



A STUDY OF EFFECT OF LISTENING MUSIC AND VARIOUS TYPES OF FEELINGS

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Abstract

Music is pervasive in current life. The emotional response to the music is coloured, and probably from time to time entirely determined, by these circumstantial influences. This study focuses, therefore, on habitual and routine modes of engagement with music. The assessment of effect for listening music and various types of feelings is made through questionnaires on a sample of 191 respondents from district Kurukshetra. Here t-test and ANOVA have been used to test the hypotheses. The outcome of the study that significant impact in most of the contexts for the various demographics like Gender, marital status, age, education and qualification.

Keywords: Circumstantial influences, Listening Music, Emotional response, ANOVA

INTRODUCTION

Identifying the underlying variables influencing individuals' music listening experiences will make it easier to use these indicators in all settings. In the social phenomenon of feelings and emotions, music is a powerful cultural component. Within any social sense, music is still heard. It is heard in a specific location and time, with or without the involvement of other people and with other events taking place that have their own diverse sources of context and emotion. These contextual factors colour, and probably often fully decide, the emotional reaction to the music. The identification of these dynamic, interdependent social factors must include some meaningful account of the role of music in the emotional response of individuals.

Our working hypothesis was that music in various ways has different emotional purposes (c.f. Merriam, 1965). At the same time as making him/her more alert, the music intensified the participant's loneliness, depression, and loneliness. At the same time, during an uninteresting repetitive mission, it seems as though the person had chosen the music to stimulate and excite. DeNora (1999) clarified that emotional self-regulation requires a variety of musical techniques that participants identify as 'reviving' or 'calming down', 'getting in the mood' (e.g., for a specific social event), 'getting out of a mood' (e.g., enhancing a 'evil' mood or 'de-stress'), 'venting' intense emotions. For the most part, these were defined primarily at the 'personal' or intrapersonal level as a means of developing, improving, maintaining and modifying subjective, cognitive, bodily, and self-conceptual states, as in the two previously listed studies.

Music offered one way by which this show at an interpersonal level was 'acted out'. As DeNora points out, however, music is not simply used to communicate any inner, private feeling or condition, nor is it simply 'acting on' people, like a stimulus. It is a resource for the recognition job of 'knowing how one feels'-a subjectivity 'building content (p.41). In this way, music becomes part of the emotion construction itself in the way in which people encourage, perceive, and use it to elaborate, 'fill in' or 'fill out' an emotional feeling or show for themselves and others.

Therefore, in this paper, we concentrate on inquiries that aim to maintain or take into account as much of the social meaning of listening to music as possible.

REVIEW OF LITERATURE

Assal and Domasio (2014) explained that music can elicit a wide range of actions and emotions, sometimes known as feelings, according to the author. Most of the time, these sentiments are pleasant, and new research has discovered that music can alter the condition of the brain's large-scale neuronal circuits. The way music evokes emotions, the fact that people from all cultures seek and consume music, and the fact that early humans engaged in music practises all led us to believe that music has a long and continuous relationship with the brain devices that regulate human life.

Kanny (2004) explained that stress is one of the sentiments that, if left untreated, can have a negative impact on the human body. Despite the fact that understanding the mechanisms of stress's effects on the body has only recently improved, music's effectiveness as a stress reliever has long been recognised. Contemporary music therapy has seen an increase in participants in the last century.

Clements-Cortes (2014) stated that due to meeting new people, navigating social tensions, and making judgments about who they will be as adults, some students may experience emotions of uncertainty and instability upon starting a new school.

Gebhardt and Von Georgi (2015) The music bias of a psychiatric population was investigated to see if it has changed since the development of a mental condition. The findings revealed that the majority of patients did not change their previous music preferences, and that this particular set of patients regarded music to be calming for their mental state. Music had exacerbated the patients' condition during their sickness, according to those who had undergone a preference shift. Similarly, people who stopped listening to music after developing a mental illness stated that music exacerbated their symptoms.

