EXPLORING THE EFFECT OF MUSICAL COMPOSITIONS ON VALUE AWARENESS AMONG ADOLESCENT STUDENTS

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ABSTRACT

The present paper aims at studying the effect of Musical Compositions (integrating scholastic subject's specific concepts and associated values) on Value Awareness among the adolescent students. In the present study, 'Music' as a medium for developing Value Awareness among adolescent students was chosen (Vaidya, 2004). The present research was based on the experimental research method which utilized the quasi-experimental pre-post-test research design with the control group. Purposive method of sampling was adopted for the selection of school from Agra city. 56 adolescent students within 12-15 age group was selected randomly from two sections of VIII standard of a school in Agra as the experimental (N=28) and the control group (N=28). Musical Compositions (integrating scholastic subject's specific concepts and associated values) based on Indian Classical Ragas (Bilawal, Bhoopali, and khmaj) were taught to the experimental group for a period of 16 weeks (50 days, one-hour session for four days per week) in order to develop awareness of values among the adolescent students. The scholastic concepts of subjects like Science and Social Science were taught to the control group by the traditional method of teaching. The data were recorded on quantitative as well as qualitative measures. For the collection of quantitative data Value Assessment Questionnaire (developed by the researcher), and for qualitative data observation technique was employed. The consolidated data were tabulated and analyzed to meet the purpose of the study. The pre-post-test scores were calculated by using t-test and findings of the study revealed the insignificant difference in Value Awareness between the control and the experimental group. It was found that music facilitates learning of concepts and strengthens self-confidence, self-discipline, and cooperation among the adolescent students, but it does not have the significant effect on value awareness in total.

Key Words: Value Awareness, Musical Compositions, Indian Classical Ragas, associated values, integrated concepts.

INTRODUCTION

Values are the normative standards of human behaviour by which human beings take decision in their life. Values are the manifestation of the mental energies of an individual. Values are those traits which provide motivation and guidance throughout life. They are universal in nature. They help us in all round development of society (Jindal, 2013) which can be achieved through education. As the main aim of education is the holistic development of the human being therefore, the physical, intellectual, social, emotional and spiritual domains of personality need to be fully developed in an integrated manner (Sharma, 2007).

Values are innate as well as acquired from the society which can be classified as personal, social, moral, cultural, and spiritual values, etc. (Venkataiah, 2004). It has been found that the present system of education is more concerned with the transmission of the knowledge, whereas the development of desired values and the attitudes which are required for better adjustment in the society, are lacking behind (Sharma, 2007). The education system and family system should develop a sound value system. A system that respects the individuality inherent in a man, honors others' views and respects human rights (Jindal, 2013).

APPROACHES TO CREATE AWARENESS OF VALUES
Various commissions and committees constituted by the government of India, have stressed the need for value education (Bash, 2018). Values should be inculcated from the early stage of life. Hence, various means have been applied to inculcate values among the students through education in the form of group singing, prayers, storytelling, etc. In the present study, music as a medium for developing value awareness among adolescent students was chosen. As Many scholars (Vaidya, 1994; Chandra & Mishra, 2012) and national educational agencies (NCERT, CBSE) have suggested in their documents (CBSE, 2012; Lovat et al., 2002) that music plays a vital role in the development of values. Hence the present study was carried out to study the effect of music based intervention program on the learners. The researcher opted for an integrated approach for creating value awareness. Integrated approach suggests that values are implicitly present in the content of various school subjects. Values like free enquiry, scientific thinking, rational thinking, and systematic approach can be taught through the content of subject like Science. History teaches us to respect for one's culture, and tradition, and do take care of historical buildings and Political Science teaches us to respect for law and order, making aware of one's rights, and respect for individual etc. (Dhankar, 2010)

In the present study for developing music compositions the scholastic concepts were selected from the prescribed syllabi of VIII standard (subjects like, Social Science and Science). Representing five rhymes from each subject, total 10 musical compositions (integrating scholastic subjects' specific concepts and associated values) were prepared and were based on selected Indian Classical Ragas (such as Bhoopali, Khamaj, Yaman, Bilawal, and Bihag) because of their pure i.e. shuddh and dynamic i.e. praval) nature. Thus, musical compositions were developed for creating value awareness.

