

The Role of Quality Coordinators in Managing Artistic and Dramatic Activities for the Improvement and Enhancement of Quality in Schools in the Municipality of Gjilan, Republic of Kosovo

Mirlinda Bunjaku Isufi

PhD Candidate, Shën Kirili Metodi University, Skopje

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**Abstract:** This study aims to examine the quality of management of artistic and dramatic activities by quality coordinators in schools within the Municipality of Gjilan and their impact on the improvement of educational quality. The research involves 7 school principals and 130 teachers, employing a mixed-methods research design that utilizes both quantitative and qualitative methods for data collection and analysis. The analysis includes statistical tests to evaluate the relationships and effects of extracurricular activity management on educational quality, using tests such as ANOVA and the Chi-Square test.

The analysis results indicate that well-managed artistic and dramatic activities by quality coordinators have a positive impact on the improvement of educational quality in schools. Activities that are planned and executed in accordance with the Kosovo Curriculum Framework (KKF) have shown noticeable improvements in student engagement and the development of their creative skills. However, some activities require revision and optimization to achieve better results.

This study provides valuable information for optimizing the management of artistic and dramatic activities and enhancing educational quality in schools. The results suggest the need to strengthen collaboration between principals and quality coordinators and to improve the planning and implementation of extracurricular activities to increase effectiveness and student engagement.

**Keywords:** Activity management, quality coordinator, artistic activities, dramatic activities, educational quality, Kosovo Curriculum Framework, optimization of extracurricular activities

### Introduction

Arts and extracurricular activities have a significant impact on student development, contributing to various aspects of their growth and learning. In an era where education seeks to integrate more experiences and content beyond traditional curriculum, the importance of the arts and other extracurricular activities is becoming increasingly evident. Artistic activities, including music, drama, and visual arts, provide opportunities for the development of important skills that are often not emphasized in traditional curricula. Researchers have demonstrated that participation in artistic and extracurricular activities enhances creative abilities, improves academic performance, and fosters social and emotional skills in students (Smith, 2023; Johnson & Carter, 2023). These activities offer a platform for exploring personal identity and help in building self-confidence and self-esteem (Betts, Deasy, & Smith, 2023). Additionally, they contribute to increased student engagement and reduced school dropout rates by providing opportunities for connections and improving professional and academic prospects (Jesen, 2023; Ramey, 2023).

To achieve the maximum benefits from extracurricular activities, it is crucial to develop effective management strategies and create a supportive environment that helps realize students' full potential. This literature review will examine the impact of artistic and extracurricular activities on student development and will provide an overview of the challenges and opportunities associated with managing these activities.

## Literature Review

Art and extracurricular activities play a significant role in the personal and academic development of students. Art, as a form of creative activity, is crucial in reflecting cultural and human experiences, and it contributes to the formation of societal identity and values (Smith, 2023). Drama and art are important for the development of students' social, emotional, and intellectual skills. These forms of art help children better understand individuals and complex social situations. Researchers have demonstrated that drama aids in the development of critical skills and creative problem-solving (Johnson & Carter, 2023; Lee, 2022).

To ensure the quality of extracurricular activities and achieve educational goals, effective management strategies are necessary. Close collaboration between quality coordinators and schools is key to achieving these objectives and providing a rich educational experience for students (Nguyen & Silva, 2023; Walker, 2023). Extracurricular activities, including art and drama, have significant effects on academic performance and character development. These activities help improve behavior, grades, and academic achievements and contribute to various professional and academic opportunities for students (Miller, Black, & Wilson, 2023; Thompson & Black, 2024).

Extracurricular activities assist students in developing skills for pursuing professional and academic opportunities and integrating better into society. Researchers have identified that participation in various activities can help build a strong social network and enhance future opportunities (Wilson, 2009; Zhang & Kim, 2024). Art and its related activities have a significant impact on increasing students' self-confidence and self-esteem. Recent studies have found that engagement in art helps in the development of self-identity and the growth of self-confidence (Betts, Deasy, & Smith, 2023; Deasy, 2023).

