

EXAMINE THE IMPACT OF MUSIC ON MENTAL WELL-BEING AND ACADEMIC ACHIEVEMENT AMONG LEARNERS

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ABSTRACT

Introduction: This study investigates the role of music in shaping the mental well-being and academic achievement of learners. In recent years, there has been growing interest in understanding how music can affect cognitive development, emotional health, and academic performance. **Objective:** The purpose of the study to assess the influence of music practices on both mental health status and academic performance among students, comparing those who practice Music with those who do not. **Methods:** It employs a descriptive research approach based on primary data collection five aspects are examined to evaluate the effects of music on students' mental and emotional well-being, physical and psychological health, and academic performance. Convenience sampling is utilized for data collection through a questionnaire distributed via mail survey. Descriptive analysis is performed to meet the study's objectives, utilizing SPSS version 21 for data analysis. **Results:** Key findings indicate that music positively affects students' mental, emotional, physical, and psychological well-being, leading to improved academic performance. **Conclusion:** In conclusion, the study highlights the positive impact of music on students' overall health, which translates into improved academic performance through enhanced confidence, concentration, memory power, focus, and study ability.

Keywords: Music, Mental Well-Being, Academic Achievement

Introduction

In recent decades, the relationship between music and its influence on various aspects of human functioning has garnered considerable attention, especially in educational contexts. Music is often regarded as a therapeutic tool, a mood enhancer, and a catalyst for cognitive development. While the benefits of music are well-established in clinical settings, its application in educational settings as a means to improve students' mental well-being and academic achievement remains an area of significant interest and research. Mental well-being encompasses emotional, psychological, and social health, and academic achievement refers to measurable success in learning, typically indicated by grades, test scores, and general academic performance. This paper explores how music can serve as a medium to enhance both mental well-being and academic achievement, addressing key questions: How does music influence students' emotional state, cognitive abilities, and overall learning outcomes? What mechanisms underpin this relationship? Can music be used as a viable intervention in the classroom to foster both mental and academic growth?

Music and Mental Well-being

Music has long been used as a therapeutic tool to promote emotional health. A growing body of research suggests that music can reduce stress, improve mood, and contribute to overall mental well-being among learners. Mental well-being is fundamental to overall health, encompassing emotional, psychological, and social dimensions. For students, their mental health plays a crucial role in managing academic pressures, building healthy relationships, and staying motivated throughout their education. Poor mental health can lead to increased stress, anxiety, depression, and diminished focus, all of which negatively affect learning and academic performance. In recent years, there has been growing awareness of the importance of addressing mental health issues proactively to help students maintain resilience and emotional balance. Music has long been recognized for its ability to improve emotional well-being. Research has indicated that music can alleviate symptoms of anxiety and depression, promote relaxation, and create

positive emotional experiences. By stimulating the brain's reward centers, music can serve as an effective tool for relieving stress, providing a natural remedy for the emotional strain students often face in high-pressure academic settings.

Influence of Music on Academic Achievement

Academic achievement is commonly regarded as a key indicator of a student's success, shaped by various cognitive and emotional factors. Elements such as concentration, memory, time management, and problem-solving skills are critical for academic performance. When students experience mental health challenges, like high stress or emotional instability, these cognitive abilities can be compromised, often leading to diminished academic results. Research has demonstrated that music can positively influence cognitive functions such as attention, memory, and learning. For example, certain types of music have been found to enhance focus, improve concentration, reduce mental fatigue, and boost information retention. Furthermore, music's capacity to reduce stress and anxiety can help establish a more favorable learning atmosphere, enabling students to engage more fully with their studies and achieve better academic performance. Incorporating music into students' routines—whether through pre-exam listening or background music during study sessions—can play a role in enhancing their academic outcomes.

Objectives of the study

The study aimed to achieve the following objectives:

- To examine the impact of music on mental health status and academic performance among students practicing music compared to those who do not listen music.
- To investigate the impact of music practices on academic achievement on students who practice music versus those who do not practice music.

