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Effect of Background Music without Lyrics on Children's Attention

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Introduction

Music is significant in our life and played an important role in several activities. Different studies have proven the importance of background music to support children's development by enhancing their cognitive task performance ability (Anuar and Ismail, 2021; Ismail and Auar, 2020). When used constructively, music may benefit children in numerous ways and have a good impact on their learning. One of its main features is its ability to generate a spectrum of emotions in active engagement (El Haj, Postal and Allain, 2012, Hallam 2008). Art has long been used to express adaptation, flexibility, creativity, love, friendship, and human harmony. Because of its energising, moving, high abstraction possibility, and inherent abstraction nature, music has been incredibly popular and has attracted a lot of attention among the arts. Music has many various sorts of effects on the mind and body, and because of these effects, music may be employed as a tool in sectors such as counselling and education (Zadeh Mohammadi, 2010).

Attention is a fundamental skill of daily existence and a key subject of cognitive sciences. The capacity of an individual to proper attention impacts the development of a healthy personality and the formation of positive social connections (Larson and Busse, 2006). The development of attention skills in children has received a highlight in recent decades from educational trainers and psychologists. This skill emerges in the lives of children, while many of the basic tasks of adults are issues for children to learn (Ziegler and Lybaly, 2007). Listening, reading, playing, and various rhythmic and melodic mental manipulations would generate a variety of mental chances for children's active and effective engagement and acceptance in groups (Peters, 2006). In general, the primary purpose of the educational system at all levels is to develop cognitive skills like attention, problem-solving abilities and creativity in learners. Many studies have reported that musical interventions may have a positive effect on attention. The suggestion has been made that music possesses therapeutic qualities that boost attention skills. For instance, rhythmic patterns direct focus, and elements like rhythm, melody, and harmony offer multifaceted stimuli that aid in attention

shifting (Gardiner, 2005; Thaut and Gardiner 2014). Perceiving rhythmic, melodic, harmonic, and dynamic patterns in music could impact how we focus and organize our attention flow (Thaut et al., 2008). Attention serves as a fundamental skill for optimal cognitive functioning, so that playing a crucial role in the development of cognitive, social, and communication abilities.

Music has been a powerful tool for improving children's emotional, cognitive, and communication skills in recent decades. Children's musical responses, according to many experts and trainers, are the most impromptu and organic replies and are crucial in a variety of learning domains (Burnard, 2000). In general, the primary purpose of the educational system at all levels is to develop cognitive skills like attention, perception, problem-solving abilities and creativity in learners. Attention is a cognitive skill that interacts with many other cognitive processes, such as abstraction, inquiry, learning, inference, and analysis. Development of attention skills for children's mental growth is a fundamental talent that leads to academic achievement.

Music is crucial in our lives and has played an important part in many activities. Several studies have shown that music can help youngsters develop by improving their cognitive skills (Anuar and Ismail, 2021; Ismail and Auar,2020). When used constructively, music may have a good impact on a child's development and assist them in a variety of ways. One of its primary characteristics is its capacity to elicit a range of emotions during active involvement (El Haj, Postal, and Allain, 2012; Hallam 2008).

In this study researcher wants to find the effect of background music without lyrics on children's attention (divided attention task) among the children of class III (age group 8-9 years) under Westbengal Board Of Primary Education. . The selected background music was a famous Rabindra sangeet "Amra Sobai Raja".

Objective

1. To assess the effect of background music without lyrics on attention of children of age group 8-9 years.
2. To access the effect of background music without lyrics on attention in reference to gender.

Hypothesis

1. Significant effect of background music without lyrics exists on attention of children of age group 8-9 years.
2. Significant difference exists on the effect of background music without lyrics on the attention in reference to gender.

Hypothesis in Null Form

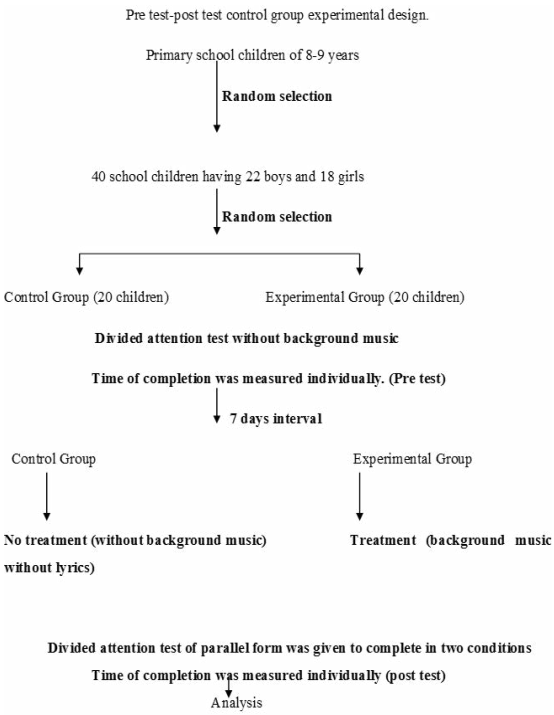
1. There will be no significant difference between the effect of background music without lyrics and no background music on attention of children of age group 8-9 years.
2. There will be no significant difference between the effect of background music without lyrics and no background music on attention in reference to gender.

