

Barriers to Developing and Sustaining Western Choirs in Sri Lankan Government Schools

G. S. G. Wasantha Kumara

Abstract

This study primarily focuses on identifying the significance of school choirs, the challenges encountered in their establishment, and the obstacles to implementing Western music choirs in government schools. It proposes the benefits of running Western singing groups within the Sri Lankan school system, along with solutions to the challenges that may arise during implementation. The sample for this study includes eighty randomly selected teachers who teach Western music for grades 6–13, as well as ten randomly selected school principals. The research was conducted using a qualitative approach, with data collected through online questionnaires and interviews. Additionally, documentary analysis was performed using printed and electronic documents, relevant websites, and publications to gather necessary information and resources related to school choirs. The results demonstrate that choral singing offers students valuable benefits such as fostering teamwork, harnessing the ability to perform assigned roles accurately regardless of their significance, and developing mutual respect among group members. Teachers' responses indicate several key barriers to the establishment and sustainability of school choirs, including a lack of appropriate space and time for rehearsals, poor attendance and interest from students in Western choral singing, insufficient administrative support, limited knowledge of part singing and voice training, and a lack of commitment from students due to their other responsibilities. Principals also highlighted some of these barriers, specifically those associated with time constraints, resource scarcity, and competing academic priorities. Results obtained during this study indicate that when choirs are established at the school level, the result is a significant move towards improving school music education.

Keywords: Government Schools, Choir Singing, Western Choirs

Submitted on 25th Jan 25

Revised on 12th July 25

Accepted on 15th Oct 25

wasanthawarsh@gmail.com

Introduction

All cultures have a deep connection to music, which offers surprising advantages for developing physical coordination and development, in addition to sharpening focus and memory (Upthade & Khandare, 2022; Fong, 2024; Buttgereit, n.d.). Western music has gained global popularity not only because of its instrumental culture but also because of its vocal culture, which includes choral music. Choir singing as a prevalent feature of Western musical culture has traditionally been significant in religious, educational and community life and remains one of the most available means for people of various cultures to engage in the music of the West (Tenzer, 1993; Stolba, 1990; Woods, n.d.; Quadros & Howe, 2019; Shrock, 2009). Choral singing is perceived as one of the most efficient and enriching forms of collective music making in Western education because it helps students to develop musically, socially, cognitively, and emotionally. Furthermore, participation in school choirs fosters teamwork, self-discipline, and a sense of belonging, making it an essential component of holistic education (Phillips, 2016).

Choir singing is the most common form of participation in the performing arts for both adults and children (Chorus America, 2009). Being part of a choir is beneficial, as it builds necessary skills of vocal technique, performing in an ensemble, listening, and being aware of harmony, besides teaching students to work in a team, be disciplined, feel self-confident, and appreciate other cultures (Abril, 2019; Jordan, 2021). School choirs have been an essential element of music education in most parts of the world, and they help in fostering creativity and a community feeling among learners (Zhou, 2020; Han, 2018). Although the field of Western music is taught in the national curriculum of Sri Lanka (Abeywickrama, 2006; Alawathukotuwa, 2021, 48p), the organization and maintenance of Western choirs in state schools are

extremely challenging. In this study, the term choral singing is used to refer to organized group singing activities (choir singing) conducted within the Sri Lankan school context. The barriers to these are critical to overcome to ensure equal access to quality music education and to utilize the educational and social benefits of choral singing. This study suggests that facing all the problems that may arise in building and maintaining a Western choir at the school level would greatly benefit the next generation, allowing them to establish choir groups with fewer barriers. Accordingly, this study provides a wealth of information on developing and maintaining Western choirs in schools in Sri Lanka.

