

Comparative study of the effect of music therapy on anxiety between collegiate and non-collegiate students

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Abstract: The purpose of this study was to compare the effectiveness of music therapy on Anxiety between collegiate students and non-collegiate students. This study also help in checking out the suitable Indian Classical Raga in coping anxiety among collegiate and non-collegiate boys and girls of Udaipur & Banswara Districts. The sample consisted of 200 students (100 collegiate, 100 non-collegiate) taken randomly from Government college and private students of Udaipur and Banswara districts. Srivastav Anxiety Scale (SAS) developed by Dr. Ramaji Srivastav and Dr. (Mrs.) Beena Srivastav were used to collect the data. The statistical analysis was done by utilizing Mean, S.D. and “t-test”. The results of pre-test show the significant difference in level of anxiety between collegiate students and non-collegiate students. Results also indicated that collegiate students will be having less scores on level of anxiety as compared to non-collegiate students. “t-Test” value in the result of post-test shows that after Music Therapy the level of anxiety reduced among collegiate students and non-collegiate students. Present study investigate that Raga Malkauns is effective on coping level of anxiety.

Key words: level of anxiety, therapeutic interventions, Raga Malkauns, collegiate students and non-collegiate students.

INTRODUCTION

Anxiety is a feeling of fear, uneasiness, and worry, usually generalized and unfocused as an overreaction to a situation that is only subjectively seen as menacing. Bouras et al.(2007). Anxiety can be appropriate, but when experienced regularly the individual may suffer from an anxiety disorder American Psychiatric Association, (2013). There are various types of anxiety. Existential anxiety can occur when a person faces angst, an existential crisis, or nihilistic feelings. People can also face mathematical anxiety, somatic anxiety, stage fright, or test anxiety. Social anxiety and stranger anxiety are caused when people are apprehensive around strangers or other people in general.

College life is the golden era of a person’s life. The idea of college makes a person enthusiastic and free. While entering in college the person thinks that he or she can live life in his own way and ignore any kind of boundations. Both categories of students collegiate and non- collegiate want to live accordingly. Collegiate is a regular college going students. Lectures, assignments, tests are the part of their routine. Collegiate gets chance to improve their personality and to express them in college environment. Regular meeting with professors and their peers make them update and confident. As comparison to, non-collegiate students have a different kind of world. While pursuing other activities in their lives they are enrolled in college only for exam. Burden of doing daily assignments, expectations of teachers, competition from classmates are missing from their life. Non-collegiate doesn’t get a platform to express them on daily basis.

Although student life is considered as the best part in human life, but as every positive thing is attached with something negative similarly student life is also burdened with their own problems. Mental health level of collegiate and non-collegiate is different. Collegiate students face problems of competition, bad company of peers, their tough routine etc while non-collegiate deal with lack of set routine, lack of guidance, lack of confidence which causes mental unbalancing. Anxiety, stress, frustration, is very common in collegiate and non-collegiate. College students undergo a lot of anxieties. Some common anxieties are; anxiety of assignments, examinations, restrictive behaviour of college authorities, competing atmosphere among classmates and the utmost anxiety of setting goals for future and moulding their actions to achieve those goals. This atmosphere can cause acute anxiety in some students

Today good mental health is a kind of challenge for people because coping in this competitive era is quite tough and anxiety, frustration, stress are very common in society. People with good mental health stay positive, work productively, can connect with others. Research article Gourgey, (1998) depicts that how music helps children to make them social. Study represents helping a child whose social skills may be deficient to form relationships with others. According to the researcher specific musical activities can help children in socializing and interacting with each other “Sangeet Chikitsa Main Malkauns ki Bhumika” This research article clearly shows the particular mood of Raga ‘Malkauns’ and how this raga helps to overcome mental imbalance Sharma, (2008).