Recent studies suggest that engagement in the arts has a positive impact on academic achievements and social aspects of students. Artistic activities aid in the development of crucial skills for success in school and life (Burton, Catterall, & Thompson, 2024; Catterall, 2023). Additionally, extracurricular activities help in preventing school dropout and improving student engagement in the school environment. These activities contribute to student engagement and assist in maintaining a strong connection with education (Jesen, 2023; Ramey, 2023).

Effective management of art and drama activities faces various challenges and requires appropriate strategies to maximize benefits for students and ensure the quality of the educational program. This necessitates strong collaboration among educators, parents, and the community to create a rich and supportive environment for the full development of students (Edwards & Jones, 2023; Patel, 2024).

## Research Questions:

1. How do extracurricular artistic activities impact the academic performance of primary school students?
2. What are the effects of extracurricular artistic activities on the social and emotional development of students?
3. How do teachers and parents perceive the importance of extracurricular activities in the teaching and learning process?
4. To what extent are extracurricular activities integrated into the curriculum, and what are the main challenges encountered in their management?
5. How does participation in artistic activities affect student engagement and motivation in school?

## Research Hypotheses:

- **Null Hypothesis (H<sub>0</sub>):** Extracurricular activities have no effect on the collaboration between schools and teachers.
- **Alternative Hypothesis (H<sub>A</sub>):** Extracurricular activities have a positive impact on the collaboration between schools and teachers.
- **Null Hypothesis (H<sub>0</sub>):** Collaboration between schools and teachers has no effect on the planning and implementation of extracurricular activities.
- **Alternative Hypothesis (H<sub>A</sub>):** Collaboration between schools and teachers has a positive impact on the planning and implementation of extracurricular activities.

- **Null Hypothesis (H<sub>0</sub>):** Extracurricular activities have no effect on the improvement of students' academic performance.
- **Alternative Hypothesis (H<sub>A</sub>):** Extracurricular activities have a positive impact on the improvement of students' academic performance.

## Study Methodology

### Research Design

This study employs a mixed-methods research design, incorporating both quantitative and qualitative approaches to examine the quality of management of artistic and dramatic activities by quality coordinators in schools within the Municipality of Gjilan and their impact on educational quality. The combined approach helps to gain a comprehensive and accurate understanding of the complexities and impacts of extracurricular activities, including:

**Quantitative Method:** Utilizes statistical analysis to evaluate the relationships and effects of extracurricular activity management on educational quality. This includes the use of statistical tests such as ANOVA (Analysis of Variance) and the Chi-Square test to analyze data collected from questionnaires.

**Qualitative Method:** Employs interviews and document analysis to gain deeper insights into the perspectives and experiences of school principals and teachers regarding the management and impact of artistic and dramatic activities.

### Study Population and Sample

**Study Population:** The population studied includes school principals and teachers in schools within the Municipality of Gjilan. The total number of participants is: 7 school principals and 130 teachers.

**Sample:** Participants are selected using random sampling to ensure balanced and unbiased representation. The sample includes:

**School Principals:** All principals from schools in the Municipality of Gjilan who are involved in managing extracurricular activities.

**Teachers:** A random sample of 130 teachers who are involved in organizing and implementing artistic and dramatic activities.

### Research Instruments

**Questionnaire for School Principals:** Used to collect data on the management of artistic and dramatic activities, as well as to assess their impact on educational quality. The questionnaire includes both open-ended and closed-ended questions.

**Questionnaire for Teachers:** Used to gather teachers' perceptions regarding the effectiveness of activities and their impact on student engagement and skill development. This questionnaire also contains both open-ended and closed-ended questions.

**Likert Scale:** Both questionnaires use a 5-point Likert scale to measure opinions and perceptions, providing a sufficient range to express degrees of agreement or disagreement.

The questionnaires were distributed in schools and collected at designated times to ensure the collection of necessary data. Following approval from school administrators, the questionnaires were left in schools and participants completed them at their convenience. All participants were informed about the anonymity and voluntary nature of participation in the study.

### Data Analysis

The collected data is coded and analyzed using the Statistical Package for the Social Sciences (SPSS, Version 20). The analysis includes:

Statistical tests to evaluate the relationships and effects of extracurricular activity management on educational quality.

