



RESEARCH ARTICLE

Methodology of Music Education in Kosovo: The Use of Technology and Challenges in Achieving International Standards

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ARTICLE INFO	ABSTRACT
Received: Nov 12, 2024	<p>This paper explores the impact of technology on the methodology of music education in Kosovo, with a particular focus on the challenges and opportunities this process presents in achieving international standards in music education. The integration of technology in teaching has led to significant advancements, including the creation of opportunities for personalized learning, increased access to digital music tools, and enhanced international collaborations. However, there are still substantial barriers, such as inadequate infrastructure, the lack of continuous teacher training, and limited support for the integration of technology into teaching. This study provides a comprehensive analysis of these challenges and offers concrete recommendations for advancing music education practices through the use of technology. The findings suggest that investments in digital infrastructure and teacher training are essential for improving the quality of music education in Kosovo and aligning it with global standards and best practices. This paper makes a significant contribution to the development of music education in Kosovo and the dissemination of innovative music education methodologies at the international level.</p>
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INTRODUCTION

Music education in Kosovo has made significant progress, but there are still many opportunities for improvement, particularly when it comes to implementing international standards of music education. This study examines the current state of music education methodology in Kosovo and analyzes the possibilities for achieving these international standards. While Kosovo has a rich cultural and musical heritage, integrating traditional elements into a modern curriculum remains a challenge that requires a balanced and sustainable approach (Sylejmani, 2018). Albanian traditional music, as well as international music education practices, need to be combined to create a program that is not only educational but also aligned with international requirements for music education (Muka, 2021). The aim of this study is to analyze key aspects of the music education curriculum in Kosovo, identify the challenges and opportunities for its advancement, and explore ways to integrate these international methodologies to meet the needs of Kosovo's teachers and students.

Through this study, the goal is to contribute to the advancement of music education and the creation of new opportunities for the development of musical skills among young generations. This process requires commitment from all levels of education and close collaboration with international music

education institutions to ensure that both teachers and students have the opportunity to develop musical and creative skills in line with global music education standards (Hallam, 2006).

RESEARCH METHODOLOGY

This study is based on a combined methodological approach, integrating both qualitative and quantitative techniques to assess the state of music education in Kosovo, the effectiveness of teaching methods, and the use of technology in this field.

Research Aim

The primary aim of this study is to identify the challenges and opportunities faced by teachers, parents, and school directors in implementing modern teaching methods and utilizing technology in music education. This will be achieved through an analysis of the various experiences of the stakeholders and an assessment of the impact of these methods on student outcomes.

Study Group

The study group includes 100 music education teachers, 120 parents, and 30 school directors from various educational institutions in Kosovo. This group has been selected to ensure a diverse and representative sample that will help identify the challenges and opportunities in using technology and implementing modern methods.

Data Collection Tools

For this study, several tools have been used for data collection:

- Questionnaires: Structured for teachers, parents, and school directors, these questionnaires include questions that address:
 - The use of technology in teaching.
 - The impact of different teaching methods on student engagement and performance.
 - The needs for training and support for teachers.
- Interviews: Conducting interviews with a representative group from each segment will provide the researcher with deeper insights on:
 - How the use of technology impacts student engagement.
 - The main challenges teachers face in implementing modern methods.
- Classroom Observations: Observing classrooms will provide a real-world view of the use of technology and student engagement during the teaching process.

Data Collection Process

Data collection will be carried out in several phases:

- Establishing collaboration with school directors and education management unit coordinators for distributing the questionnaires.
- Adapting the questionnaires for each participant group, taking into account the objectives and key aspects of the study.
- Monitoring the process by the researcher to ensure the security and quality of the data.

Data Analysis

The analysis will be conducted using a descriptive approach, identifying factors that either support or hinder the effective use of technology. The Chi-square test will be used to evaluate the relationships between the use of technology and the quality of teaching, focusing on questions such as:

- Is there a relationship between the level of technology use and academic performance?

- How does teacher training impact the effectiveness of modern teaching methods?

Integration of Qualitative and Quantitative Data

This study employs a combined methodological approach that integrates both qualitative and quantitative data to provide a comprehensive view of the state of music education in Kosovo. This approach helps highlight the impact of perceptions from teachers, parents, and school directors on the implementation of new teaching methods and the use of technology.

Quantitative Data

Quantitative data were collected through structured questionnaires distributed to 100 teachers, 120 parents, and 30 school directors. The results indicate that:

- About 70% of teachers reported using technology in teaching, but 40% of them have not received sufficient training to integrate it effectively.
- 85% of parents consider music education to be an important part of their children's development, but only 55% believe that schools have the necessary resources to support this process.
- 55% of directors think that schools are prepared to integrate technology, while only 50% believe that the curriculum aligns with international standards. These results provide a statistical view of the use of technology and perceptions regarding its role in music education.