Methodology

In this study the investigator used pre test post test control group design. 40 children of age group 8-9 years were taken for this study. At first all the children were given the divided attention test (finding difference between two pictures) without any background music. The time of completion of task was measured individually using stop watch. On the basis of pre test score the two groups, Experimental and Control were matched. The groups were matched also reducing the effect of socio demographic and others effect. Seven days after the completion of pre test the experimental

group was given parallel form of the divided attention task with background music. The control group was also given the parallel form of divided attention task without background music. The time of completion was also measured individually as in the pre test. The background music used by the investigators was a famous Rabindra Sangeet 'Amra Sabai Raja'.

Research Design



Data Collection

The study sample was divided into two groups, experimental and control consisting of 20 children in each of the groups. For pre test both the groups were given a divided attention task for completion. Completion time was measured individually by using stop watch. Data was collected. After one week experimental group was given a parallel form of the divided attention task for completion with non-lyrical background music and control group were given the same task for completion with no background music. In both the cases completion time was measured by stop watch individually. Data was collected.

Result and Discussion

Table 1 Shows the t Value Difference Between Mean Time Taken to Complete the Pre Test by the Control and Experimental Groups Along with the Relevant Measures

Groups Measures	Pre test	
	Control	Experimental
N	20	20
M	3.08	3.015
SD	0.204	0.227
SED	0.06	
t	1.20*	

T value (1.20) shows no significant difference (p>.05) in the completion time of pre task between the two groups depicting that two groups are symmetrical.

Table 2 Shows the t Value Difference of the Mean Time Taken to Complete the Pre and Post Test by the Control Group Along with the Relevant Measures

Groups Measures	Control group	
	Pre test	Post test
N	20	20
M	3.08	3.145
SD	0.204	0.150
SED	0.05	
t	1.00*	

T value (1.00) shows no significant difference (p>.05) in the completion time of pre task and post task of control group.

Table 3 Shows the t Value Difference of the Mean Time Taken to Complete the Pre and Post Test by the Experimental Group Along with the Relevant Measures

Groups Measures	Control group	
	Pre test	Post test
N	20	20
M	3.015	2.672
SD	0.227	0.308
SED	0.07	
t	5.22**	

T value (5.22) shows significant difference (p<.01) in the completion time of pre task and post task of experimental group.

Table 4 Shows the t Value Difference of the Mean Time taken to Complete the Parallel Form of Divided Attention Test by the Post Control and Post Experimental Groups along with the Relevant Measures

Groups Measures	Post test	
	Control group	Experimental Group
N	20	20
M	3.145	2.672
SD	0.150	0.308
SED	0.07	
t	7.25**	

T value (7.25) shows significant difference (p<.01) in the completion time of post task between two groups.

Table 5 Shows the t value Difference of the Mean Time Taken to Complete the pre test by the Boys and Girls along with the Relevant Measures

Groups Measures	Pre test	
	Boys	Girls
N	22	18
M	3.018	3.089
SD	0.226	0.208
SED	0.06	
t	1.00*	

T value (1.00) shows no significant difference (p>.05) in the completion time of pre task in reference to gender.

Table 6 Shows the t value Difference of the Mean Time taken to Complete the post test by the Boys and Girls along with the Relevant Measures

Groups Measures	Post test	
	Boys	Girls
N	22	18
M	2.931	2.880
SD	0.313	0.374
SED	0.09	
t	1.00*	

t value (1.00) shows no significant difference (p>.05) in the completion time of post task in reference to gender.

Findings

t values of three tables (table2,table3,table4)confirm the positive effect of background music without lyrics on attention of the children of age group 8-9 years, i.e, null hypothesis is rejected and alternative hypothesis is accepted. At the same time it can be said there are no significant difference in completion time in presence of background music on task performance reference to gender.

Conclusion

From the findings it can be said that background music without lyrics enhances the completion time of divided attention task. That means we can use non lyrical background music in class room to develop attention ability of children.

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