CONCLUSION

In this research study entitled “Music and Concentration Ameliorates Academic Performance” we find that the ‘Music and Concentration Group’ shows best performance, followed by the ‘Music Group’, then the ‘Concentration Group’ and finally the ‘Control Group’. This indicates that the students who are taught to study with the help of concentration techniques as well as music being played in the background, can perform better on a learning task as compared to those students who were taught to study only by using concentration techniques or even those who were taught to study only with music in the background.

As stated earlier in the literature review, Dr T. Mythily claimed that music aids to enhance concentration and memory. The swaras of certain selected ragas activate the chemical agents in the brain. The ragas activate the neural circuits in the brain that enhance the concentration levels thus helping to improve memory.

Research shows that music helps to improve memory. The auditory cortex helps to interpret the sounds of the music being played. Silence between the two musical notes triggers the brain cells and neurons, which facilitate the development of sharp memory.

Studies have proved that rhythm is highly useful for the students to learn mathematics.

Research has proved that the music of the string instruments stimulates the neurons in the brain, creating simultaneous vibrations in the left and the right hemispheres of the brain, leading to better and faster recall.

Instrumental music has been proved to be most effective to enhance memory and recall. Salame and Baddeley compared the effects of vocal and instrumental music
on Short-Term Memory. It was found that the lyrics in the vocal music distracted the participants, while instrumental music was not found to be distracting.

Classical music has been found to create a more profound effect on memory and performance. Tucker and Bushman (1991) proved that rock and roll music had a negative effect on mathematical comprehension. However it was found to have no impact on reading and verbal comprehensions.

Thus the first hypothesis that “Music and concentration together enhance the academic performance of students” is accepted as true.

The research study also shows that there are differences in the performance of both males and females on the learning tasks.

The study proves that when music and concentration techniques are administered together while studying, female students perform better on the learning task as compared to male students.

Similarly, when music is played in the background while studying, female students again perform better on the learning task as compared to male students.

When concentration technique is used while studying, there is just a minor difference in the performance of male and female students on the learning task. The t-value indicates that there isn’t a significant difference between males and females, on the learning task.

This research proves that although concentration techniques alone also do help to improve performance, it does not create a difference in the learning abilities of males and females.
Hence this study shows that when music and concentration are administered together, it does lead to a significant difference in the learning abilities of males and females, with the female students performing better than the male students, on the learning task.

Thus the second hypothesis that “Music and concentration together create a difference in the learning abilities of the male and the female students” is accepted as true.

APPLICATION AND PRACTICAL USE OF THIS RESEARCH STUDY
1) This research study can be highly useful to all forms and levels of educational institutions.

2) We can help the slow learners to facilitate the learning process.

3) It can help students with attention deficit by improve their attention span through concentration.

4) This research study can help the hyper-active students to calm down and concentrate on the learning task.

The educational institutions should conduct a half an hour training session at the inception of the first class, daily for the students. The training session should include initially teaching the children to sit in ‘Gyan Mudra’ (ie: touching the tips of the fore finger and the thumb of both the hands, keeping the other 3 fingers stretched out) with tanpura music being played in the background. They should be seated in this position silently with closed eyes for about 5-10 minutes. This should be followed by asking the students to sit in ‘Gyan Mudra’ position and study those subjects that they find difficult to memorize.
Another way in which this research can be put to use in educational institutions is by playing the tanpura music in the background in the classroom and allowing it to create an automatic impact on memory and recall. A tanpura has 4 strings that plays the swaras: Pe, Sa, Sa, Sa; whose sound resembles the ‘Om’. The sound of the ‘Om’ stimulates the ‘agnya chakra’ which is the centre for memory and recall. As the music is being played in the background, the students should be asked to sit joining the tips of the fore finger and the thumb of both the hands, keeping the other 3 fingers stretched out and just concentrate on the teacher teaching the lesson.

**LIMITATIONS OF THE STUDY**

This research study has a few limitations:-

1. Only IXth to XIIth grade students (teenagers) were taken as a sample for the study.

2. Only the ‘tanpura’ as a musical instrument was used in the background, during the concentration exercise. No other form of classical music was administered in the study.