Xu, L. (2020) The findings suggest that real-time individual features can boost the model's influence greatly, while stable individual features (such as music, experience,

and personality) remain unchanged. Individual attributes have a stronger impact on recognition models of felt emotions than they do on recognition models of perceived emotions.

Schäfer, K. (2020) The results demonstrated that listening to self-selected music reduced loneliness and increased empathy and mood, regardless of the listener's mood or the listening approach used, implying that private musical involvement in general can provide mood-repair and a sense of connection. This positive effect of private musical interaction backs up the idea that music creation and perception both influence social cognition. Overall, the data support the notion of music serving as a social substitute.

RESEARCH METHODOLOGY

RESEARCH DESIGN

Statement of the Problem: Here the study regarding the listening to music and various types of Feelings for the individuals in the Kurukshetra district has been taken for consideration.

OBJECTIVES OF THE STUDY

The study was conducted on individuals to analyse the effect of listening to music on their feelings in Kurukshetra district. And for exploring the following given objective:

- To study the effect of various demographics (Gender, marital status, age, educational qualification, occupation) on individuals regarding effect of listening music and various types of feelings in Kurukshetra district.

Hypothesis: According to the above objective of this research, given below hypothesis has been formulated:

H₀: There is no significant difference of various demographics (Gender, marital status, age, educational qualification, occupation) on individuals regarding effect of listening music and various types of feelings in Kurukshetra district.

H_a: There is a significant difference of various demographics (Gender, marital status, age, educational qualification, occupation) on individuals regarding effect of listening music and various types of feelings in Kurukshetra district.

SAMPLE DESIGN

To achieve the objective of the individuals' survey in Kurukshetra district of the Haryana region has been taken into consideration. For collection of data a Google Doc questionnaire was designed for the respondents to draw their reverts for the same.

TYPE OF STUDY

The data has been collected from Primary sources, so as to come up with better results. In the study, effect of listening music and demographics on individuals' feelings in Kurukshetra district has been analysed. The study is related to be more of the descriptive nature.

Population: The population is finite as data has been collected from the individuals of in Kurukshetra district has been taken for study.

Sampling Procedure: The views of respondents are taken from various in Kurukshetra district and Non-probability Sampling Design were taken into consideration, attempts were made for sample to be more representative, proficient and in accordance with the objectives of the study. A sincere effort was made to avoid biasness in the selection of respondents.

Sampling Unit: The sampling unit of this study is on individuals' in Kurukshetra district.

Sample Size: Out of the total population the sample taken for the current study is 191, which are individuals' in Kurukshetra district.

DATA COLLECTION TECHNIQUE

Questionnaire: A questionnaire is mostly used for data collection in case of any research that involves of primary data. A questionnaire consists of a series of questions which may be either open-ended or closed ended. The respondent is asked to carefully read all the questions and reply according to his/her opinion. Questionnaires can be distributed either by emails, live in public area or responses can be filled on telephone etc. For the collection of data, two sections of the questionnaire were framed.

The first section: Questionnaire includes the information regarding the demographics of the respondents. The demographic variables taken in the study includes Gender, marital status, age, Educational qualification, and occupation.

The second section: Questionnaire includes the statements that records the satisfaction level of the respondents regarding Listening to Music and Various types of Feelings, that also predicts their interest in music. For this particular section, a five-point liker scale, ranging from "strongly agree" to "Strongly disagree" has been framed.

RELIABILITY ANALYSIS

Table No.1 Scale Reliability Statistics

	Cronbach's α
Scale	0.959

LIMITATIONS

- Some respondents were biased or ignorant while responding the questionnaires, due to this the results of some statements came out to be comparatively less accurate.
- Due to time constraints sample size weren't that high, which may bring out better results thereto.
- Respondent's carelessness while filling the responses in the questionnaires.

