

## Music can change the states of mind and interim miens of school girls

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### Abstract

Music is an art form, social activity or cultural activity whose medium is sound and silence. It is a basic part of human life. Music therapy is an interpersonal process in which the therapist uses music and all of its facets—physical, emotional, mental, social, aesthetic, and spiritual—to help clients to improve or maintain their health. In this paper we are presenting, music can alter the moods and temporary dispositions of schoolgirls. Testing was done by asking participants to take part in a survey whilst cheerful, somber or heavy-metal music was played in the background.

**Keywords:** Mood, Hormone, Serotonin, Adrenalin

### Introduction

Music has been around for a long time and is not restricted to any society or country. It has been called a universal dialect as one does not need to talk the dialect with a specific end goal to welcome a society's music <sup>[1]</sup>. All societies, religions and countries have some type of local melody, music or instrument that is a piece of their custom. The reason music is well known in all societies is a direct result of the alleviating impact it has on individuals. Listening to delicate music and getting a charge out of it can adjust a man's state of mind and bring a sure satisfaction, euphoria and bliss in them. This can be extremely valuable in lifting our spirits on occasion when we are feeling down, disillusioned or discouraged. Music can offer in helping so as to decrease some assistance with stressing our muscles to unwind, while lessening our breathing rate. It additionally invigorates the creation of the hormone serotonin that fulfills us feel and enhances our temperament <sup>[2]</sup>. Music is likewise ready to hoist our dispositions by modifying our cerebrum waves. Quick, motivational music can be valuable in getting our adrenalin pumped with the goal that we will be roused amid activity or work. The ability to perceive emotion in music is said to develop early in childhood, and improve significantly throughout development <sup>[8]</sup>. The capacity to perceive emotion in music is also subject to cultural influences, and both similarities and differences in emotion perception have been observed in cross-cultural studies <sup>[9]</sup>. Empirical research has looked at which emotions can be conveyed as well as what structural factors in music help contribute to the perceived emotional expression. There are two schools of thought on how we interpret emotion in music.

The cognitivists' approach argues that music simply displays an emotion, but does not allow for the personal experience of emotion in the listener. Emotivists argue that music elicits real emotional responses in the listener <sup>[10, 11]</sup>. It has been argued that the emotion experienced from a piece of music is a multiplicative function of structural features, performance features, listener features and contextual features of the piece, shown as:

Experienced Emotion = Structural features x Performance features x Listener features x Contextual features

Where,

Structural features = Segmental features x Suprasegmental features

Performance features = Performer skill x Performer state

Listener features = Musical expertise x Stable disposition x Current motivation

Contextual features = Location x Event <sup>[10]</sup>.

Our Hypothesis is that the kind of music being played out of sight will influence the provisional mien of the members <sup>[3]</sup>.

### Related Work

Emotions are a bit of any normal correspondence including people. They can be conveyed either verbally through excited vocabulary, or by imparting non-verbal prompts, for instance, articulation of voice, outward appearances and movements <sup>[4]</sup>. Music has vital effect on our body and mind <sup>[5]</sup>. "Emotion in Motion" is a test proposed to fathom the enthusiastic reaction of people to the arrangement of musical choices, by method for self-report studies and the recording of Electro Dermal Action (EDA) and Heart Rate (HR) signals <sup>[6]</sup>. "Emotion in Motion" is an examination planned to appreciate the energetic reactions of people in the midst of music tuning in, through self-report surveys and the recording of physiological data using on-body sensors <sup>[7]</sup>.

### Methodology

In this experiment we use -30 participants, each 12 years old, A cheerful, happy music CD (e.g. upbeat children's songs), A somber music CD (e.g. opera music), A heavy-metal music CD, A CD player, A classroom, Tables and chairs.

