibility of students in Group 1 (students with good grades) revealed that students kept practicing and reviewing songs until they were proficient before coming to class and before the actual performance. Students come to prepare at least 2 hours before the actual performance. They always take care of their health, but they still not getting enough rest because studying at the bachelor's level, the teacher orders a lot of work, and there are many subjects. Some of them feel stressed and have subsequent illnesses. When there is an abnormality or feeling unwell every time, they are taken to see a doctor immediately. The second group of students gave additional comments about the problems in the practice that students work on at night thus making them feel tired and not concentrating on practice. Because each time they have to practice, it takes a long time to adjust their tone and pronunciation to match the classical music and some students use their daily lives to sing popular songs. This causes problems in learning to pronounce classical tones and results in delayed development of classical choral. Classical singing is a complex and multifaceted skill that requires the amalgamation of multiple cognitive, perceptual and motor functions. The teaching of classical singing is consequently a unique skill that holds further complexity. The singer is required to achieve and maintain consistently high performance development of a specific motor activity, much like the sports athlete. This pilot study examines a method of using the principles of motor learning to more objectively and reliably investigate the teaching behaviors of classical singing teachers. Such a method may establish a nexus between empirical research, teaching quality and learning outcomes in music performance education (Getachew, 2018).

5.3 Results of the analysis of the external factors

5.3.1 Relationship between instructors and students

The analysis of the relationship between instructors and learners found that instructors who performed major musical instruments played an important role in the success of the student's music education. Both groups of students had a good relationship with their instructors. The answers to the questionnaire indicated that instructors inspire students' self-development. Instructors are role models and inspirations for students. Instructors advise on both study and university life. But there were also students from the second group, the normal group, who gave additional comments on problems and found that foreign instructors cause communication problems. Sometimes students do not understand because students are unable to communicate that language fluently. The academic performance of the student depends on a number of socio-economic factors, teacher related variables. Teachers' educational level, teaching experience and subject matter knowledge have showed significant influence with the students' academic performance. Keeping all the other factors constant, 14.8% of the observed variation in the students' academic performance was due to differences in teachers' educational level, teaching experience and teachers' subject matter knowledge (Getachew, 2018). Music performance training in higher music education requires the systematic development and acquisition of a skill. Performance teachers in higher education are responsible for the development of autonomous musicians, and therefore encouraged to reflect on their own teaching behavior. Rigorous study of the multiplicity of factors in one-to-one lessons and the quintessential characteristics of expert performance in classical singing is advised to develop improved approaches to skill (Crocco et.al., 2013). students want lecturers to be



knowledgeable, enthusiastic, approachable, and friendly. They should possess sufficient communication and teaching skills and be able they regard as relevant and desirable: security, well-being, satisfaction, self-esteem, hedonism, and universalism (Voss et.al., 2007).

5.3.2 Relationship between students and classmates

The analysis of the relationship between students and classmates revealed that students had good relationships with classmates. Classmates help each other with their studies. In addition, classmates encourage each other to study. There is intimacy and trust in each other. peer influence and classroom climate by demonstrating the connection between classmates' enthusiasm on students' situational interest. Along with its direct effect on students' situational interest, peer enthusiasm seems to help explain the relation between initial interest and situational interest. Also, when students seemed more concerned about having good relationships with their classmates, their catch interest seemed negatively impacted but peer enthusiasm mediated this process and was positively associated with students' catch interest. That perceptions of peer enthusiasm had a direct association with situational interest may suggest that time spent creating a positive classroom environment for students may be well spent (KimDiane, 2014).

5.3.3 Relationship between family and students

The analysis of the relationship between family and students found that both groups of students had a good relationship with their families. The parents always encourage them about learning. But most students rarely consult or talk to their parents to give advice when they are stressed about studying because studying at the undergraduate level is most intimate with friends. Parental involvement is just one of many variables that influence these academic outcomes. Furthermore, small effects “may accumulate over time to become large effects (Dumont et.al., 2012). motivation is an important factor in the academic success of students which is an important factor in academic success. The collaboration of educators, schools, colleges, counselors, parents and students all working together (Trevino et.al., 2014).

5.3.4 Economic conditions

The analysis of economic conditions showed that most of the students received support for learning expenses from all parents and the students in group 1 (students with good grades) partly received support for learning from the internal and external agencies. There were students in the second group (the normal group) who had to do extra work to earn their expenses.