DATA ANALYSIS

Table No.2 Independent T-test on the basis of Gender

Statements	p-value	Mean		Decision
		Male	Female	
S1	0.005	3.81	3.15	Rejected
S2	0.027	3.54	3.05	Rejected
S3	0.113	3.50	3.13	Accepted
S4	0.037	3.46	3.04	Rejected
S5	0.046	3.62	3.16	Rejected
S6	0.004	3.77	3.12	Rejected
S7	0.333	3.27	3.05	Accepted
S8	0.060	3.46	3.05	Accepted
S9	0.027	3.12	2.58	Rejected
S10	0.057	3.31	2.88	Accepted
S11	0.041	3.27	2.83	Rejected
S12	0.136	3.46	3.15	Accepted
S13	0.020	3.62	3.05	Rejected
S14	0.056	3.50	3.08	Accepted
S15	0.069	3.35	2.95	Accepted
S16	0.204	3.27	2.98	Accepted
S17	0.040	3.62	3.17	Rejected
S18	0.056	3.23	2.80	Accepted
S19	0.185	3.31	3.01	Accepted
S20	0.057	3.50	3.08	Accepted

Interpretation: The above table discusses the impact of demographical factor "gender" for various statements of feelings regarding listening of music. It has been resulted from the independent sample t-test that all the statements have its p-value greater than 0.05 except the S1, S2, S4, S5, S6, S9, S11, S13 and S17. So, it has been assumed that there is significant effect of gender on all these statements. So, here for

these statements the null hypothesis is rejected. It depicts that there is difference in emotions of males and females for emotions after listening to music.

Table No.3 Independent Samples T-Test (On the basis of Marital Status)

Statements	p-value	Mean		Decision
		Married	Unmarried	
S1	0.414	3.38	3.20	Accepted
S2	0.857	3.17	3.11	Accepted
S3	0.670	3.26	3.15	Accepted
S4	0.265	3.26	3.05	Accepted
S5	0.197	3.43	3.16	Accepted
S6	0.309	3.38	3.16	Accepted
S7	0.565	3.02	3.10	Accepted
S8	0.933	3.14	3.10	Accepted
S9	0.159	2.83	2.60	Accepted
S10	0.288	3.12	2.89	Accepted
S11	0.665	2.98	2.87	Accepted
S12	0.713	3.26	3.17	Accepted
S13	0.035	3.48	3.03	Rejected
S14	0.374	3.29	3.10	Accepted
S15	0.867	3.05	2.99	Accepted
S16	0.954	3.05	3.01	Accepted
S17	0.663	3.31	3.21	Accepted
S18	0.272	3.05	2.81	Accepted
S19	0.991	3.07	3.04	Accepted
S20	0.586	3.24	3.11	Accepted

Interpretation: The above table shows the impact of demographical factor “Marital Status” for various statements of feelings regarding listening of music. It has been resulted from the independent sample t-test that all the statements have its p-value greater than 0.05 except S13. So, it has been assumed that there is no significant effect of marital status on these variables. So, here the null hypothesis is accepted.

Table No.4 On the basis of Age

Statements	Levene	ANOVA	Welch
S1	0.142	0.399	
S2	0.420	0.486	
S3	0.037	-	0.303
S4	0.447	0.360	
S5	0.185	0.537	
S6	0.347	0.484	
S7	0.459	0.645	
S8	0.050	0.487	

S9	0.044	-	0.228
S10	0.476	0.499	
S11	0.268	0.792	
S12	0.190	0.873	
S13	0.016	-	0.207
S14	0.026	-	0.494
S15	0.737	0.233	
S16	0.037		0.885
S17	0.142	0.522	
S18	0.580	0.606	
S19	0.020		0.674
S20	0.039		0.252

Interpretation: The above shown the impact of demographical factor age for various statements of feelings regarding listening of music. It has been resulted from the Levene's test for equality of variance that S3, S9, S13, S14, S16, S19 and S20 have its p-value less than 0.05. So, it has been assumed that there is significant variance regarding these variables. So, here on these variables Welch (equal variance not assumed) has been applied. For other variables it has been assumed that value is greater than 0.05. So, Fisher test (equal variance assumed) has been applied. Further after the application of Anova and Welch and viewing its p-value the post-hoc (tukey) has been applied.