Literature review

Jain V.K and Sharma R. (2024) studied the impact of music on anxiety and well-being among university students over 50 days. Sixteen students (8 males, 8 females) participated, with data collected using the State-Trait Anxiety Scale and the Psychological Well-being Scale. Results showed no significant change in State Anxiety but notable improvements in Trait Anxiety and Psychological Well-being ($t = 4.31, p < 0.01$; $t = 1.173, p < 0.002$). While "autonomy" remained unchanged, significant gains were observed in "positive relations," "environmental mastery," "personal growth," "purpose in life," and "self-acceptance." These findings align with existing research on music's role in stress reduction and emotional regulation. Music therapy is reaffirmed as a valuable tool for enhancing psychological well-being and social connectedness, making it beneficial for stress management in academic settings. **Robert L. Newton (2013)** conducted a study on the effects of music on human stress responses and found that listening to music had a significant impact on the psychobiological stress system. Music played before exposure to a standardized stressor primarily influenced the autonomic nervous system by promoting a more resilient recovery, while its effects on the endocrine and psychological stress responses were comparatively lower. **Amy Novotney (2013)** studied the role of music as a therapeutic tool for premature babies born at 32 weeks of gestation. Her research revealed that music helped slow the babies' heart rates, increased the duration of their alertness, and also reduced parental stress. **John S., Verma S.K., and Khanna G.L. (2012)** investigated the effects of music therapy on salivary cortisol levels in reducing pre-competition stress and its impact on shooting performance. The study concluded that four weeks of music therapy positively influenced the hypothalamic-pituitary-adrenal (HPA) axis, leading to a decrease in salivary cortisol, a key physiological marker of pre-competition stress. **Sharma M. and Jagdev T. (2012)** examined the use of music therapy in enhancing self-esteem among academically stressed

adolescents. Their findings suggested that music therapy contributed to an improvement in self-esteem among these students. **J. Rapp and M. Lanovaz (2011)** studied the effects of music on vocal stereotypy in children with autism. Their research indicated that non-contingent access to music led to immediate engagement in vocal stereotypy among autistic children. **M. Thaut (Ph.D.) and G. McIntosh (M.D.) (2010)** conducted a study demonstrating that music therapy could be used to retrain auditory perception, attention, memory, and executive functions, including reasoning, problem-solving, and decision-making. **Dr. S. Tameem Sharief and M. Kotteeswari (2010)** explored job stress and its impact on employee performance. Their findings highlighted that both male and female employees experienced workplace stress, which negatively affected their job performance, regardless of their age. **Dr. Cheng Kai Wen (2004)** examined sources of stress among college students in Taiwan and discovered that male students experienced higher stress levels due to family-related factors compared to their female counterparts. **Suzzane B. Hanser (1985)** conducted a study on music therapy and stress reduction, concluding that music acts as a sedative, mitigating the effects of the autonomic nervous system during stressful situations and promoting relaxation of both the body and mind.

Research methodology

The research is characterized as descriptive and relies on primary data to examine the effects of Music on various aspects of college-going students' lives in higher educational institutions in Moradabad. The study aims to investigate how music impacts mental and emotional states, physical and psychological well-being, and academic performance. Data collection was conducted through a Google Form using a questionnaire approach. Three aspects - stress level, emotional health, and memory power - were evaluated to gauge the mental and emotional state of students. Two aspects - physical health and psychological health - were analysed to assess the impact of music on physical health and psychological well-being. Furthermore, ten aspects were examined to measure Music's influence on academic performance, including concentration level, confidence level, focus, sitting ability, study speed, ability to stay awake late for studies, study time, performance in studies, securing a better rank in class, and academic grade. The research population comprised the entire student community of higher educational institutions in Moradabad, Uttar Pradesh, with a sample obtained using convenience sampling. Approximately 125 students were approached to fill out the questionnaire via Google Form, resulting in 85 completed responses.

Result and Discussion

The data obtained from the study has been subjected to percentage analysis methods. Below are the findings derived from the research objectives and subsequent analysis of the data.

N: 85					
TABLE 1: PRIOR TO COMMENCING LISTENING MUSIC PRACTICES					
Statements	Percentage of Respondent				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I often feel overwhelmed by stress.	6%	12%	6%	35%	41%
My mind frequently races with negative thoughts.	3%	9%	6%	32%	50%
I struggle to maintain focus and concentration.	7%	13%	7%	29%	44%
I experience frequent mood swings.	4%	11%	9%	31%	45%
I find it difficult to manage my emotions effectively.	5%	12%	10%	29%	35%

