



# EFFECT OF MUSIC THERAPY ON STRESS OF CLASS- XI STUDENTS OF BILASPUR CITY

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## ABSTRACT

Human beings take the help of their favourite activities, such as painting, playing, swimming, listening to music, etc. to overcome their troubles, anxiety, stress and fatigue. Music therapy is increasingly being used today to reduce stress. Music therapy is playing an important role in reducing people's problems like fatigue, anxiety, stress etc. People are also expressing their interest in music therapy. In view of empirical research on music therapy, an experiment was conducted on class XI students to see the effect of music therapy on stress, in which 10 participants (50 students 50 students) were included for this experiment developed by Vijay Laxmi and Shruti Narayan stress scale was used and the correlation t-test through pre-test post-test research design was found in the presented experimental research that music therapy is significant in reducing stress.

## INTRODUCTION

It is difficult to define stress, as its meaning is different to different people. Some scientists see stress as any external stimulus that causes wear and tear, such as the pressure to perform at work. Competition and uncertainties of modern life, unemployment and job insecurity all such factors have made life increasingly stressful. Have you ever walked down the street, humming a song in your head and noticed that your's walking to the beat? That's called entrainment. Our motor systems naturally entrain or match to a rhythm beat. When a musical input enters our central nervous system via the auditory nerve, most of the input goes to the brain gets a signal and we feel a sense of peace. In view of these positive effects of music ,presently music as being adopted as a therapy.

**STATEMENT OF THE PROBLEM-** Effect Of Music Therapy On Stress Of Class- XI Students Of Bilaspur City.

## OPERATIONAL DEFINITIONS OF THE TERMS USED

**Music Therapy** - In the present research, the meaning of music therapy is from the tune of the guitar, which was recited to the students of class XI for the purpose of relieving stress.

**Stress-** In the present study, stress refers to those students who are more worry and pressure for the study.

**Class XI** - In the present study , class XI refers to Class XI students of Bilaspur city of Chhattisgarh state.

## OBJECTIVE OF THE STUDY

- To study the significant difference between the pre and post test on stress of class XI boys students.
- To study the significant difference between the pre and post test on stress of class XI girls students.

## HYPOTHESIS OF THE STUDY

- There would be significant difference between the pre and post test on stress of class XI boys students.
- There would be significant difference between the pre and post test on stress of class XI girls students.

## DELIMITATION OF THE STUDY

The present research work is limited to measuring the academic stress level of class XI students.

## REVIEW OF RELATED LITERATURE

**Francisca N.Ogba, Moses O. Ede, Kingsley C. Amadi and Others (2019)** conducted study on topic Effectiveness of music therapy with relaxation technique on Stress Management as measured by perceived Stress scale. The main objective of the study was to investigate the relationship between music therapy and stress management. The sample consisted of 142 university students in Southeastern Nigeria. The study adopted a pretest-posttest control group design and researcher used perceived stress scale (PSS) by Cohen Kamarck and Mermelstein to determine the eligibility of the undergraduate students. The finding showed that there were no baseline differences in levels of stress management between participants in the treatment and waitlist control conditions. Results revealed significant improvement in stress management for participants in the music therapy with relaxation group, whereas the waitlist control group showed no significant change in their score over the same period. Furthermore, the positive effect of music therapy with relaxation was maintained at follow-up.

**Simonelli, Javer, Caravaca, Rivera and others (2019)** conducted study on topic Effectiveness of Music Therapy and Progressive Muscle Relaxation in Reducing Stress before exams and improving academic performance in nursing students: A randomized trial. The main objective of the study was to evaluate an intervention combining progressive muscle relaxation (PMR) and music therapy on the decrease of before exams stress and the improvement of the academic results. The sample consisted of 112 students. The study adopted an experimental group to analyze the result of the current study and score obtained in the clinical nursing exam. The finding showed that the combination of progressive muscle relaxation (PMR) and music therapy was effective for the control and decrease of stress before exams.

**Ede, Moses, Onyiah, Charity Neejide, Igbo, Janet and others (2019)** conducted study on topic Effectiveness of music therapy with relaxation technique on stress management as measured by perceived stress scale. The main objective of the study was to investigate the effect of music therapy with relaxation technique on stress management among students in Southeastern Nigeria. The sample size consisted of 142 university students. The study adopted a pretest posttest control test design to analyze the result of the current study and researcher used perceived stress scale (PSS) by Cohen, Kamarck and Mermelstein to determine the eligibility of the undergraduate students. The finding indicated that there were no baseline differences in levels of stress management and waitlist control conditions and study also shows that music therapy with relaxation technique had significant improvement in the management of stress for the music intervention group whereas participants in the waitlist control group showed no such changes.