Problem Statement

School choirs are unique and distinct entities, adding glory and splendor to many occasions in the calendar. The benefits of singing in a choir are many and various. In particular, there are positive physical outcomes and mental health benefits (Moss, Lynch, & O'Donoghue, 2018). Singing in a collective can improve participants' sense of belonging and of being socially included by engendering a positive sense of community (Han et al., 2025). Therefore, participating in the choir can yield additional benefits for students. School administrators, teachers, and parents must make this opportunity available to students. As a result, school administrators, teachers, and students must recognize the value of maintaining the Western choir in their schools. When examining the barriers to starting and maintaining school choirs, it is important to locate solutions for the identified issues.

Justification

The reason the study aimed at drawing attention to the significance of maintaining Western choirs in schools was the potentiality of such choirs in promoting intellectual, social, and emotional growth in the course of holistic education (Gordon, 2007; Hallam, 2010).

In case the school leaders and management are not eager to launch such programmes, the results could offer some evidence to teachers to support the implementation of choirs by proving their educational potential (Torchon, 2022; Hammel & Hourigan, 2024). In addition, the research can assist the principals and teachers in discovering the best methodologies of instructing and learning using choirs (Roulston, 2010). They are also urged to think about changing the school practices and classroom models to make sure that the choir singing can become a part and parcel of school culture (Vaughan, 2014).

Objectives

The general objective of the study was to identify barriers to developing and maintaining Western choirs in government schools and suggest efficient remedies to address the challenges. To achieve this, the study also investigated the following specific objectives: (1) recognizing the importance of school choirs; (2) identifying the difficulties encountered in establishing school choirs; and (3) examining the obstacles involved in running Western choirs in government schools.

Literature Review

A choir is defined as a collection of singers who sing in harmony, in most cases, in several voices like soprano, alto, tenor, and bass, that can be found in religions, learning institutions, or neighborhoods (Apel, 1969). ‘Choral’ and ‘choir’ are closely interchangeable terms that have different meanings in music. Conversely, the term “choral” is an adjective that is used to refer to music that is being performed by a group of people, as in choral works or choral singing (Randel, 2003). Therefore, a choir is a group of singers, but “choral” is the style, repertoire, or pursuits involved with the choir. The difference between ‘choral’ and ‘choir’ is essential when it comes to the interpretation of the nature and role of vocal music. A choir is a group of singers,

and ‘choral’ is the music and activity of such groups. The foundation of this relationship is entrenched in both historical and cultural contexts because the use of choral music in collective rituals and ceremonies has been used in the past (Unger, 2023).

The current tendencies of the world choir performance are interdisciplinary cooperation, socio-cultural interaction, professional education, technological development, and human and professional resource support (Batovska et al., 2023; Steven et al., 2024). The current practice of choirs emphasizes the active role of the ensemble in society, the broadening of its traditional performance, the range of stylistic diversity, and the creative realizations of the works of the twentieth and twenty-first centuries (Batovska et al., 2023). When examining modern global trends in choir performance, these trends encompass interdisciplinary practices, socio-cultural activities, management of artistic work, professional training, technological development, preservation of human and professional resources, and the emergence of new interpretative approaches to works from the 20th and 21st centuries. Hatcher (2017) notes in his study that choral singing in schools yields numerous benefits. First and foremost, singing is a highly accessible and practically universal activity. Almost every child has a voice. There are no equipment costs, and anyone can sing anywhere. School leaders have been interested in the positive implications of singing; choir performances and school shows are often the events that parents look forward to the most. Sri Lankan school environments seem to share these same conditions.