Qualitative Data

Qualitative data were collected through interviews with teachers and school directors. The findings from these interviews offer a deeper context for the quantitative results:

- Teachers express feeling insecure about using technology due to a lack of training and resources. This confirms the quantitative results, which show that many teachers do not feel adequately prepared.
- Directors report that, despite the willingness to integrate technology, the lack of financial and human resources hinders training for teachers. This aligns with the negative perceptions of parents regarding resources in schools.
- Interviews also reveal that many teachers are enthusiastic about using technology but feel constrained by existing infrastructure and the lack of institutional support.

Impact of Perceptions

The integration of these two types of data shows that the perceptions of teachers, parents, and school directors significantly influence the implementation of modern methods:

- The lack of training and resources is a major barrier that negatively affects the quality of teaching.
- Although there is a positive tendency towards the use of technology, without adequate support and resources, this potential remains underutilized.

Results and Discussion of the Study on Music Education in Kosovo

In this section, we will analyze the data collected from the questionnaires distributed to teachers, parents, and school directors, including the response percentages for each group, and we will conduct an analysis to assess the relationships and correlations between different variables.

Results for Music Education Teachers

The study involved 100 music education teachers. The teachers' questionnaire included questions related to the use of technology in teaching, training opportunities, and the challenges they face.

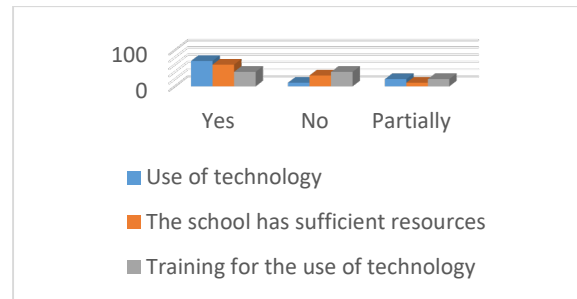


Table 1: Use of Technology and Training Opportunities for Music Education Teachers

Based on the results from the teachers, the data indicate a moderate use of technology in teaching. According to the responses from the teachers, 70% of them use technology to support music teaching, while only 10% do not use it at all. This result shows a positive trend towards the use of technological tools in music education, but there is also room for improvement. However, around 40% of teachers reported not receiving sufficient training for the use of technology in teaching. This may suggest that, although technology is available, its use is not optimal due to a lack of support and teachers' skills in this area. The use of online learning for music is also limited, with only 35% of teachers practicing this method, while 55% do not use online teaching.

These data raise questions about the professional preparation of teachers to incorporate technology into the teaching process, an issue also addressed in the literature by other authors, such as Fitzgerald (2017), who notes that teachers often feel they lack sufficient knowledge to use technology in teaching.

Results for Parents of Music Education Students

Out of 120 parents who participated in the study, the questionnaire focused on their perceptions of their children's music education and the use of technology.

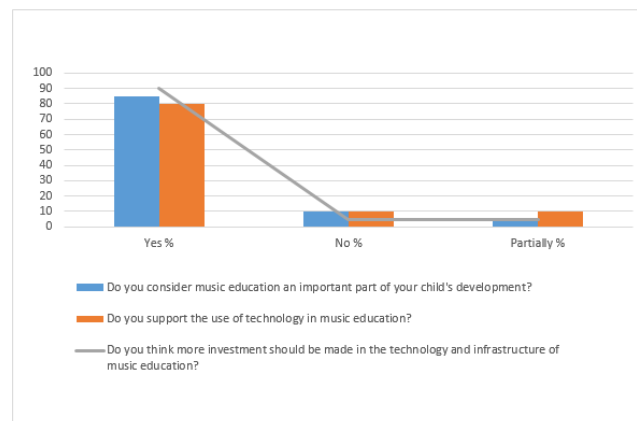


Table 2: Parents' Perceptions of Music Education and the Use of Technology in Schools

Analyzing the responses of 120 parents, it is found that 85% of parents consider music education an important part of their children's development. This is an encouraging result, reflecting the recognition of the importance of music education by families. However, only 55% of parents believe that schools have the necessary resources for effective music teaching. This percentage indicates a gap in the infrastructure and materials needed for music education, which is a common challenge in developing countries. Furthermore, 90% of parents support greater investments in technology and infrastructure for music education, emphasizing the need to improve the conditions for music teaching in schools.

