ABSTRACT

In this thesis ‘Music and Concentration Ameliorates Academic Performance’, an experimental study was conducted to show how music and concentration can help to excel academic performance. In this study there were 4 groups: 3 experimental groups and 1 control group.

In the first experimental group (Concentration Group), students were taught certain concentration techniques (with the help of the “Gyan Mudra”) for a duration of one week to be used while studying. After the completion of a week’s training, they were given a learning task (a list of 15 words), to be learnt with the help of the concentration techniques and were then asked to recall the list of words in the same serial order as was presented to them.

In the second experimental group (Music Group), students were taught how to learn some study material by listening to the tanpura music in the background, for a duration of one week. After the completion of a week’s training, they were given a learning task (a list of 15 words), to be learnt with tanpura music in the background and were then asked to recall the list of words in the same serial order as was presented to them.

In the third experimental group (Music and Concentration Group), students are taught the concentration techniques (with the help of the “Gyan Mudra”) along with tanpura music in the background for a duration of one week, to be used while studying. After the completion of a week’s training, they were given a learning task (a list of 15 words), to be learnt with the help of the concentration techniques and were then asked to recall the list of words in the same serial order as was presented to them.
In the control group, students were not taught any concentration exercise, nor was music being played in the background. Students were simply asked to learn and then recall a list of 15 words in the same serial order as was presented to them.

The experimental design used was a 3 experimental and 1 control group design. This study was based on 2 hypotheses. The first hypothesis was “Music and concentration together enhance the academic performance of students.” The second hypothesis was “Music and concentration together create a difference in the learning abilities of the male and the female students.”

The study had 2 independent variables: music and concentration, the 2 dependent variables being the academic performance of the students and the difference in the learning abilities of male and female students.

The statistical tools used were Two-Way ANOVA, Post Hoc Tests and t-tests.

The results proved that the experimental group that was given training to learn using concentration techniques and with music being played in the background performed better than the students in the other groups. Thus it was proved that first hypothesis that “Music and concentration together enhance the academic performance of students” is accepted as true.

It was also found that in the experimental group which was given training with concentration techniques and with music being played in the background, there were differences in the learning abilities of males and females. It was observed that female students performed best in this group compared to the other 3 groups. Thus the second hypothesis “Music and concentration together create a difference in the learning abilities of the male and the female students” was proved to be true and is accepted.