MATERIALS AND METHODS
This section describes the design (research methods, techniques), sample (sampling method & sample size), intervention and measures employed for the study. In the present research, the experimental method involving the quasi-experimental pre-post-test research design with the control group was adopted to study the effect of music compositions on value awareness of students studying in VIII standard. The school (for the selection of the sample) was selected purposively. In the study, 56 students (12-15 age) were randomly selected from the two sections of VIII standard of a school in Agra as the experimental (N=28) and the control group (N=28) respectively. The mean ages of the control and the experimental groups were 13.92 & 13.5 respectively.

Table 1. Mean age of the sample of the study (both the groups were equivalent

Group	Number	Mean (Age)
Control Group	28	13.92
Experimental Group	28	13.5

TOOLS
In the study, self-constructed tools such as the Value Assessment Questionnaire (VAQ), the Interview Schedule for the assessment of values assessment of values and the Observation schedule for the assessment of values were employed for assessing value awareness of the adolescent students. For the quantitative analysis, pre-post-test scores related to values awareness were obtained on the Value Assessment Questionnaire (based on five-point Likert scale) and scoring was done, on a five point scale: strongly agree (5) marks, agree (4) marks, undecided (3) marks, disagree (2) marks, strongly disagree (1) Negative questions were scored inversely i.e. strongly agree (1), agree (2), undecided (3) , disagree (4), strongly disagree (5) respectively. For qualitative analysis, pre-post-test comparisons related to value Awareness were obtained using the Observation schedule for the Assessment of Values. Scoring was done by using percentage.

INTERVENTION
Musical compositions integrating scholastic subjects' specific concepts and associated values, based on Indian Classical Ragas (Bilawal, Bhoopali, khmaj) were taught to the experimental group for ~~the~~ a period of 16 weeks (50 days, one-hour session for four days per week) in order to develop awareness of values among the adolescent students and the control group was taught by traditional method of teaching. This Intervention was a combination of three components i.e. Chosen scholastic subjects specific concepts, rhymes interlinked with associated values (written on the basis of scholastic subjects specific concepts) and Indian Classical Ragas corresponding to the nature of the values interlinked (for musically composing the rhymes). The developmental process of the Music Based Intervention Programme involved some specific steps. First of all content analysis (for the selection of scholastic subjects' specific concepts from the prescribed syllabi of the subjects like Science, Social Science and English) of VIII standard books (NCERT and UP Board) was done. In the second step values (corresponding to the nature of the content) were interlinked with the content. In the third step, the rhymes were written (based on the subject's specific concepts with interlinked values) and musically composed on Indian Classical Ragas. The intervention was developed on the basis of the review of literature and discussion with the experts belonging to the disciplines of Music, Education, and psychology.

CRITERIA FOR THE LEVEL OF VALUE AWARENESS
For defining the level of Value Awareness, the Value Assessment Questionnaire was administered on 914 sample population (12-15 age group) including 455 girls and 459 boys. The mean (119.27) and S.D. (11.57) of the whole population on Value Assessment Questionnaire was calculated. The mean (121) and S.D. (11.83) scores for girls and for boys were 117.8 and 12.47 respectively.

Table 2 Total population of the Sample with mean and standard deviation scores

Population of the Sample	Number	Mean	S.D.
Girls	455	121	11.83
Boys	459	117.8	12.47
Whole group	914	119.39	12.25

Table 2 reveals the total sample (consisting boys and girls) and its Mean and S.D. scores regarding value awareness. On the basis of Mean and S.D. scores (Mean=119 of N=914 adolescent students of 12-15 age group) of whole population, the categories for the level of value awareness were defined as very high level of values if the score was (above 142), high level of values (135- 141), moderate level of values (106-127), low level of values (99- 105) very low level of values (98 -below).