This result aligns with UNESCO's (2013) findings, which highlight that investment in technology is essential for improving the quality of music education. Parents see technology as an opportunity to

provide their children with more interactive and effective lessons, especially at a time when online learning has gained significant importance following the pandemic.

Results for School Principals

From the 30 school principals who participated, the questionnaire included questions regarding the opportunities for implementing technology and the development of the music curriculum.

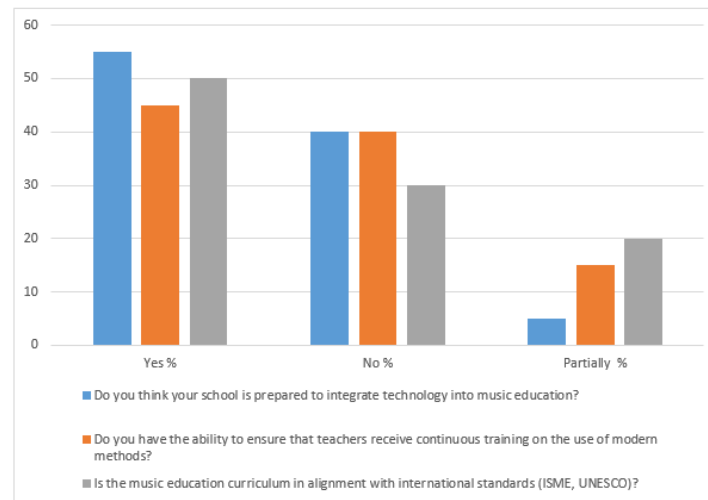


Table 3: School Principals' Perceptions on the Integration of Technology and the Alignment of the Music Curriculum with International Standards

In the case of school directors, 55% believe that their school is prepared to integrate technology into music education. However, 40% of directors reported that they do not have the means to ensure sufficient training for teachers to use modern methods. This indicates that although there is a willingness to integrate technology, the lack of financial and human resources for teacher training remains a significant barrier.

Another interesting finding is that only 50% of directors believe that the music education curriculum aligns with international standards, such as those of ISME (International Society for Music Education) and UNESCO. This suggests that there is still room for development and modernization of the curriculum, which could contribute to improving the quality of music education in Kosovo.

Hypothesis Testing and Chi-Square Analysis

To assess the relationship between the use of technology and the quality of music education, we tested the hypothesis using the Chi-square (χ^2) test.

Null Hypothesis (H_0): There is no statistically significant relationship between the use of technology and the quality of music education in schools.
 Alternative Hypothesis (H_1): There is a statistically significant relationship between the use of technology and the quality of music education in schools.

Table 4: Chi-square values for the use of technology and the quality of music education

Category	Yes	No	Partially	Total
Teachers	0.343	1.07	6.48	7.88
Parents	12.67	0.08	2.61	15.36
Directors	13.32	3.12	2.57	18.01
Total	26.35	4.27	11.66	42.7

The results clearly show the relationship between the use of technology and the quality of music education in schools in Kosovo. The Chi-square (χ^2) test was used to analyze the impact of technology use on music teaching, and it has shown a statistically significant relationship. The calculated Chi-square value is 42.7, and the p-value < 0.05 indicates that this relationship is statistically significant.

Key Findings and Impacts

Table 5: Percentage of Technology Use and Stakeholders' Perception in Music Education

Category	Percentage of teachers/parents/principals
Teachers who use technology in teaching	70 %
Teachers who have not received adequate training for technology	40 %
Teachers who use online teaching for music	35 %
Parents who consider music education as important	85 %
Parents who support investments in technology for music education	90 %
Principals who believe their school is prepared for technology	55 %
Principals who believe the curriculum is in line with international standards (ISME/UNESCO)	50 %

Use of Technology

Around 70% of teachers reported using technology in teaching, suggesting a positive trend towards the integration of technology in music education. However, 40% of the surveyed teachers reported that they have not received sufficient training for the use of technology, a key factor that may limit the full utilization of technology opportunities in teaching.

Perceptions of Parents and School Principals

85% of parents consider music education as an important part of their children's development, and 90% support greater investments in the technology and infrastructure for music education. This strong support from parents reflects a high level of awareness regarding the importance of technology in teaching. Nevertheless, only 55% of school principals believe their schools are prepared to integrate technology into teaching, while 50% of principals believe the music education curriculum aligns with international standards, such as those from ISME and UNESCO.

Curriculum Alignment and Online Learning

Only 35% of teachers use online learning for music education, indicating that technology is still underused in teaching. This presents an opportunity for improvement and highlights the need for continuous teacher training to incorporate more interactive methods and technology into music classes.