Table No.5 On the basis of Education and Qualification

Statements	Levene	ANOVA	Welch
S1	0.028		0.152
S2	0.310	0.440	
S3	0.061	0.414	
S4	0.302	0.124	
S5	0.057	0.361	
S6	< .001		< .001
S7	0.329	0.816	
S8	0.114	0.580	
S9	0.123	0.287	
S10	0.159	0.258	
S11	0.574	0.211	
S12	0.044		0.025
S13	0.172	0.069	
S14	0.236	0.771	

S15	0.343	0.327	
S16	0.078	0.852	
S17	0.020		0.446
S18	0.218	0.109	
S19	0.188	0.846	
S20	0.119	0.842	

Interpretation: As shown in the table 5 the impact of demographical factor Education and Qualification for various statements of feelings regarding listening of music has been explored. It has been resulted from the Levene’s test for equality of variance that S1, S6, S12 and S17 have its p-value less than 0.05. So, it has been assumed that there is significant variance regarding these variables. So, here on these variables Welch (equal variance not assumed) has been applied. For other variables it has been assumed that value is greater than 0.05. So, Fisher test (equal variance assumed) has been applied. Further after the application of Anova and Welch and viewing its p-value the post-hoc (tukey) has been applied.

POST HOC

Table No.6 Games-Howell Post-Hoc Test – S6

		12th=1	Graduate=3	Post Graduate=4	Under Graduate=2
12th=1	Mean difference	-	-0.816	-0.330	-0.144
	p-value	-	0.001	0.454	0.866
Graduate=3	Mean difference			0.486	0.672
	p-value			0.109	0.003
Post Graduate=4	Mean difference			-	0.186
	p-value			-	0.785
Under Graduate=2	Mean difference				-
	p-value				-

Interpretation: As it has been observed from the table no. 2 that as tukey has been applied for multiple comparison for those variables in which for fisher test we found that there is a significant difference as value is less than 0.05. So, for S6 we tested it for multiple comparison for different categories of education. For S6 it has been found that for education category ‘12th’ and ‘graduation’ there found to be significant difference as the value is less than 0.05.

Table No.7 Games-Howell Post-Hoc Test – S12

		12th=1	Graduate=3	Post Graduate=4	Under Graduate=2
12th=1	Mean difference	-	-0.647	-0.119	-0.0996
	p-value	-	0.028	0.926	0.937
Graduate=3	Mean difference			0.528	0.5475
	p-value			0.106	0.064
Post Graduate=4	Mean difference			-	0.0197
	p-value			-	1.000
Under Graduate=2	Mean difference				-
	p-value				-

Interpretation: As it has been observed from the table no. 2 that as tukey has been applied for multiple comparison for those variables in which for fisher test we found that there is a significant difference as value is less than 0.05. So, for S12 we tested it for multiple comparison for different categories of education. For S12 it has been found that for education category '12th' and 'graduation' there found to be significant difference as the value is less than 0.05.

Table No.8 On the basis of Occupation

Statements	Levene	ANOVA	Welch
S1	0.007	0.246	
S2	0.356	0.480	
S3	0.527	0.845	
S4	0.077	0.042	
S5	0.001		< .001
S6	0.018		0.076
S7	0.226	0.889	
S8	0.190	0.508	
S9	0.100	0.118	
S10	0.354	0.143	
S11	0.894	0.503	
S12	0.116	0.492	
S13	0.003		0.045
S14	0.107	0.315	
S15	0.147	0.291	
S16	0.016		0.364
S17	0.094	0.439	
S18	0.095	0.152	
S19	0.305	0.469	
S20	0.113	0.489	

Interpretation: The above shown the impact of demographical factor age for various statements of feelings regarding listening of music. It has been resulted from the

Levene's test for equality of variance that S5, S6, S13 and S16 have its p-value less than 0.05. So, it has been assumed that there is significant variance regarding these variables. So, here on these variables Welch (equal variance not assumed) has been applied. For other variables it has been assumed that value is greater than 0.05. So, Fisher test (equal variance assumed) has been applied. Further after the application of ANOVA and Welch and viewing its p-value the post-hoc (tukey) has been applied.