Goessl (2020) mentions that many people believe choir music has become obsolete with the advent of modern music. He argues against this belief however, stating that more than ever, people are seeking the unity and intimacy that comes from singing with others. As indicated on the Roanoke Valley Children’s Choir web page, a study conducted several years ago by Chorus America has indicated that children who

sing in choirs acquire higher skills in teamwork and leadership, as well as perseverance. Furthermore, it says singing in a choir not only adds to the beauty of music and a child's life but also lifelong skills and character traits. The present study provides a lot of information relevant to the benefits of choir singing. The follow-up study by Chorus America (2009) examined the importance of choir singing among children. The results have shown that children who sing have academic success and valuable life skills. Therefore, we can understand the significance of initiating Western choirs in the school system, which is crucial for our current research. Chorus America first evaluated the benefits of choral singing and its impact on communities in a 2003 study. The information has shown that introducing choral singing at an early age is a step towards lifelong learning and social achievement. The study has found that choral singers exhibit increased social skills, civic involvement, volunteerism, philanthropy, and support of other art forms, versus non-singers. Furthermore, the study indicates that the vast majority of adult choral singers today began singing in elementary and middle school. It is important to ensure that the students receive the benefits mentioned above when starting Western choirs in schools in Sri Lanka.

In the Sri Lankan context, during the Portuguese era, choir singing, mainly religious chanting, was given a prominent place alongside Christian practices (Alawathukotuwa, 2021). This episode could be regarded as the first instance where the Sri Lankan population was exposed to Western singing. Selected children were trained to sing in the choir, but there were occasions when all the pupils took part in singing (Alawathukotuwa, 2021; Abeywickrama, 2006). Buddhists were not familiar with singing during worship. The Christian way of worship, singing hymns in church, attracted the locals, especially the younger generation (Alawathukotuwa, 2021). In Christian-inspired schools, choirs begin with such a broadcast (Han, 2018).

According to Abaywichrama (2006), during British rule, singing was not included as a subject in schools' curricula. In the later part of the nineteenth century, however, singing was introduced in some of the schools. The students sing together, but this is unique to this case, though not referred to as a choir. At present, schools in major towns of Sri Lanka are gradually experiencing changes in their music programmes, including the introduction and development of Western choirs. Some national and provincial schools recognize the existence of Western choirs. Most schools that teach Western music have formed choirs dedicated to this genre (Ministry of Education, Higher Education and Vocational Education, 2025). In the country's interior, many schools do not teach Western music (Kumara, 2023). For that reason, it is not uncommon for Western choirs to start in such schools. Therefore, this research identifies barriers to developing and maintaining Western choirs in government schools in Sri Lanka, suggests solutions to these problems, and highlights the importance of sustaining school choirs. On the other hand, although there is research on the music industry and music education in Sri Lanka, there seems to be a scarcity of empirical studies specifically investigating the obstacles to the establishment and maintenance of Western choral programs in government schools. This deficiency in targeted research underscores a substantial void in the literature, thereby reinforcing the originality and significance of the current study.

Methodology

Thematic analysis is a fairly common qualitative data analysis tool that entails identification, examination, and presentation of patterns (themes) within the data. It is a relatively loose description of a data set that is described in rich detail with little organization, which makes qualitative research flexible and accessible (Braun & Clarke, 2006).

According to this method, the current study adopted a qualitative research design that involved the use of online questionnaires to collect data on 80 randomly selected teachers of Western music teaching in grades 6–13 in seven provinces of Sri Lanka and ten randomly selected principals from different provinces. Both teachers and principals were included in this study, as teachers are directly responsible for implementing choral singing activities, while principals' leadership and administrative support play a crucial role in facilitating resources, time allocation, and institutional recognition of choral singing within schools. Secondary data was also gathered using research articles, printed and electronic sources, websites, and other publications to obtain detailed information on school choirs. Thematic analysis was performed as a systematic method of analysis on the data collected qualitatively to identify patterns, themes, and insights.

Limitations of the study

In Sri Lanka, there are about 400 teachers who teach Western music in national and provincial schools. These teachers represent all seven provinces of Sri Lanka, except for the Northern and Eastern Provinces. Eighty randomly selected male and female teachers from the previously mentioned group are included as the sample in this study. The information in questionnaires is dependent on the self-report of the teachers, and it might be affected by their self-perception, memory bias, or the need to answer in a socially acceptable manner. Although the study included a relatively large sample of 80 teachers, only ten principals were selected based on accessibility. Such a small sample of principals can correspond to the limitations of the generalizability of the results concerning administrative viewpoints, although teacher feedback can give a bigger picture of the research issue. In addition, the variation in school resources, management support,

and student population could also affect the responses, and it would be challenging to extrapolate the findings in other schools.