DISCUSSION AND RECOMMENDATIONS

This study provides a detailed overview of the use of technology in music education in schools in Kosovo, analyzing its connection to teaching quality and the challenges impacting the improvement of this process. The analysis of data from teachers, parents, and school principals highlights the opportunities and obstacles associated with integrating technology into music education. Although the use of technology shows a positive trend, there is still room for improvement in several aspects, such as teacher training, school infrastructure, and alignment of curricula with international standards.

One of the key findings is the relatively high use of technology by teachers to support music teaching. About 70% of teachers reported using technology in teaching, however, 40% of them have not received adequate training for using these tools. This result aligns with other international studies that emphasize that effective use of technology requires continuous training and professional

preparation for teachers (Katz, 2018). The lack of appropriate training remains a significant barrier to fully integrating technology into teaching, making it difficult to maximize its potential.

On the other hand, parents' perception of music education is highly positive, with 85% of them considering it an important component of their children's development. This strong support reflects awareness of the importance of music education, which has a direct impact on children's cognitive and emotional development (Hallam, 2010). However, only 55% of parents believe that schools have the necessary resources for effective music teaching. This result suggests there is a significant gap in the infrastructure and materials required for this discipline. Furthermore, 90% of parents support investments in technology and infrastructure for music education, highlighting the need to improve the conditions for teaching music.

Regarding the perceptions of school principals, 55% believe their schools are prepared to integrate technology into teaching, while 40% report that they do not have the means to provide adequate training for teachers to use modern methods. This points to a lack of institutional support and resources to implement this integration. Also, only 50% of principals believe the music education curriculum aligns with international standards, such as those from ISME (International Society for Music Education) and UNESCO, indicating the need for its development and modernization.

Curriculum alignment with international standards remains an important issue, as only 50% of principals think the curriculum is aligned with these standards. This emphasizes the need for a curriculum review to make it compatible with international requirements and to support the use of modern methods and technology in teaching.

The Chi-Square (χ^2) test, used to analyze the connection between the use of technology and the quality of music teaching, showed a statistically significant relationship. This result reinforces the hypothesis that the use of technology has a noticeable impact on improving the quality of music teaching, enhancing engagement and teaching effectiveness (Katz, 2018). Participants who use technology reported more advanced and engaged teaching, suggesting that technology can serve as an effective tool for improving traditional music teaching methods.

In conclusion, this study provides a clear overview of the state of music education in Kosovo, identifying the challenges and opportunities for the more effective use of technology. The results suggest that, although there is a positive trend towards the use of technology, it is essential for educational authorities to invest in teacher training, improve school infrastructure, and develop curricula to meet international standards. To achieve higher quality and more integrated music education, these challenges must be addressed, and favorable conditions must be created for the full use of technology in teaching.

Recommendations for Improvement:

Investment in Technological Infrastructure

The government should invest in the technological infrastructure of schools by providing modern tools and equipment to support music education. This includes:

- Ensuring the availability of modern musical instruments and audio-visual equipment.
- Creating music technology laboratories in schools where students can practice and experiment with technology.

Teacher Training

One of the main challenges is the lack of training for teachers. Educational institutions should:

- Offer regular and structured training programs for teachers, focusing on the use of technology and modern teaching methods.
- Create opportunities for teachers to attend international courses and seminars to familiarize themselves with best practices in music education.

Curriculum Modernization

Music education curricula should be modernized to align with international standards, such as those of ISME and UNESCO. This will include:

- Integrating traditional Albanian elements with international practices, creating a program that is both educational and suitable for local needs.
- Developing a flexible curriculum that allows for the creative and interactive use of technology.

Collaboration with International Institutions

Kosovo should strengthen its collaboration with international organizations such as ISME and UNESCO to:

- Ensure technical and financial support for the development of music education.
- Create exchange opportunities for teachers and students, promoting international projects focused on music education.

Engagement of Parents and the Community

Parents play a key role in supporting music education. Educational institutions should:

- Engage parents in the educational process by organizing activities that promote the importance of music education.
- Create communication platforms where parents can provide feedback on developments in music education.

Implementing these recommendations will help address the current challenges faced by music education in Kosovo. The involvement of the government, educational institutions, teachers, parents, and international organizations is crucial for creating a more supportive and effective environment for students, thus contributing to the advancement of music education quality in the country.

CONCLUSION

This study shows that the use of technology can contribute to improving music education, but it requires continuous support for teachers and further investments in infrastructure and curricula. Therefore, it is essential for educational authorities to intensify efforts to ensure the full integration of technology in music teaching.