The data from Table 1, based on responses from 85 participants. The data indicates that a significant portion of respondents experienced **high levels of stress, negative thoughts, and emotional instability**

before beginning music listening practices. **Overwhelming stress** was a major concern, with **76%** of respondents (Agree + Strongly Agree) feeling burdened by stress, which could negatively impact their academic performance and daily life. Additionally, **82%** of students reported experiencing **frequent racing negative thoughts**, suggesting a high prevalence of cognitive distress that may contribute to anxiety and emotional exhaustion. **Difficulties in maintaining focus and concentration** were also evident, with **73%** struggling to stay attentive, which could affect their ability to retain information and complete academic tasks effectively. Similarly, **76%** of respondents admitted to **frequent mood swings**, indicating emotional instability that might disrupt interpersonal relationships and overall well-being. Furthermore, **73%** found it **challenging to manage emotions effectively**, pointing to difficulties in emotional regulation and coping mechanisms. These findings highlight a pressing need for interventions like **music therapy**, which has been shown to promote relaxation, enhance cognitive function, and support emotional well-being. Implementing structured music-based interventions in academic settings could provide a valuable tool for stress management and mental health support among students.

In summary, the data portrays a picture of significant stress, negative thinking patterns, focus and concentration difficulties, mood swings, and emotional management challenges among respondents before embarking on a music practice. These findings underscore the potential relevance and importance of music as a holistic approach to addressing these issues and fostering mental well-being and emotional resilience.

N: 85					
TABLE 2: AFTER ENGAGING IN Music PRACTICES					
Statements	Percentage of Respondent				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I feel more equipped to handle stress.	8%	14%	18%	31%	29%
My mind is calmer, with fewer negative thoughts.	6%	11%	15%	28%	40%
I notice an improvement in my ability to focus and concentrate.	9%	16%	11%	30%	34%
I experience greater emotional stability.	7%	10%	15%	27%	41%
I feel more in control of my emotions.	10%	9%	20%	31%	30%

The data presented in Table 2 suggests that engaging in **music practices led to noticeable improvements** in stress management, cognitive focus, and emotional well-being among respondents. A significant **60%** of participants reported feeling **better equipped to handle stress**, indicating that music had a positive effect on stress resilience. Additionally, **68%** of respondents experienced a **calmer mind with fewer negative thoughts**, highlighting music's role in promoting emotional regulation and cognitive relief. Similarly, **64%** noticed an **improvement in focus and concentration**, suggesting that music aids cognitive functions essential for academic performance. Furthermore, **68%** of participants reported **greater emotional stability**, demonstrating that listening to music contributed to balanced emotions and reduced mood swings. Moreover, **61%** of respondents felt **more in control of their emotions**, reinforcing the idea that music supports **self-regulation and emotional awareness**. These findings emphasize that **music can be a powerful tool for enhancing mental well-being**, providing students with an effective method to manage stress, improve concentration, and foster emotional resilience.

N: 85

TABLE 3: PRIOR TO COMMENCING Music PRACTICES

Statements	Percentage of Respondent				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I often feel overwhelmed by academic stress.	9%	13%	15%	27%	36%
I struggle to maintain focus and concentration while studying.	7%	12%	15%	33%	33%
I experience difficulty in managing my time effectively for studying.	8%	14%	15%	32%	31%
My academic performance (grades, test scores) is below my expectations	12%	9%	16%	22%	41%
I feel anxious or nervous about exams and assignments.	10%	8%	15%	31%	36%

The data presented in Table 3 reveals that before engaging in **music practices**, a significant number of students faced **academic stress**, **focus issues**, **time management difficulties**, and **exam-related anxiety**, all of which are crucial for academic success. Notably, **63%** of students reported feeling **overwhelmed by academic stress**, highlighting its role as a major obstacle to both well-being and performance. Additionally, **66%** struggled with **focus and concentration**, suggesting that distractions and mental fatigue hindered their ability to retain information effectively. Furthermore, **63%** of respondents found it **challenging to manage their study time**, which may have led to procrastination, missed deadlines, and inefficient study habits. Dissatisfaction with academic performance was also evident, as **63%** felt their **grades and test scores were below their expectations**, likely due to stress and ineffective learning strategies. Perhaps most significantly, **67%** experienced **exam and assignment anxiety**, which can impair memory recall, reduce confidence, and heighten stress responses. These findings underscore the urgent need for **interventions like music therapy** to help students manage stress, enhance focus, improve time management, and ultimately create a more balanced and productive academic experience.