“Music therapy is the clinical and evidence based use of music, interventions to accomplish individualized goals within a therapeutic relationship by a credentialed professional who has completed an approved music therapy program” American Music Therapy Association, (2011). Music therapy methods include: music listening, guided imagery, performance, learning through music, and lyric writing. The music therapist assesses certain aspects of the individual, including the emotional well-being, physical health, communication abilities, and then designs methods that are appropriately based on the individual’s needs. Music therapy offers many benefits to an individual who is suffering from mental illness, disability and pain, and can be implemented with all age groups. It is noninvasive, and offers a method of treatment that is unique to each individual’s needs, improving

quality of life. Patients suffering from mental illness can utilize music therapy to help express feelings, reduce stress and anxiety, and form relationships with others. According to the American Music Therapy Association, (2011), Music is a form of sensory stimulation that provokes responses due to the familiarity, predictability and feelings of security associated with it. Music therapy is a nascent discipline in India and yet to be rooted into the system of the elderly care. However without really being aware of the significant impact of music, and without any fore-thought, many of us are habitual in seeking for the type of music which we like as and when we find the circumstances around us are jarring.

As and when one encounters such music by chance, he feels greatly relieved and has a sign of relief-again without acknowledging the role of such music. After the World War II, the discipline of music therapy has attracted the attention of not only singers, musicians and musicologists, but also scientists from various formations such as psychology, neurology, biology, gerontology etc and as a result music therapy is tried as a complementary medicine for patients suffering from diverse psychological problems such as anxiety, dementia, dyslexia, autism, retardation. In short people suffering or prone to psychic disturbances are flooded with music that may help either in preventing or overcoming such disturbances addressed by appropriate music notes, American Music Association, (2011).

Common sign of anxiety are Feelings of panic, fear, uneasiness, problems sleeping, cold or sweaty hands or feet, shortness of breath, heart palpitations, an inability to be still and calm, dry mouth, numbness or tingling in the hands or feet, nausea, muscle tension, dizziness music works like spark.

OBJECTIVE

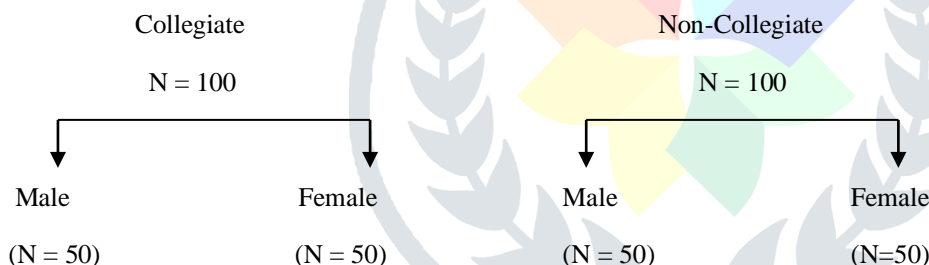
- To compare the level of anxiety in collegiate students and non-collegiate students girls and boys.
- To study the effectiveness of music therapy on coping the level of anxiety in collegiate students and non-collegiate students girls and boys.

HYPOTHESIS

- There will be significant difference the level of anxiety in collegiate students and non-collegiate student girls and boys.
- There is significant effect of music therapy raga Malkauns in the coping of anxiety in collegiate students and non-collegiate students girls and boys.

METHODOLOGY

Sample selection:



A sample of 200 students (100 collegiate, 100 non-collegiate) randomly from Government college and private students of Udaipur and Banswara districts. Care has been taken to control the subject relevant variable & situational variable. An attempt is made to select subject randomly by selecting same age range for both the groups and of the same socio- economic status.

Therapy session design:

Table no. 1

Before Therapy Session	Music Therapy session	After Therapy Session
Assessment of level of anxiety	Application of Raga Malkauns	Assessment of level of anxiety

Test: In the present Srivastav Anxiety Scale (SAS) there are 100 statements which include Hypochondrial tendencies, Paraoid Suspiciousness, Inferiority, Insecurity, Depression, Shame, Physiological and Psychological manifestations. Subject has to answer in three alternative category ie.- ‘Always’, ‘Sometime’, and ‘Never’. He or she has to mark (✓) in the coloumn given against it. This scale is applicable to adults.