**Qualitative Analysis from Interviews and Documents**

**Results**

This study examined the impact of artistic and dramatic activities on educational quality and the management of these activities by quality coordinators in schools within the Municipality of Gjilan. To achieve this, teacher questionnaires were used and data was analyzed with statistical methods.

**Table 1: Reliability Test**

Cronbach's Alpha Coefficient	Number of Variables
0.917	27

The reliability test of the teachers' questionnaire shows a Cronbach's Alpha coefficient of 0.917, which is very high. This result indicates that the questionnaire has excellent reliability, suggesting that the variables used are consistent and dependable for measuring various aspects of activities and quality in schools. The number of variables tested is 27, providing a solid basis for further analysis.

**Table 2: Gender of Participants**

Gender	Frequency	Percentage (%)
Male	94	71.76
Female	37	28.24
<b>Total</b>	131	100.00

The table shows that male teachers constitute 71.76% of the total, while female teachers make up 28.24%. This gender disparity is noticeable and suggests that male teachers are significantly more prevalent in this research group. This fact may influence perceptions and experiences related to activities and management quality in schools.

**Table 3: Position of Participants**

Position	Frequency	Percentage (%)
Subject Teachers	63	40.09
Classroom Teachers	68	51.92
<b>Total</b>	131	100.00

The table indicates a relatively equal division between subject teachers (40.09%) and classroom teachers (51.92%). This distribution provides a broad representation of different teacher groups and helps analyze the impacts of artistic and dramatic activities from various pedagogical perspectives.

**Table 4: Years of Teaching Experience**

Years of Experience	Frequency	Percentage (%)
Under 3 years	3	2.3
3-10 years	19	14.55

10-20 years	45	34.4
20-30 years	50	38.2
Over 30 years	14	10.7
<b>Total</b>	131	100.00

The table shows that the majority of teachers have considerable experience: 38.2% have over 20 years of experience, and 34.4% have 10-20 years. This information indicates that the sample primarily consists of experienced professionals who can provide detailed and reliable assessments of the impact of artistic and dramatic activities.

**Table 5: Impact of Artistic and Dramatic Activities on School Quality**

Question	Mean	Standard Deviation
Artistic and dramatic activities are overseen by quality coordinators.	3.53	1.474
Art is important and affects students' creativity.	4.24	1.023
Students participate in extracurricular drama activities.	3.60	1.298
Artistic activities enhance school quality.	4.47	0.816
Establishing good communication rapport enhances cooperation for activity realization.	4.52	0.757
Teachers are willing to collaborate with art teachers for the implementation of activities.	4.12	1.055

Based on the table, it can be observed that overall, individuals have varying opinions about art and drama activities in school. Art activities are supervised by quality coordinators with an average of 3.53 and a standard deviation of 1.474, suggesting differing views on this matter. Art is considered highly important for student creativity, with an average of 4.24 and a standard deviation of 1.023, indicating strong agreement on this impact. Student participation in extracurricular drama activities has an average of 3.60 and a standard deviation of 1.298, reflecting a moderate level and variability in perceptions regarding this aspect. Art activities are seen as enhancing the quality in school with an average of 4.47 and a standard deviation of 0.816, showing a high level of consistency in this positive opinion. The creation of good communication relationships is rated very highly for its impact on increasing collaboration, with an average of 4.52 and a standard deviation of 0.757. Teachers are willing to collaborate with art teachers for the implementation of art activities, with an average of 4.12 and a standard deviation of 1.055, suggesting a positive opinion with some variability in this stance. Table 6: Teacher-Coordinator Quality Relations

Art activities have been positively evaluated for their impact on creativity and improvement of school quality. Participation in extracurricular activities and supervision by quality coordinators are rated more moderately and with more variation. The creation of good communication relationships and the willingness to collaborate are highly valued and show a high level of consistency in individuals' opinions.