Findings and Data Analysis

A qualitative data analysis was employed in this study to examine the data in depth. The research questions provided the primary framework for analysing the data, ensuring that the analysis remained aligned with the research objectives. Relevant demographic data were analysed using basic descriptive statistical tools, such as tables, graphs, and percentages, to provide a clear overview of the participants' characteristics. Furthermore, a thematic-based qualitative analysis was conducted to systematically evaluate the responses from participants collected through questionnaires and interviews. This method involved identifying, coding, and classifying recurring patterns and themes within the data. Additionally, data obtained from various documents and publications were used to reinforce, triangulate, and contextualise the findings, thereby enhancing the credibility and robustness of the overall analysis.

Predominant demographic data relevant to the study

Accordingly, some important demographic data are presented from this point onwards. The sample comprised 81% female teachers and 19% male teachers, as illustrated in Figure 01.

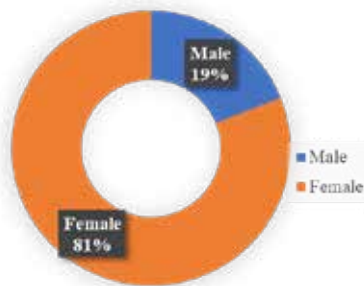


Figure 01: Distribution of Participants by Gender

The table below indicates the study of the sample distribution by districts in Sri Lanka.

District	Frequency	Percentage (%)
Colombo	19	23.8
Gampaha	8	10.0
Kalutara	7	8.8
Kandy	6	7.5
Matale	1	1.3
Nuwara Eliya	1	1.3
Galle	5	6.3
Matara	2	2.5
Hambantota	1	1.3
Kurunegala	5	6.3
Puttalam	2	2.5
Ratnapura	6	7.5
Kegalle	4	5.0
Badulla	4	5.0
Moneragala	3	3.8
Anuradhapura	4	5.0
Polonnaruwa	2	2.5
Total	80	100

Table 01: Sample Distribution by District

The table above presents the study's sample, which reflects the distribution of Sri Lanka's districts. Out of the 80 participants, one can see that the majority of them belonged to Colombo (23.8%), as this district is the most prominent urban centre where schools and teaching activities are more concentrated. The highest percentage of representation was 10 in Colombo and 8.8 in Kalutara, which meant that the Western Province was well represented. Other districts like Kandy (7.5%) and Ratnapura (7.5%) had great participation, and districts like Matale, Nuwara Eliya, and Hambantota had little representation, taking up their share at 1.3% of the total sample. The southern and central regions also showed moderate participation, with Galle (6.3%), Kurunegala (6.3%), Kegalle (5%), Badulla (5%), and Anuradhapura (5%) contributing to the overall representation. Districts with smaller

frequencies, such as Matara (2.5%), Puttalam (2.5%), Polonnaruwa (2.5%), and Moneragala (3.8%), indicate a relatively smaller sample of interior or rural areas. In general, the sample is concentrated in urban and major town districts, while interior and rural districts were under-represented. This distribution indicates the geographical distribution of schools used in the study, evidencing differences across regions regarding access to Western music programmes and school choir activities.

Figure 02 below illustrates that the sample employs 58 teachers in national schools and 22 in provincial schools. The sample is categorized according to the type of school depicted in Figure 3. Among the listed schools, there are 15 boys' schools, 36 girls' schools, and 29 mixed schools.

