

ENHANCEMENT OF ACADEMIC ACHIEVEMENT IN SOCIAL SCIENCE AMONG SCHOOL AND COLLEGE STUDENTS THROUGH FOLK MUSIC

Dr. Jyoti Sharma

Assistant Professor, Jawahar Lal Nehru Govt. College, Mandi Gobindgarh

Abstract

The intentional use of music in the classroom will set the scene and learning atmosphere to enhance teaching and learning activities. Music can be one of the joyous of learning as well. The teacher can orchestrate a classroom environment that is rich and resonant and provide learners with the symphony of learning activities and a sound education. Music is found in every known culture. Music enhances motivation and better learning performance in social science among school and college students. The external factors like motivation, effective communication in instructional activities multimedia effect, maintaining mental pleasure through folk music and auditory effect are the source of the exposure may enhance the academic performance of the school and college students in social science. It promotes musical aptitude on the part of the learner. If folk music is administered as strategies the student may develop their curiosity and active participation of learning in social science. If social science is taught through folk song it will create creative thinking, intrinsic motivation and cooperative tendency in the process of learning and there by the school and college students may promote their academic performance in social science. The present study will provide a scope for further exploration of research in folk music to obtain education among school and college students knowledge of social science.

Key Words: Music, social science, academic performance, folk music, types of folk music, musical instruments

INTRODUCTION

The intentional use of music in the classroom will set the scene and learning atmosphere to enhance teaching and learning activities. Music can be one of the joyous of learning as well. The teacher can orchestrate a classroom environment that is rich and resonant and provide learners with the symphony of learning activities and a sound education. Music is found in every known culture. Music enhances motivation and better learning performance in social science among school and college students. Music is an art form and cultural activity whose medium is sound organized and changes with time. The common things of music are pitch, rhythm, dynamics, and the sonic qualities. According to Douglas and Auchterderran (1994) different types of music may emphasize, deemphasize, or omit some of these elements. Music enhances both motivation and better learning performance in social science among school and college students. Music

is performed with a vast range of instruments and vocal techniques ranging from singing to rapping; there are solely instrumental pieces, solely vocal pieces (such as songs without instrumental accompaniment), and pieces that combine singing and instrument (Westerman et al, 1993).

The mind is a very wonderful and amazing entity in the human brain which housed emotions enriched by the environment. Maas (2013) states that there is a general presumption that music and academics have a positive relationship. According to Halperin (2011), in most civilization around the globe, music plays an important aspect of culture and soul. Gaither (2012) suggests that combination of the new learning tools with skill methods shall maximized effectiveness of studies shall lead to improved academic success and retention of higher education students particularly of non-commercial background creating study environments that complement the learning experience.

The music that originates in traditional popular culture or that is written in such a style is called *folk music* and characterized by simple beautiful melodies and rhythms that generally is concerned with nature, love, familial relations and religious and cultural festivities and customs. The folk music is one among the effective factor that promotes musical aptitude on the part of the learner. It is also considered as an encouraging essential feature which promotes educational activity and fulfills educational aims. Folk music unfolds various socio-cultural complexities of society. The role of folk music can enhance the motivation and better learning performance in social science among school and college students. The external factors such as motivation, effective communication in instructional activities multimedia effect, maintaining mental pleasure through folk music and auditory effect are the source of the exposure which may enhance the academic performance of the students in social science.

The intentional use of music in the classroom will set the scene and learning atmosphere to enhance teaching and learning activities. Music can be one of the joyous of learning as well. The teacher can orchestrate a classroom environment that is rich and resonant and provide learners with the symphony of learning activities and a sound education. Music is found in every known culture. Music enhances motivation and better learning performance in social science among school and college students.

REVIEW OF LITERATURE

According to Hogenes et.al. (2014) researchers have been exploring the relationship between music and learning. Exposure to music, music therapy and music education, cognitive development is operationalized in terms of school academic achievement. Broderick (2016) points out that music and brain stimulation are correlated. Rashidi and Faham (2011) mention that music can contribute to acquiring the linguistic skills such as reading, writing, listening and speaking with a positive effect on a language accent, memory and grammar, mood, enjoyment, and motivation.

RESEARCH METHODOLOGY

For the primary data collection it was over telephone as it was not possible to collect due to the Covid-19 pandemic. A sample of 50 students selected at random for the study.

Table 1: How would you rate the level that music can enhance academic performance during exam?

Level	Number of respondents (N=50)	Percentage (%)
Fair	12	24.00
Satisfactory	10	20.00
Very satisfactory	11	22.00
Excellent	17	34.00
Total	50	100.00

Primary source

INTERPRETATION

It is seen from table 1 that 34% of the respondents say that the level of academic performance in studying for major exam with music is excellent, 24% of the respondents say the level of academic performance is fair, 22% of the respondents say that the level of academic performance is very satisfactory and 20% of the respondents say the level of academic performance is satisfactory while studying for major exam with music.

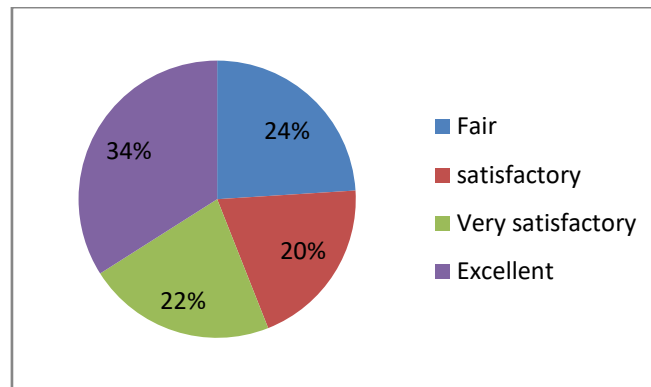


Fig 1 shows the level to enhance academic performance during exam

Table 2: How would you rate the level of academic performance in doing homework with music?