Procedure: In the present investigation the nature of sample was college going girls and boys students of collegiate and non-collegiate. Therefore the investigator first approached to the authorities of these colleges and explained the purpose of the research. After the explanation and mutual understanding the authorities has given the time and dates for data collection before the data collection the purpose of research was explained to the students who were selected as subjects.

The anxiety test (SAS) was given to the respective group of students as per the research design. They were introduced with *Raga Malkauns* and each one of them was administered the test individually as well as the therapeutic sessions. Area of our research is Udaipur and Banswara and as Banswara is a tribal area one wagdi bhajan is recomposed in raga Malkauns as per their interest for

their language. We chose ragas with five swaras because in their folk they sing with minimum swaras. After the therapeutic sessions an assessment of these variables was done again individually. All the subjects were rewarded with breakfast and vote of thanks.

RESULT AND DISCUSSION

Table no.2 Per-Test Mean scores in Srivastav Anxiety Scale of collegiate and non- collegiate groups.

S.No	Group	S.A.S	Mean	S.D.	t-Value
1	Collegiate Girls &Boys	Pre	45.58	10.69	1.46
			43.77	13.03	
2	Non-collegiate Girls & Boys	Pre	43.98	11.33	1.28
			45.52	10.04	

Table No.2 indicates the Mean, SD & t scores of collegiate girls and boys. A Mean of 45.58 with an SD of 10.69 is reported for collegiate girls before the music therapy. The Mean score of 43.77 with an SD of 13.03 of collegiate boys students. These scores were reported prior to musical therapy. the "t" value between the Means is 1.46 ($p > .05$). It indicates that on items like they generally feel lack of confidence, they generally feel sorrow and sadness in their life, they generally have the feeling of losing their mental balance and The Mean, SD & t scores for non-collegiate girls and boys. They obtained Mean of 43.98 and S.D. of 11.33 before the therapeutic session of anxiety scale. The Mean score of 45.52 with a SD of 10.04 and "t" 1.28 ($p < .01$) of boys of non- collegiate before the therapeutic session of anxiety scale. The mean, S.D. and t-score indicates that Non-collegiate student are more anxious as compared to collegiate student.

Table No. 3 Post- Test Mean score in Srivastav Anxiety Scale of collegiate and non- collegiate groups.

S.No	Group	S.A.S	Mean	S.D.	t-Value
1	Collegiate Girls &Boys	Post-test	41.5	11.67	2.30
			41.11	10.62	
2	Non-collegiate Girls & Boys	Post-test	39.78	9.95	2.64
			38.24	9.05	

Table No.3 shows that in collegiate group the collegiate girls Mean of 41.50 and SD of 11.67 and collegiate boys Mean of 41.11 and SD of 10.62. after the musical therapy Continuous session of Indian classical music with Raga Malkauns shows a significant difference "t" (2.30 $p > .05$) after the therapy is reported for this group of collegiate. Responses were change from always to sometimes or never categories. For items like they generally think they are not able to solve the problems, they generally developed habit under tension to nail the bite, due to tension constipation occurs, they are generally afraid of accidents, they use medicines for their mental peace, they are generally under tension for their future.

In Non-collegiate group after music therapy with Raga Malkauns a significant reduction in Non-collegiate Girls mean score is reported the Mean score reduced to 39.78 with an SD of 9.95 and Mean reported is 38.24 and SD 9.05 of non-collegiate boys which indicates "t" 2.47 ($p < .01$). After the sessions of Raga Malkauns the response changed from negative to positive. It was for items like due to stammering they avoid public relations, they have a feeling of uneasiness, whenever they wear new dress they feel people are staring at them, they generally dream of their own death, they generally dream that someone insulted them generally they are afraid of accidents. After the sessions of Raga Malkauns the response changed from negative to positive in collegiate and Non- collegiate students.

CONCLUSION

- Non-collegiate student showed higher level of Anxiety as compared to collegiate student.
- The Music therapy Raga Malkauns was found to be more effective in coping anxiety of collegiate and non-collegiate student.

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