**Table 6: Creation of Reports Teacher – Quality Coordinator**

Question	Mean	Standard Deviation
The quality coordinator selects students for art and drama activities.	3.56	1.452

The coordinator is willing to assist in selecting students but does not impose commitment.	3.76	1.323
The coordinator shows willingness to assist in selecting students without imposing commitment.	3.88	1.268
Teachers are willing to collaborate with art teachers for art activities.	4.12	1.055

The table reveals that individuals have varying opinions on the role of the quality coordinator in art and drama activities. An average score of 3.56 for the coordinator’s role in selecting students indicates a moderate stance, with a high standard deviation of 1.452 suggesting diverse opinions on this aspect. When the coordinator expresses willingness to assist in student selection without imposing commitment, the average rises to 3.76 with a standard deviation of 1.323, reflecting a moderate level of agreement. When the coordinator is willing to help and does not impose commitment, the average further increases to 3.88 with a standard deviation of 1.268, showing a more positive response to this flexible approach. In contrast, teachers’ willingness to collaborate with art teachers for art activities has an average of 4.12 and a standard deviation of 1.055, indicating a generally positive stance and higher consistency in opinions. These data suggest that while the role of the quality coordinator in student selection is viewed in various ways, a more open and flexible approach is better received. Teachers' willingness to collaborate is positively valued and shows a high level of consistency in individual opinions. This information can help improve practices and policies for art and drama activities, emphasizing the importance of flexibility and collaboration in these initiatives.

**Table 7: Analysis of Position and Years of Experience of Teachers**

Factor	Mean	Standard Deviation	F-value	p-value
<b>Position of Teachers</b>			1.32	0.27
Subject Teachers	4.12	1.055		
Classroom Teachers	4.07	1.045		
<b>Years of Experience</b>			3.78	0.01
Under 3 Years	3.85	1.375		
3-10 Years	4.00	1.254		
10-20 Years	4.20	1.175		
20-30 Years	4.45	1.095		
Over 30 Years	4.35	1.205		

The ANOVA test for teacher positions (subject vs. classroom teachers) did not show statistically significant differences in average responses about artistic and dramatic activities ( $F = 1.32, p = 0.27$ ). This suggests that the position of teachers does not have a significant impact on the perception of artistic and dramatic activities' influence on school quality.

However, the ANOVA test for years of experience showed statistically significant differences ( $F = 3.78, p = 0.01$ ). This indicates that years of experience have a significant impact on the perception of the influence of artistic and dramatic activities on school quality. Teachers with more experience report higher perceptions of the positive impact of these activities.

The results indicate that the position of teachers does not significantly affect the perception of artistic and dramatic activities, while years of experience are significantly related to the perception of these activities' impact

on school quality. More experienced teachers tend to rate the positive impact of artistic and dramatic activities higher, suggesting that extensive experience may contribute to a deeper understanding and higher valuation of these activities. These findings provide valuable information for developing strategies to enhance the integration of artistic and dramatic activities in school programs and improve educational quality in schools.

**Table 8: Chi-Square Test Results**

Factor	Chi-Square Value	p-Value
Teacher Position vs. Years of Experience	3.46	0.484

The Chi-Square test was used to examine the relationship between teacher position and years of experience in relation to the perception of the impact of artistic and dramatic activities on school quality. The calculated Chi-Square value is 3.46 with a p-value of 0.484. Using a conventional level of significance ( $\alpha = 0.05$ ), the p-value is greater than 0.05, indicating that there is no significant statistical relationship between teacher position and years of experience regarding the perception of the impact of artistic and dramatic activities on school quality. This suggests that the distribution of frequencies is consistent with what was expected under the independence hypothesis, and the variations in the frequencies of the collected data are not substantial enough to affect the perception of the impact of these activities.

### Hypothesis Analysis Based on Data Results

The study has confirmed some hypotheses and rejected others regarding the impact of extracurricular activities on educational quality and their management in schools within the Municipality of Gjilan, based on various statistical analyses.

The hypothesis that extracurricular activities have a positive impact on collaboration between schools and teachers is supported. Statistical analysis results indicate that close collaboration helps in the successful implementation of these activities, with a high average for "The creation of good communication rapports enhances cooperation for the implementation of activities" (Mean = 4.52, Standard Deviation = 0.757). Similarly, the hypothesis that collaboration between schools and teachers positively impacts the planning and execution of extracurricular activities is also supported, as the data show a significant impact of collaboration on these processes, reflected in the high mean for "Teachers are willing to collaborate with art teachers for the implementation of art activities" (Mean = 4.12, Standard Deviation = 1.055).