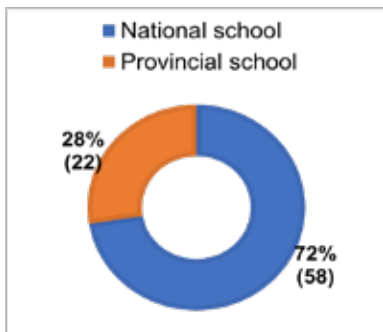


Figure 02: Sample Distribution by Type of School Administration

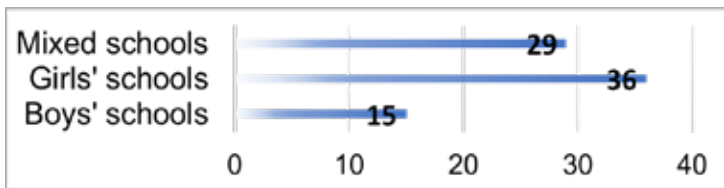


Figure 03: Sample Distribution by Nature of the Schools

Figure 04 shows how the sample is divided according to the medium of teaching. Accordingly, there are 35% of schools that use Sinhala only,

60% of schools that use Sinhala and English, and 5% of schools that teach in all three languages: Sinhala, Tamil, and English.

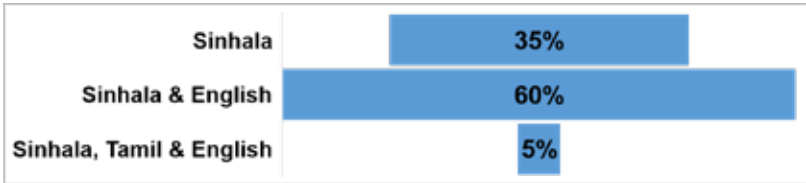


Figure 04: Sample Distribution by Medium of Schools

Most of the national schools in Sri Lanka currently offer the subject of Western music. In contrast, the teaching of Western music in provincial schools is minimal. Additionally, Western music is predominantly taught in English-medium schools, where there are also some opportunities to establish Western choirs.

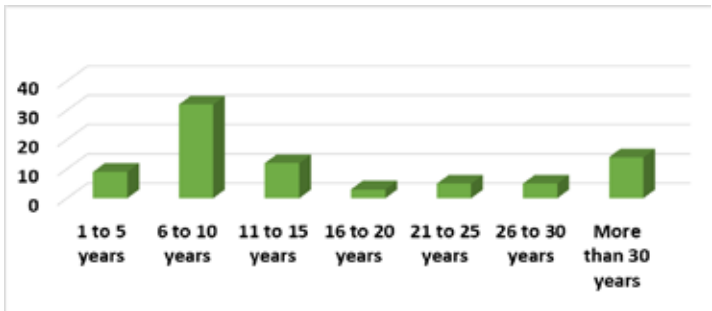


Figure 05: According to the Sample, the Period in which Western Music was Introduced in the School

This bar chart (Figure 05) displays the amount of time that has passed since the introduction of Western music to the school, based on the sample. Accordingly, the 30 schools in the sample are between 6 and 10 years old, and the schools teaching Western music for more than 30 years show the second-highest value in the bar chart. Most schools in this sample have been teaching Western music for more than five years. These findings suggest that schools have considerable potential to

initiate and maintain Western choir programs.

The existing knowledge and information related to the choir were obtained from the sample, and the obtained data are included below.