N: 85

TABLE 4: AFTER ENGAGING IN Music PRACTICES

Statements	Percentage of Respondent				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I feel more equipped to handle academic stress.	7%	11%	8%	29%	45%
I notice an improvement in my ability to focus and concentrate while studying.	8%	10%	10%	27%	45%
I find it easier to manage my time effectively for studying.	11%	15%	12%	26%	36%
My academic performance (grades, test scores) has improved.	9%	7%	12%	27%	45%
I feel less anxious or nervous about exams and assignments.	7%	11%	11%	30%	41%

The data from Table 4 reveals that after engaging in **music practices**, respondents reported significant improvements in both their **academic** and **emotional well-being**. A notable **61%** of participants felt more **equipped to handle academic stress**, highlighting that music played a crucial role in enhancing their **stress management** skills. Additionally, **62%** noticed an improvement in their **focus and concentration**, suggesting that music positively impacted their cognitive abilities during study sessions. Moreover, **62%** found it easier to **manage their time effectively**, indicating that music practices may have contributed to better **organization** and reduced procrastination. In terms of **academic performance**, **61%** of students reported improvements in their **grades and test scores**, which can be attributed to the

combined effects of improved focus, time management, and reduced stress. Perhaps most significantly, **71%** felt **less anxious** about **exams** and **assignments**, underlining music's powerful influence in promoting **relaxation** and **emotional regulation**—both essential for performing well under pressure. These findings underscore the profound benefits of music in supporting both **academic success** and **emotional stability**, making it a valuable tool for students.

In summary, the data suggests that regular Music practice yields positive outcomes, including improved stress management, focus, time management, academic performance, and reduced anxiety levels. These findings underscore the potential benefits of integrating Music into academic routines as a holistic approach to enhancing overall well-being and academic success.

Impact of Music on Mental and Emotional Well being

Regular Music practice brings about a noticeable increase in feelings of happiness, peace, and enthusiasm. Music has profound effects on both physical and mental well-being. Physically, it diminishes anxiety by reducing high blood pressure and blood lactate levels, alleviates tension-related ailments such as headaches and muscle pain, enhances mood and behavior through increased serotonin production, strengthens the immune system, and boosts energy levels. Mentally, Music induces a shift in brainwave patterns towards the alpha state, facilitating healing and creating a sense of lightness and clarity in the intellect. It serves as an inner cleansing and nourishment, particularly beneficial when feeling overwhelmed, unstable, or emotionally disconnected, promoting a state of calmness. With regular practice, Music enables individuals to manage anxiety levels and cultivate emotional resilience. Furthermore, it enhances creativity and intuition, leading to heightened inner happiness. Music fosters mental clarity, tranquility, and agility, improving memory and facilitating easy recall of information.

Conclusion

The results and findings suggest that Music has a notable impact not only on mental and emotional well-being but also on the physical and psychological health of students. These improvements contribute to enhanced academic performance, including increased confidence, concentration, memory power, focus, and study ability among students who engage in Music and mindfulness activities. While many studies are currently exploring the benefits of short-term Music, further research is needed to uncover the additional advantages of long-term Music practices. Future research initiatives should aim for larger sample sizes to ensure more reliable data. Engaging in regular Music can empower students to achieve academic success, improve their relationships with parents, and alleviate feelings of depression and loneliness. Music offers numerous benefits, including stress reduction, enhanced creativity, and increased physical resilience against illness. Studies indicate that it enhances focus compared to individuals who do not meditate regularly. Therefore, I believe that Music is a practice that should be embraced by everyone, regardless of their role as a student or parent, as it fosters personal growth and equips individuals to better manage stressful situations. My research on the academic performance of college students underscores the significant positive impact of Music.

Educational implications

1. Incorporating Music into school programs can be beneficial for enhancing students' mental health. Therefore, it is recommended to include Music as a therapeutic intervention within school curricula. This implies that schools should actively consider integrating Music practices into their educational frameworks to support students' psychological well-being.
2. Given that students possess abundant energy, it is essential to channelize this energy effectively. Music provides a constructive avenue for harnessing and directing students' energy in a positive manner. By

engaging in Music practices, students can learn to manage anxiety and stress more effectively. This implies that schools should recognize the importance of providing opportunities for students to engage in Music sessions as a means to foster emotional resilience and well-being.

3. Music practice facilitates the regulation of emotions and helps in reducing conflicts, academic pressure, and frustration among students. By incorporating Music into the school curriculum, educational institutions can create a supportive environment where students are equipped with tools to cope with stressors effectively. This implies that schools should not hesitate to introduce Music programs, as they can contribute significantly to reducing the negative impacts of stress and academic pressure on students' well-being.

In summary, the educational implications of the study underscore the importance of integrating Music into school programs as a means to promote students' mental health, positive energy channelization, and effective stress management. By doing so, schools can create a conducive learning environment that prioritizes the holistic development and well-being of students.

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