Table 3 Classification of scores of value awareness in different category

GROUPS	RANGE OF SCORES	CATEGORY
MEAN ± 1.8 σ 119.39+1.8 x 12.25	(142 above)	(VERY HIGH)
MEAN ±1.20 σ 119.39+1.2 x 12.25	(135- 141)	(HIGH)
MEAN ±.60 σ 119.39+.60 x 12.25	(127 - 106)	(MODERATE)
MEAN -1.20 σ 119.39-1.20 x 12.25	105 - 99	(LOW)
MEAN -1.80 σ 119.39-1.80 x 12.25	(98 - below)	(VERY LOW)

Table 3 explains the classification of scores obtained from the sample into different categories of level of value awareness.

RESULTS & DISCUSSIONS
The collected data were analyzed (quantitatively as well as qualitatively) according to the objectives and hypotheses formulated for the present study. The findings are discussed in the following sub-sections of the paper.

QUANTITATIVE ANALYSIS
The first objective of the study was 'to study the level of values awareness among the adolescent students'. To realize this objective, the mean scores obtained by the whole sample (the control and the experimental group) on the Value Assessment Questionnaire were divided into categories of values awareness. The level of value awareness was assessed during pre-and post-testing of the study.

Table 4 The level of Value Awareness of (whole sample) obtained in percentage						
Range of Scores	Category	Control Group (CG)		Experimental Group (EG)		Whole sample	
		Pre-test %	Post-test %	Pre-test %	Post-test %	Pre-test %	Post-test %
136-142	VERY HIGH	0	14.28	3.57	17.85	1.78	16.07
128 -135	HIGH	17.8	28.57	10.7	35.71	14.2	32.14
106 -127	MODERATE	71.4	46.42	78.5	46.42	75	46.42
99-105	LOW	7.14	7.14	3.57	0	5.35	3.57
98-below	VERY LOW	3.57	3.57	3.57	0	3.57	1.78

While comparing the pre-post-test score (as depicted in the table 4), an increment was noticed especially in the 'very high' and 'high' level of value awareness of the whole sample. In pre-test 1.78 % & 14.2 % students having 'very high' & 'high' level of value awareness respectively constituted only 15.98 % of the total sample. On the other hand in post-test 16.07 % & 32.14 % students having 'very high' and 'high' level of value awareness constituted around 50% of the total sample which was better than that of the pre-test. So it can be inferred that in post-test the level of value awareness of the whole sample was increased. Similarly after the administration of music based intervention when the post-test scores of the

experimental and the control group were compared, an increment of 10 % was noticed in the level of value awareness especially in the 'very high' and 'high' level of value awareness of the experimental group (around 54 %) than that of the control group (around 43 %). Thus, it can be concluded that music intervention helped in the rise of level of values awareness of the experimental group. Thus, Music Intervention (received by the experimental group) improved level of value awareness of the experimental group.

The second objective of the study was to study the effect of music intervention on value awareness of the adolescent students. For realizing this objective mean, standard deviation and t-test were calculated to find out the difference between the experimental and the control group with reference to their value awareness. The effect of musical compositions on value awareness of adolescent students has been summarized in the following tables.

Table 5 Mean difference of the experimental and the control group

Group	Number	Mean
Experimental group	28	127.14
Control group	28	123.46

Graph 1. Depicts that the value awareness of the experimental group who received music intervention was better than that of Control Group which did not receive music intervention.
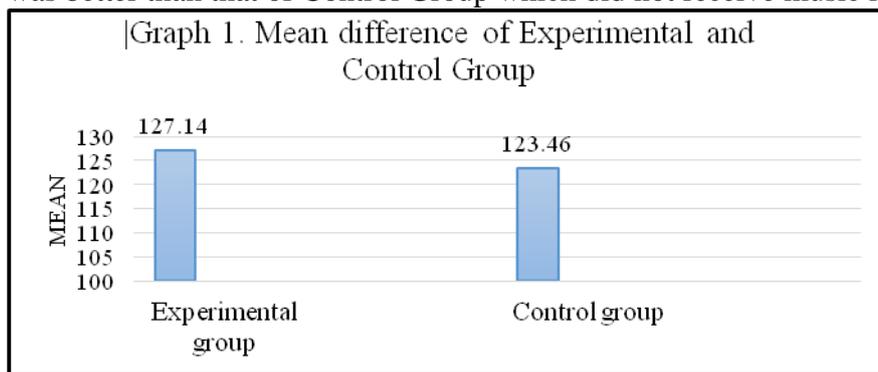