Level	Number of respondents (N=50)	Percentage (%)
Fair	14	28.00
Satisfactory	7	14.00
Very satisfactory	13	26.00
Excellent	16	32.00
Total	50	100.00

Primary source

INTERPRETATION

It is seen from table 2 that 32% of the respondents say that the level of academic performance in doing homework with music is excellent, 28% of the respondents say the level of academic performance is fair, 26% of the respondents say that the level of academic performance is very satisfactory and 14% of the respondents say the level of academic performance is satisfactory while doing homework with music.

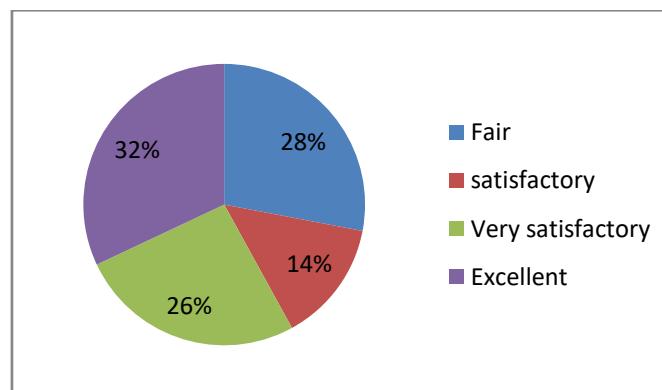


Fig 2 shows the level of academic performance in doing homework with music

Table 3: How would you rate the level of academic performance?

Level	Number of respondents (N=50)	Percentage (%)
Fair	10	20.00
Satisfactory	19	38.00
Very satisfactory	9	18.00
Excellent	12	24.00
Total	50	100.00

Primary source

INTERPRETATION

It is seen from table 3 that 38% of the respondents say that the level of academic performance is satisfactory, 24% of the respondents say the level of academic performance is excellent, 20% of the respondents say that the level of academic performance is fair and 18% of the respondents say the level of academic performance is very satisfactory.

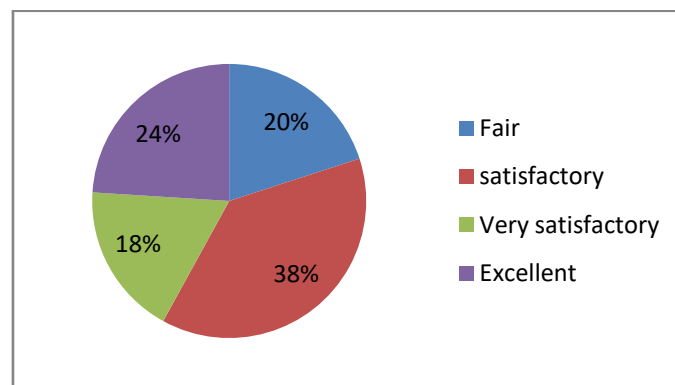


Fig 3 shows the level of academic performance

CONCLUSION

Regardless on their level of academic performance students listen to music because music is relaxing and helping to focus more. Most of the school and college students listen to music while doing academics which helps them to focus more in their study and provides relaxing environment with no additional advantage towards their academic performance. It is only with comfortable environments without any distractions help improve their study and may lead to high scores and high grades. If listening to music can help the students to focus, teachers can allow while ensuring the attention of students are on the study material not on the other things. Parents also should motivate their child to study more to improve their self-esteem and focus with or without music.

REFERENCES

- Broderick, C. (2016). The brain on music does music improve academic performance? Do regina students benefit from their involvement in music?:Dominican Regina. Available at <https://www.rdhs.org>.
- Douglas, S., and Auchterderran, P.W. (1994). The relationship between musical ability and literacy skills. *J Res Reading Staff Dev Resour Centre Univ Dundee*, 17, 99-107.
- Gaither, A. R. (2012). Turn the music on! The usefulness of non-commercial background music as an effective learning tool for higher education students. *McNair Scholars Journal*, 13, 41-55. California State University, Sacramento. Available at <https://www.csus.edu>.
- Hagenes, M., Oers, B.V., & Diekstra, R. F.W (2014). The impact of music on child functioning. *The European Journal of Social & Behavioural Sciences*, 1507-1518. The Hague University of Applied Sciences. Amsterdam, Netherlands. Available at <https://www.futureacademy.org.uk.files>
- Halperin, M. (2011). Exploring the relationship between music participation on math scores and high school retention. University of Central Florida. Orlando, Florida. Available at <http://www.stars.library.ucf.edu>.
- Maas, S.E. (2013). The Effect of Background Music on Math Test Performance of High School Students. Department of Mathematics and Statistics. Oakland University. Available at <https://www.our.oakland.edu>.
- Rashidi, N., & Faham, F. (2011). The effects of classical music on the reading comprehension of Iranian students. *Theory and Practice in Language Studies*. 1(1). Academy Publisher, Finland. Available at <https://www.academypublication.com>
- Westerman, G.H., Grandy, T.G., Ocanto, R.A., & Erskine, C.G. (1993). Perceived sources of stress in the dental school environment. *J Dent Educ*, 57, 225-31.