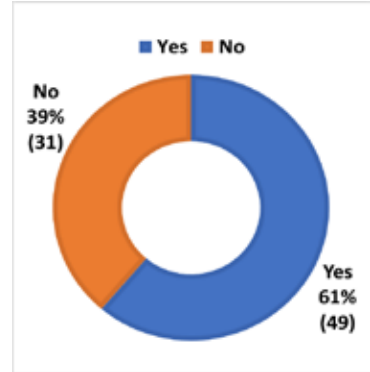


Figure 06: Teachers' Experience of Choir Experiences of Principals

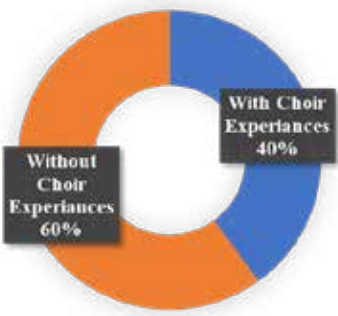


Figure 07: Choir Experiences of Principals

Figure 06 indicates that 61% of teachers reported having experience in singing or training Western choirs. The following is a summary of the teachers' feedback. Many teachers mentioned that they gained their experience by participating in church or pilgrimage choirs during their school or college years. Several teachers mentioned that they acquired this experience through the training programs offered in the Western Province. Additionally, some teachers stated that their experience developed further while attending colleges, universities, or teacher training programs. As shown in Figure 07 above, only four of the ten (40%) principals from the sample had previously attended the choir singing event. The principals said they were mostly involved because they were in church choirs and had learnt music at school. Conversely, the majority of principals reported having minimal to no experience with choir-related activities, highlighting a significant gap in choral exposure among school leadership. This finding suggests

that a person’s musical background and early exposure to choral music practices may influence principals’ familiarity with and participation in school choir activities.

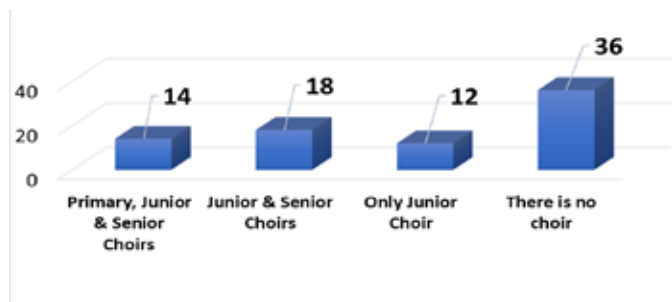


Figure 08: Choirs that Already Exist in the Schools According to the Sample

The sample presented in Figure 08 comprises existing school choirs. In the sample, choirs are not present in 36 schools. Specifically, there are 14 schools with primary, junior, and senior choirs; 18 schools with junior and senior choirs; and 12 schools that solely have junior choirs. Based on responses from teachers, it was discovered that these choir groups are typically organized solely for school events, all-island western music competitions, or language day competitions. Additionally, some schools pay an external coach for their support.

Benefits gained by students participating in a choir group

Based on the answers of teachers and principals involved in the investigation, the concept map (Figure 09) illustrates the advantages of participating in choirs. The responses of the two parties were analyzed and summarized in similar ways; the common ideas were divided into two broad themes, including interpersonal and intrapersonal development. Using the interpersonal theme, the sample of this study has reported the growth of choir participants’ communication skills, relationship-building skills, collaboration, and cultural cognition as the most important outcomes of their participation in choirs.



Figure 09: Concept Map of Benefits Gained by Students Participating in a Choir

These points illustrate the social interaction and collaboration that occur during choir singing. The intrapersonal theme includes benefits for personal growth, such as higher self-esteem and confidence, character development, creative thinking and expression, and emotional and physical health. These results indicate that choir membership helps students to grow internally and develop self-awareness.

The obstacles teachers face in starting, developing, and maintaining school choirs

Below is a list of identified barriers faced by teachers and principals in the process of maintaining and developing school choirs. These barriers were derived from the responses of both groups and reflect challenges related to administrative structures, student participation, staff collaboration, parental support, and institutional awareness. Together, these factors highlight the practical and contextual difficulties that influence the sustainability and effectiveness of school choir programmes. The information given by the teachers and principals has been summarized and arranged according to stakeholder-related themes, such as administration, students, other teachers,

Western music teachers, and parents. The barriers shared by all stakeholders are indicated using the same wording.