Table 6. Mean difference of the experimental and the control Group

Group	Number	S.D	Mean	t- value	Level of Significance
Experimental group	28	11.94	127.14	1.32	Insignificant at .10 level of significance
Control group	28	8.71	123.46		

It can be seen from the Table 6 that the calculated t value of 1.32 is less than the table value (1.67) at 0.10 level with 54 degree of freedom. This implies that an insignificant difference was found between the means of the scores of the two groups (Experimental and Control groups) with reference to their value awareness after the administration of the music intervention. Thus the alternative hypotheses i.e. there will be a positive effect of music intervention on value awareness of the experimental and the control groups was rejected. The study revealed that music intervention increased the mean scores of the control group who received it but significant difference was not observed which was supported by the findings

of (Manthei, 1999; Goldenberg, 2013) who revealed in their research that background music had no statistically effect on the math test scores and music was found not to be alleviating test anxiety or improving exam performance respectively.

Table 7 Comparison of Value Awareness (Pre-test scores) of the Control Group & the Experimental Group.

Groups	Number	Mean	S.D.	t-value	Level of Significance
Control Group	28	119.35	10.35		Insignificant at .05 level of significance
Experimental Group	28	116	10.57	1.2	

Table 7 shows that the mean score of the control group was better than that of the experimental group in their pre testing of value awareness. After receiving the music intervention, the mean score of the experimental group was increased. Thus, music intervention was able to increase the value awareness among the experimental group. The findings of the present study are in line with the findings of (Chabra, 2012) that music increases the values of the adolescent students and personal values do get affected by learning intervention with classical music in a positive manner. Music has capacity to affect biologically as well as it affects the behaviour and character of a person.

QUALITATIVE ANALYSIS
Qualitative analysis of observation (pre-post-test observation) of the 10 students purposively selected from the experimental group was also carried out. Pre-test scores of observation has been given in the following table.

Table 8 Pre-test scores of Observation conducted on 10 students purposively selected from the experimental group.

CORE VALUES	PERSONAL VALUES	SOCIAL & BEHAVIOURAL VALUES	DEMOCRATIC VALUES	HEALTH VALUES	SCIENTIFIC VALUES
SUB VALUES	Sincerity, Punctuality, Self-confidence	Gives respects, behaves in good manner	Obey rules & regulation, freely express their opinion	Physical, & mental health	Gives logic, systematic work, creative
ALWAYS	11.11 %	46.66 %	18.33 %	18.33 %	3.33 %
MOSTLY	43.33 %	43.33 %	48.33 %	53.33 %	33.33 %
SOMETIMES	41.11 %	10 %	33.33 %	26.66 %	53.33 %
RARELY	4.44 %	0	0	0	10 %
NEVER	0	0	0	0	0

Table 8 Post-test scores of Observation conducted on 10 students purposively selected from the experimental group.

CORE VALUES	PERSONAL VALUES	SOCIAL & BEHAVIOURAL VALUES	DEMOCRATIC VALUES	HEALTH VALUE	SCIENTIFIC VALUES
SUB VALUES	Sincerity, Punctuality, Self-confidence	Gives respects, behaves in good manner	Obey rules & regulation, freely express their opinion	Physical & mental health	Gives logic, systematic work, and creative
ALWAYS	54.44 %	75 %	51.66 %	61.66 %	24.44 %
MOSTLY	34.44 %	16.66 %	30 %	23.33 %	42.22 %
SOMETIMES	11.11 %	8.33 %	18.33 %	15 %	28.88 %
RARELY	0	0	0	0	4.44 %
NEVER	0	0	0	0	0

From the present study it was found that music intervention increased value awareness, but it was found insignificant at.10 level of significance.

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