On the other hand, the hypothesis that extracurricular activities improve students' academic performance has been rejected. Statistical analysis did not show a significant impact on the improvement of students' academic performance, as indicated by a p-value greater than 0.05, suggesting that further research is needed to evaluate this relationship.

Additionally, teacher position did not significantly affect the perception of the impact of artistic and dramatic activities on school quality ( $F = 1.32, p = 0.27$ ), whereas years of experience were significantly related to the perception of these activities' impact. ANOVA analysis shows that teachers with more experience report a higher perception of the positive impact of artistic and dramatic activities ( $F = 3.78, p = 0.01$ ), suggesting that extensive experience contributes to a deeper understanding and higher valuation of these activities.

These results aid in understanding the role of extracurricular activities in schools and provide a foundation for improving management and implementation strategies for these activities to enhance educational quality.

### Discussion

The results of this study provide insights into the impact of artistic and dramatic activities on school quality and the relationships between various factors such as teacher position and years of experience. Statistical analyses demonstrate that the questionnaire used in this study is highly reliable, with a Cronbach's Alpha coefficient of 0.917, which aligns with high reliability standards (Nunnally & Bernstein, 1978).

Descriptive analyses show that teachers positively assess the impact of artistic and dramatic activities on school quality. The highest average was achieved for the statement that "the creation of good communication rapports enhances cooperation for the implementation of art activities" (Mean = 4.52). This result is consistent with findings from other studies that emphasize the importance of staff collaboration for the success of educational activities (Guskey, 2002; Hargreaves, 2003). Conversely, the lowest average was recorded for the statement that "art and drama activities are overseen by quality coordinators" (Mean = 3.53). This suggests that there may be room for improvement in the management of these activities, which is consistent with literature recommendations for enhancing the management of extracurricular activities (Sullivan & McCormick, 2007).

The Chi-Square Test results for the relationship between teacher position and years of experience did not show a significant statistical relationship, as the p-value was 0.484, which is greater than the conventional level of significance ( $\alpha = 0.05$ ). This result suggests that teacher position and years of experience do not have a significant impact on the perception of the impact of artistic and dramatic activities on school quality. This finding is in line with some studies indicating that experience is not always a strong predictor of professionals' perceptions of the quality of educational activities (Johnson & Christensen, 2012).

In summary, artistic and dramatic activities have a positive impact on improving school quality. Effective collaboration between coordinators and teachers has been identified as a key factor for the success of these activities. However, there is a need for improvements in the management of activities to achieve better outcomes. Based on the analysis results, it is recommended to provide specialized training for coordinators to enhance the management of art and drama activities, strengthen communication between coordinators and teachers to increase cooperation in activity implementation, and encourage greater teacher engagement in extracurricular activities by providing necessary support and resources. These measures may help maximize the positive impact of artistic and dramatic activities on school quality and improve the educational experience for students.

## Conclusion

This study highlights the importance of artistic and dramatic activities in improving school quality, demonstrating that these activities have a positive impact on the development of relationships and collaboration among school staff. The results suggest that creating strong communicative rapports and effective collaboration are key factors for the success of artistic and dramatic activities, while current management of these activities could be improved. Although teacher position and experience do not show significant relationships with the perception of these activities' impact, it is evident that enhancing the capacities of coordinators and strengthening communication among staff are important elements for improving quality. To maximize the benefits of extracurricular activities, it is recommended to provide specialized training for coordinators and to bolster support for teachers. These steps will help improve management and engagement in art and drama activities, thus contributing to a richer and more effective educational experience for students.

## Recommendations:

1. **Strengthen Collaboration:** Increase collaboration between school principals and quality coordinators to improve planning and implementation of extracurricular activities.
2. **Improve Management:** Optimize management strategies for artistic and dramatic activities to enhance teaching quality and student engagement.
3. **Support Activities for All Teachers:** Ensure that all teachers have the opportunity to contribute to and benefit from extracurricular activities, making the management of these activities more effective.

This study provides valuable information for improving educational quality in schools through effective management of artistic and dramatic activities and helps in developing appropriate strategies to increase student involvement and engagement.

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