Table 02: Barriers to the establishment, development, and sustainability of school choirs

Stakeholder-Related Themes	Teachers (Sample)	Principals (Sample)
Administration	• Lack of support from the administration • Not having a specific place to practice • Lack of respect and feeling towards the Western choir in the school • Lack of opportunity to perform • Difficulty finding time to practice • Lack of proper understanding of the subject	• Infrastructure constraints impede the availability of practice areas. • The formal co-curricular framework does not fully integrate these activities. • The opportunities to demonstrate performance are restricted owing to constraints. • The school schedule exerts time pressure, making it challenging to arrange a rehearsal.

Students	• Students attending extra classes after school hours • Lack of understanding about part singing and voice training • Reluctance to sing English songs • Absence of students with a singing background • Lack of proper understanding of the subject	• Students' unavailability due to after-school tuition and academic commitments • Hesitation to perform songs in the English language • Lack of students with prior choral or singing experience • Limited awareness of the educational value of Western choir participation
Other Subject Teachers	• Lack of respect and feeling towards the Western choir in the school • Lack of support from the staff • Lack of proper understanding of the subject	• Low collaboration among non-music subject instructors. • The staff are not giving the necessary importance to Western choir activities. • Lack of knowledge about Western choral practices by other teachers.

Western Music Teachers	• Difficulty finding time to practice • Lack of proper understanding of the subject	• Lack of a mutually acceptable time for choir practices • Limited expertise in developing a school choir • Time constraints related to current workloads.
Parents	• Financial difficulties • Lack of proper understanding of the subject	• Monetary issues related to the participation of students in choir activities. • Lack of understanding by the parents on the value of Western choir schooling.

Table 02: Barriers to the Establishment, Development, and Sustainability of School Choirs

Discussion

The sample of teachers employed in secondary schools represented by this research includes Western music teachers with varying institutional backgrounds, including various levels of administrative support, facility access, and student participation. This research serves as an opportunity to illustrate some of the barriers facing music teachers at the secondary level relating to choral programme initiation, programme growth, and programme sustainability from the perspective of those who are

responsible for teaching and managing school choir programmes. The following discussion is focused on interpreting the findings in relation to the barriers reported by the participants. The impressions of participants are reviewed alongside existing literature related to both music education and school choir development, as well as the similarities and differences between these findings and the issues faced in developing school choir programmes in the context of the larger music education system. Specific issues that emerged as influencing the success of school choir programmes include institutional constraints, teacher preparation, time allocation, and administrative awareness.

The results from the concept map (Figure 09) indicate that singing in choirs is linked to development on both interpersonal and intrapersonal levels. The identification of skills such as communication, teamwork, and relationship-building align with current literature that highlights the importance of group-related social contexts in music performance (Hallam, 2010). Furthermore, the intrapersonal benefits identified in the research, such as increased self-esteem, confidence, creativity, and overall well-being, support findings that suggest singing in a choir is a valuable avenue for achieving holistic growth (Dingle et al., 2019). Moreover, an emphasis on emotional and physical well-being reinforces the notion that choir participation can significantly contribute to good mental health (Clift et al., 2017). Consequently, the study's implications strongly recommend incorporating choir programmes within a school setting. Two principals have articulated their views on this point, underscoring its importance: Principal 1: "As a principal, I believe that being part of a choir is more than a music-related activity; it is an important component of students' overall development." Principal 2: "In my opinion, choir programmes offer learning beyond the classroom by teaching students' discipline, teamwork, and confidence, which have a positive impact on overall development." The perspectives of both

teachers and administrators suggest that involvement in choir activities transcends mere musical engagement, incorporating an important instructional component that fosters holistic education for students.

The Western choir encounters several challenges during practice, primarily stemming from a lack of support from all involved parties, insufficient physical space, and a general lack of respect and understanding for Western choirs. Additionally, students face difficulties in grasping the nuances of choir singing and the languages of the songs; many attend extra classes after school, and there is a noticeable absence of a singing background among the students. Various factors contribute to these challenges, including a lack of understanding regarding part singing and voice training, a reluctance to perform English songs, inadequate staff support, challenges in securing practice time, and financial constraints.