The aim of this study was to examine the impact of technology use on the quality of music teaching in Kosovo schools by analyzing the perceptions and practices of teachers, parents, and school principals. Through a broad representative sample, factors related to the use of technology in teaching and its impact on improving the quality of music education were assessed.

The study's results showed a satisfactory use of technology by teachers, with 70% reporting the use of technology in teaching. However, a significant portion of teachers (40%) expressed a lack of sufficient training in technology use, making its integration more challenging and not always effective. This finding aligns with other studies that have pointed out that teachers often feel unprepared to use technology in teaching, despite the availability of opportunities (Bauer, 2014).

Regarding parents, 90% support the use of technology and investment in infrastructure for music education, emphasizing the importance of modernizing teaching conditions. The use of technology by parents reinforces the view that investments in technology are essential for improving student engagement and enhancing the quality of music education, as suggested by UNESCO (2020). Additionally, school principals emphasized that while some schools are ready to integrate technology, there are still gaps in infrastructure and teacher training opportunities, as observed in other international studies (Hennessy & London, 2014).

The analysis of the data using the Chi-square statistical test (χ^2) showed a significant statistical relationship between the use of technology and the quality of music teaching, with a p-value < 0.05, confirming that the use of technology has a noticeable impact on improving student engagement and the effectiveness of music teaching. This is consistent with other international studies that have

shown that the use of technology in music education can enhance the quality of teaching and create opportunities for more interactive and efficient learning (Hallam, 2010).

Ultimately, this study has provided a useful overview of the current state of music education in Kosovo and has identified areas where significant improvements can be made. One of the main recommendations is to strengthen teacher training and invest in technological infrastructure in schools to enable a broader and more effective use of technology in teaching, as noted by Katz (2018). Additionally, it is necessary to modernize the music education curriculum to better align with international standards to further improve teaching quality and the development of students' musical skills (ISME, 2021).

This study contributes to the existing literature on the use of technology in music education and provides valuable insight for the further development of music education in Kosovo and other similar countries.

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Survey for Music Education Teachers ¹

Number	Questions	Response options
1.	How often do you use technology (software, internet, digital instruments) in music teaching?	a) Never b) Rarely c) Often d) Always
2.	Do you think the music education curriculum in your school aligns with international standards?	a) Yes b) No c) Partially
3.	Do you have the opportunity to receive training for using technology in teaching?	a) Yes b) No c) Partially
4.	What are the main challenges you face when teaching music?	a) Musical instruments b) Computers c) Internet in the class
5.	Has it ever happened that you used online teaching as part of your instruction?	a) Yes b) No c) Partially
6.	Does the integration of technology in teaching help develop students' creative skills?	a) Yes b) No c) Partially
7.	Do you think music education in your school is sufficient to prepare students for international demands?	a) Yes b) No c) Partially

Survey for Parents of Music Education Students ²

Number	Questions	Suitable options
1.	Do you see music education as an important part of your child's educational development?	a) Yes b) no c) Partially
2.	Do you think your child's school has the necessary tools and resources for effective music teaching?	a) Yes b) No c) Partially
3.	What are the challenges you feel you face regarding the music education provided by your child's school?	a) Lack of musical instruments b) Limited use of technology c) Lack of lesson hours d) Other
4.	Do you consider improving technology in teaching as an important opportunity for	a) Yes b) No c) Partially

¹ This questionnaire will protect the privacy of your thoughts² This survey will protect the privacy of your thoughts

	the development of your child's musical skills?	
5.	Are you satisfied with the opportunities provided for the development of your child's creative skills at school?	a) Yes b) No c) Partially
6.	Do you think more should be invested in the infrastructure and technology needed for music education?	a) Yes b) No c) Partially

Survey for School Principals ³

Number	Question	Suitable options
1.	Do you think your school is prepared to integrate technology into music teaching?	a) Yes b) No c) Partially
2.	How important is the use of technology and contemporary methods for your school in music teaching?	a) Very important b) Important c) Not important
3.	A ka mundësi që mësuesit të marrin trajnime të vazhdueshme për përdorimin e metodave dhe teknologjive moderne?	a) Yes b) No c) Partially
4.	Is the music education curriculum in line with international standards (ISME, UNESCO)?	a) Yes b) No c) Partially
5.	What steps do you think should be taken to improve music education in your school?	a) Providing new instruments b) Improving the curriculum c) Other

Description and Objective of the Survey

The surveys are designed to gather information from teachers, parents, and school principals to better understand the practices and challenges related to music education in Kosovo. The collected information will help identify gaps between current practices and international standards, as well as formulate recommendations for improving music education in the country.

³ This survey will protect the privacy of your opinions.