1. For this experiment, the independent variable is the type of music played in the background. The dependent variable is the temporary disposition of the participants. This is determined by having them each complete a survey form. The constants (control variables) are the number of questions asked and the length of time the music is played.
2. Prepare a survey form to help evaluate the emotions,

moods and temporary dispositions of the participants. An example of the survey form is shown above. There are also commercially available surveys which can be acquired for the purposes of this experiment. Make 30 copies of the form. 3. Separate the participants into 3 groups of 10 persons each. Bring only one group into the classroom at a time. When the 1st group enters the classroom, play the cheerful music in the background for 1 hour before having them fill up the survey

form. Play the somber music for the 2nd group and the violent music for the 3rd group.

4. After each group of participants has completed the survey form, collect the forms and total the points for each participant. Separate them into the following categories: Happy (24 to 30 points), Somber (17 to 23 points) and Violent (10 to 16 points). Record your results in a table, as shown below.

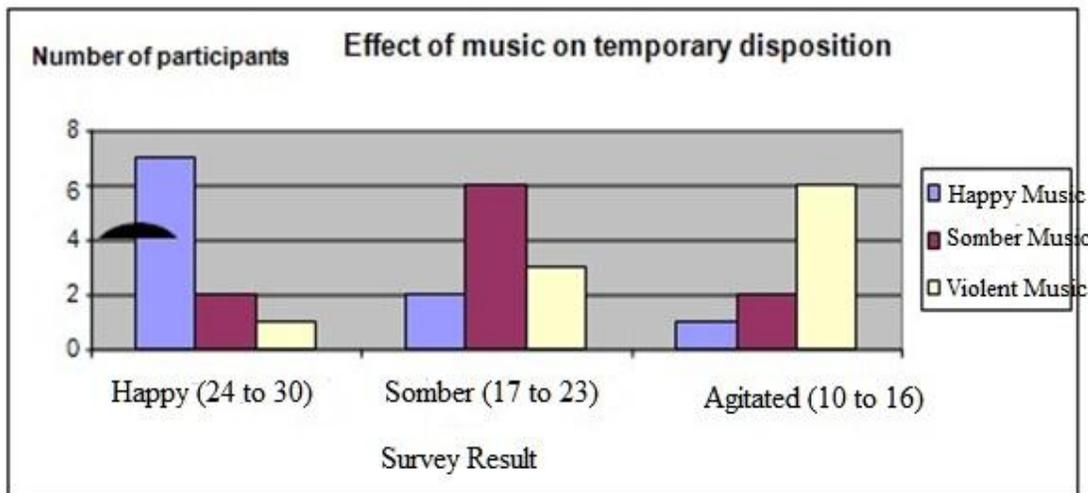
Temporary disposition survey		Group : 1 / 2 / 3	Total points :		
Name	Age	Gender	Select one of the following emotions		
No.	Condition		1 Point	2 Points	3 Points
1	Normal state		Angry	Moody	Happy
2	Something is lost or misplaced		Frustrated	Anxious	Relaxed
3	Getting scolded		Angry	Hopeless	Relaxed
4	Receiving a gift		Excited	Calm	Happy
5	Failure to complete a task		Frustrated	Hopeless	Willing to try again
6	Successful in completing a task		Excited	Calm	Happy
7	Receiving praise		Excited	Calm	Happy
8	Being cheated		Angry	Somber	Relaxed
9	Winning a contest		Excited	Calm	Happy
10	Scoring top grades		Excited	Calm	Happy

### Results and Analysis

It was observed that the temporary disposition of the participants was somewhat altered according to the type of music they had been listening to before taking the survey.

Music listed to prior to the survey	Effect of music on participant's disposition		
	Happy (24 to 30)	Somber (17 to 23)	Agitated (10 to 16)
Cheerful Music	7	2	1
Somber Music	2	6	2
Heavy Metal Music	1	3	6

The above results were then plotted onto a graph, as shown below.



### Conclusion

The hypothesis that the type of music will affect the temporary disposition of school students has been proven to be true. Music can help calm a person, reduce stress, making them happier and more motivated. However, for this to happen, the person listening to the music must enjoy the music. If the listener does not like the music being played, the effect on the listener may instead be negative. In this paper we are presented, music can alter the moods and temporary dispositions of schoolgirls

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