**Pisarczyk. Kate, (2018)** conduct study on topic Music and its effect on stress. The main objective of the study was to investigate the role of musics effect on stress. The sample size consisted 28 participants those age range between 18 to 22 years old . The study adopted pretest posttest to analyze the result of the current study and researcher used State – Trait Anxiety Inventory was discovered by Spielberger et. at. in (1983) and modified version of state trait Inventory for cognitive somatic Anxiety by Gros, Simms, Antony & McCabe(2010) was used to stress and anxiety. The study finding that there was no significance of a main effect of music on somatic stress.

#### **VARIABLES :**

Independent variable - Music Therapy.

dependent variable - Stress

#### **SAMPLE:**

In this study, the researcher has adopted following sampling methods for school and class XI students .

- (1) For School - **Random Sampling Method.**
- (2) For students - **Simple Random Sampling Method.**

#### **TOOLS AND TECHNIQUES USED**

1. Stress Scale developed by Vijay Laxmi and Shruti Narayan
2. Composition of music to provide music therapy to the students

#### **STATISTICAL ANALYSIS OF THE DATA :**

**There would be significant difference between the pre and post test on stress of class XI boys students.**

**Table No.01**

Testing-wise M, SD, N, r and correlated t- value of stress of class XI boys students

Testing	Mean	SD	N	SED	df	Correlated t-test	Significance
Pretest	27	5.09	50	0.3	49	13.33	Significance
Posttest	31	4.21					

From Table no. 01 , it can be seen that the correlated t- value is 13.33 which is significant at .01 level with  $df= 49$ . It indicates that mean score of stress of class XI boys students at pretest and posttest stages of group taught students with the help of music therapy. Thus, the hypothesis that there is significant difference in mean scores of stress at pretest and posttest stages of group taught through music therapy is accepted. Further, the mean scores of stress of class XI boys students after music therapy is 31 Which is significantly higher than stress before music therapy whose mean score at pretest is 27 It may, therefore be said that stress of class XI boys students is reduce significantly when taught through music therapy.

**There would be significant difference between the pre and post test on stress of class XI girls students.**

**Table No.02**

Testing-wise M, SD, N, r and correlated t- value of stress of class XI girls students

Testing	Mean	SD	N	SED	df	Correlated t-test	Significance
Pretest	28	3.81	50	0.23	49	13.04	significant
Posttest	31	3.51					

From Table no. 02 , it can be seen that the correlated t- value is 13.04 which is significant at .01 level with  $df= 49$ . It indicates that mean score of study habits of class XI girls students at pretest and posttest stages of group taught students with the help of music therapy. Thus, the hypothesis that there is significant difference in mean scores of study habits at pretest and posttest stages of group taught through music therapy is accepted. Further, the mean scores of study habits of class XI girls students after music therapy is 31 Which is significantly higher than study habits before music therapy whose mean score at pretest is 28

It may, therefore be said that study habits of class XI girls students is increase significantly when taught through music therapy.

## RESULT OF THE RESEARCH

In the present research, experimental research was done on 100 students. Before and after the test, each of the students was filled with a stress-related questionnaire, in which it was found that the students whose stress level was high, they felt very relaxed after listening to music. enhances. Experimental research has found that students' stress can be reduced through music therapy.

## EDUCATIONAL IMPORTANCE

stress has been linked with increases in Internalizing problems among teenage students, such as depression, aggression, anxiety, anger, and externalizing problems such as bullying, unexcused absences and etc. High school students have a great need for restorative and stress reducing environments, and this need may be growing. while most teachers do their best to provide students with a positive educational experience, some students are better suited for certain teaching styles and classroom types than others. If there is a mismatch between teachers' expectation and students' performance, a child can form 35 lasting negative feelings about school or his own abilities (e.g. pessimism towards teachers and education, feel of lack of ability to study). Music therapy inspires students towards positive energy.

## CONCLUSION

Parents worry about their child's academic performance because they believe good academic results will provide more carrier choices, job security and boost their reputation. Thus lack of ability to fulfill the parent's expectations can cause the academic stress. The most common form of anxiety causing academic stress is achievement anxiety. Achievement anxiety is a fear of failure in academic setting that arises when parents, teachers or the students own expectations exceed what the students believes that he/she can realistically achieve. Source of achievement anxiety include failure to satisfy ambitions or overall critical parent's expectations in early childhood as well as early exposure to overachieving siblings or peers. Seeing others receive praise and rewards for their achievements can give students a false impression of teachers and parents expect of them . Meditation is an ancient tradition that is practiced in cultures all over the world and is an integral part of some religions and types of yoga. There are many types of mediation, and people use some types to help treat mental and physical health conditions. Usually, meditation aims to focus, center, calm, or direct your attention. It can also help relax our bodies. So it can pair well with music for some people. Often, music used for meditation has a slow tempo, which can reduce heart rate, and also lower anxiety and stress levels. Guided meditation involves music with a narrator or speaker that directs your energy flow and focus, or offers positive affirmations.

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