POST HOC

Table No.9 Tukey Post-Hoc Test – S4

		govt. job=2	private job=3	student=1
govt. job=2	Mean difference	-	-0.282	0.320
	p-value	-	0.669	0.282
private job=3	Mean difference			0.602
	p-value			0.078
student=1	Mean difference			-
	p-value			-

Interpretation: As it has been observed from the table no. 2 that as tukey has been applied for multiple comparison for those variables in which for fisher test we found that there is a significant difference as value is less than 0.05. So, for S4 we tested it for multiple comparison for different categories of occupation. For S4 it has been found that for all categories of occupation there found to be no significant difference as the value is greater than 0.05.

Table No.10 Games-Howell Post-Hoc Test – S5

		govt. job=2	private job=3	student=1
govt. job=2	Mean difference	-	-0.311	0.322
	p-value	-	0.388	0.318
private job=3	Mean difference			0.633
	p-value			< .001
student=1	Mean difference			-
	p-value			-

Interpretation: As it has been observed from the table no. 2 that as tukey has been applied for multiple comparison for those variables in which for fisher test we found that there is a significant difference as value is less than 0.05. So, for S5 we tested it for multiple comparison for different categories of occupation. For S5 it has been found that for occupation category private job and student there found to be significant difference as the value is less than 0.05.

EDUCATIONAL IMPLICATIONS OF THE STUDY

The aim of the present research study was to examine a relationship between music and levels of anxiety along with happiness in adult students. A single assumption was outlined in the present study. Assumption was designed to study the effect of various demographics (Gender, marital status, age, educational qualification, occupation) on individuals regarding effect of listening music and various types of feelings in Kurukshetra district.

The present study has concluded the impact of various demographics for Listening Music and Various types of Feelings. For most of the statement (as shown in table 2) there is significant effect of gender. It depicts that there is difference in emotions of males and females for emotions after listening to music. It has been resulted from the independent sample t-test that as shown in table 3 that all the statements have its p-value greater than 0.05 except S13. So, it has been assumed that there is no significant effect of marital status on these variables. In context to age for some context as shown in the table 4 also there is significant impact. So, for S6 we tested it for multiple comparison for different categories of education. For S6 and S12 it has been found that for education category '12th' and 'graduation' there found to be significant difference as the value is less than 0.05. For all categories of occupation there found to be no significant difference as the value is greater than 0.05. But for S5 it has been found that in occupation category private job and student there found to be significant difference as the value is less than 0.05.

More research into the use of music as a form of therapy is needed. According to Clements-Cortes (2014), children and teenagers are the largest music consumers, implying that the majority of children and teenagers can relate to and appreciate music. With this in mind, music may be a more enticing alternative for young people, as well as anyone of any age who is suffering from anxiety or other mental health issues. Music therapy would be in a more therapeutic environment and would have less stigma than counselling or medicine for mental health issues.

CONCLUSION

We also outlined that while they may be faced in solitude; their point of reference is the relationship of the music consumer to others. It is an important aspect of many of the regular musical scenarios. Reliving past relationships, controlling personality, using music to "let go" feelings that are not for public presentation: all of these depend on the dynamic network of cognitions and habits that constitute social life and are used to negotiate and improve them. In other words, daily musical feelings are materialisms of the music user's 'personhood' and a projection of it.



Thus, with this quote, we can infer that "Music is a universal language, but we do not always pay sufficient attention to what it says and how it is understood," Cowen said. "We wanted to take an important first step towards solving the straight face expression of how so many miniature feelings music can evoke."

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