5.3.5 Environment

The analysis of the environment revealed that students prefer the atmosphere inside the university which is a clean, peaceful, shady, and good atmosphere. Classroom conditions are suitable and clean suitable for study. The atmosphere in learning major subjects is fun. However, some students commented on the problem of learning equipment that the room used for learning and singing practice was still insufficient and support equipment for singing practice, such as microphones, sound systems, or singing practice rooms are not enough for the needs of a large number of students. Potential role of the college environment as a target for the implementation of interventions to promote student learning, healthy study habits and well-being. The global pandemic has resulted in additional challenging demands for universities to

serve an essential role in supporting college students study habits (Clarke et.al., 2021). individuals surrounding the learners monitor and provide the needed support and guidance in improving their study attitudes and study habits. Thus, school personnel should devise additional programs to strengthen the students' study attitudes and study habits. Likewise, monitor the classroom environment to make progress in the learning activities to maximize the students' learning experience and boost their performance in class (Tus, 2020).

6. Conclusion

Internal factors affect classical choral rehearsal of Western music students at the College of Music, Mahasarakham University, include study habits in rehearsal, training plan, consistency in training and review of basic techniques, preparing for song rehearsals to be ready before entering the class, punctuality in coming to class, taking notes on complaint problems and taking them back to solve them. In terms of enthusiasm, students are determined to practice more difficult songs to improve themselves and keep studying to gain more knowledge by themselves. Moreover, they should have goal setting for their academic performance, participate in singing performance activities or singing competitions, attend special master classes to increase their knowledge, and attend an opera performance to learn the special techniques of professional singers. In addition, the responsibility to oneself always rehearse and review the song until they are proficient before the performance and before the real show. Students should prepare at least 2 hours before the actual performance and always take care of their health. Other internal factors are in addition to normal students, that is, their training sessions are always planned by taking 20 hours to practice per week, and setting goals for their academic performance every semester. They should diligently study for knowledge more, and participate in singing performances or singing competitions whenever possible. Moreover, they should regularly attend special master classes to increase their knowledge and take the opportunity to attend an opera performance to learn about the special techniques of professional singers. There is also taking responsibility for themselves by regularly rehearsing and reviewing songs until they are proficient before coming to class and before the actual performance. it revealed that a person who practiced a musical instrument professionally had to practice regularly and be disciplined and had to create a habit of practicing. The habit of practicing the instrument must be established with patience, using the time correctly (Kumtepe, 2022; Hai, 2022). motivating factors are internal factors that motivate people to like and love a practical job, which encourages satisfaction in performing a task or performing it more effectively. Satisfaction contributes to responsibility and love on the job, performing well, and making progress (Herzberg, 1959). Motivation can be known from the enthusiasm of learning individuals who want to be accepted in the program. In addition to the spirit of learning, hope in the future can also be a motivation. hope in the future is a target to be achieved by someone, with this it will encourage someone to do something to make it happen (Santoso et.al., 2018).

External Factors affecting Classical choral rehearsal of Western music students at the College of Music, Mahasarakham University, include the relationship between instructors and students: instructors direct inspiration in focusing on the development of students singing and they are role models and inspirations for students. The instructor advises on both learning and university life. In the relationship between students and classmates: classmates are intimate and they can help each other in terms of learning. Moreover, they can encourage each other in studying and trust each other. In terms of the relationship between the family and the students: the students had a good relationship with their families. Parents always encourage them about learning. In terms of economic conditions: students are supported by internal or external agencies. All parents supported their school fees and the students do not have financial problems during school. In environment: the atmosphere inside the university is clean,



peaceful, shady, and good atmosphere. Classroom conditions are suitable and clean suitable for study. The atmosphere in learning major subjects is fun. The classroom used for singing lessons has the equipment to support singing practice. However, the group of students with good grades has other external factors in addition to normal students, that is, students have good relationships with their families. Parents always encourage them about studying. When students have problems in their studies, they always consult their parents. Students have financial liquidity and they are supported with school fees by their parents. As a result, there was no financial problem during the study period. the supporting factor is caused by external factors to help sustain motivation to work. If there is no motivation to work, it may cause unsuccessful work or performance. The supporting factor is financial liquidity, privacy, relationships with family, opportunities for advancement, and relationship with people in the organization. When talking about teaching and learning, it is the relationship between teachers, students, and classmates (Herzberg, 1959). factors affecting student satisfaction, from high to low, were teachers' teaching, learning facilities, service capability of educational activities, caring activities for helping students, and educational programs. If the independent factors are well taken care of, it will result in the quality of higher educational services increasing and student satisfaction also increasing (Hai, 2022).

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