Teachers report that they are required to collect money from students to cover individual contributions for external resources and to fund the design of costumes for concerts involving these Western singing groups in schools. In such instances, teachers note that administrative support from some schools is minimal. The principals have acknowledged that, in certain instances, teachers may rely on contributions from parents to cover costs associated with hiring external instructors, costumes, and performances. One principal asserted, "Because financial resources are limited in schools, there are situations where teachers rely on contributions from students to get costumes and external tutors, even though we are aware that the financial strain such contributions might put on students could act as a constraint to their participation." These views are reflected in related literature that emphasizes the significance of administrative support and institutional priorities in the success and sustainability of music initiatives in schools (Hallam, 2010; Hargreaves et al., 2003).

In discussing the findings, it is evident that the operation of Western choirs in government schools is constrained by a combination of institutional, pedagogical, and socio-cultural factors. Limited administrative support emerges as a major barrier, affecting resource allocation, timetable flexibility, and the overall recognition of Western choir activities within the school system. The lack of interest is another factor that does not provide the student with the opportunity to participate further, as it is usually supported by the unwillingness of parents to promote their participation in choir activities. Another important issue identified in the results is the lack of professional development because there is little access to formal training programmes offered by concerned institutions among the teachers and the students. Moreover, the growing workload and various duties that are bestowed on Western music teachers diminish their ability to devote enough time and effort to the development of the choir. The lack of Western choirs as part of the school curriculum also reduces their academic values and viability. Furthermore, the inadequate access to requisite teaching and learning materials restricts the ability of the teachers to plan and train as well as sustain Western choral programs. All these intertwined problems contribute to realizing the extreme challenges in maintaining Western choirs in government schools.

Through teacher feedback, it is possible to offer several effective measures to solve the key challenges impacting the work of Western choirs in government schools. Raising awareness of the educational and social importance of group singing can enhance the institutional and family-level support of choral activities among school administrators and parents. An opportunity to see live choir performances or organized choir performances would also create interest and motivation to participate in Western choruses. The results also indicate that there should be a concerted effort through awareness and coordination with

concerned institutions to provide regular and systematic training to both teachers and students. Alleviating the extra workload of Western music teachers and aligning co-curricular responsibilities with student development activities would provide the teachers with sufficient time to train the choir. In addition, integrating practical elements of Western choir singing into the formal school curriculum and conveying these demands to the appropriate educational authorities could contribute to the better academic standing and sustainability of the choir programs. Lastly, it is important to enable easier access to the necessary teaching and learning resources to help the teachers in the successful development and sustenance of Western choirs.

Conclusions

Choir singing has numerous positive aspects that can enhance our lives, not only in the mental but also in the physical sphere (Clift et al., 2017; Dingle et al., 2019). Building on this existing literature, the present study extends the discussion by examining how choral singing is implemented within the Sri Lankan school context, with particular attention to institutional support, leadership involvement, and the practical challenges faced by teachers and other stakeholders. Choir singing enables students to learn and express themselves and work in concert. It increases vocabulary, literacy, and cognitive skills and introduces them to such basics as rhythm and writing notes. The results of this study will reveal the true situation and the importance of organizing vocal choir groups at school. Furthermore, if the heads and management of a particular school are not supportive of starting such a choir, those teachers can use this data to inform them about the importance of starting a choir. In addition, the study will help school principals and teachers identify different methodologies for the teaching-learning process and, as curriculum implementers, make changes in their schools and classrooms. Finally, improved access to

essential teaching and learning resources is necessary to support quality choir maintenance in government schools, particularly within resource-constrained educational settings. In conclusion, it can be said that focusing on the barriers to maintaining and developing school choirs identified by teachers and administrators and finding solutions to them is crucial for a productive and successful future generation.

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