Effectiveness of music therapy on level of concentration among B.Sc. Nursing students in Selected Nursing College, Chidambaram

A.Bragannayagi[1], Dr. S. Kamala[2], Dr. Rathiga[3]
[1]M.Sc Nursing, [2]Vice-principal cum Professor, [3]Prinicipal
[1,2]Rani Meyyammai College of Nursing, Annamalai University, Chidambaram, Tamil Nadu
[3]Sankara College of Nursing (Women), Kanchipuram, Tamil Nadu

*Corresponding Author:
A. Bragannayagi
M.Sc Nursing, Rani Meyyammai College of Nursing, Annamalai University, Chidambaram, Tamil Nadu.

Abstract

Evaluate the effectiveness of music therapy on the level of concentration among B.Sc. Nursing students in a selected nursing college, Chidambaram. The objectives are: 1. To assess the level of concentration among B.Sc. Nursing students in the pre-test. 2. To determine the factors affecting concentration in the classroom among the B.Sc. Nursing students in the pre-test. 3. To evaluate the effectiveness of music therapy on the level of concentration among the B.Sc. Nursing students in the post-test. 4.To find out the association between the pre-test level of concentration among the B.Sc. Nursing students with the selected demographic variables such as age, gender, educational status, etc.One group pre-test and post-test pre-experimental design was used for this study. A total of 100 students were selected by using the convenience - sampling technique. A pre-test was conducted using the modified standardised scale. Music therapy was given to the students every day morning and evening for 20mins. On the 31st day, a post-test was conducted with the same standardised scale. King's Goal Attainment theory was used as conceptual framework.The study revealed that 89% of the students had poor concentration, 6% of the students had very poor concentration and 5% of the students had below average concentration and none of them had average and good concentration in the pre-test. After the music therapy, in the post-test 94% of the students had good concentration and 6% of the students had average concentration and none of them had very poor, poor and below average concentration. Regarding factors affecting concentration in the classroom, majority of the students believed that most important factors influencing concentration were skill of the teacher in creating motivation (Mean=3.09 SD=0.842) in thedomain of factors related to teacher, having individual intellectual conflicts (Mean=2.70 SD=1.202) and active presence in the classroom (Mean=2.65 SD=0.914) in the domain of factors related to students, and a large number of students in the classroom (Mean=3.67 SD=0.817) in the domain of factors related to environment. Many students believed that the least important factors influencing concentration were the large volume of lessons in one session (Mean=2.30 SD=1.049) in the domain of factors related to teacher, read the prepared pamphlet or reference books before class (Mean=1.28 SD=0.986) in the domain of student related factors, the atmosphere is humid and stuffy (Mean=1.99 SD=1.124) in the domain of factors related to environment.The present study assessed the level of concentration and the factors affecting concentration in the classroom and found that the students had poor concentration. After the music therapy, there was a significant improvement in the level of concentration among the students. The study concluded with the fact that music therapy was very effective in improving the concentration among the students.

Keywords: Concentration, Music Therapy

Introduction

Education is the most important principle in an educational system and attention and concentration in the classroom is considered as one of its most important foundations among students. Schools, Colleges and Universities have no worth without students. Students are the most essential asset for any educational institute.[1] The social and economic development of the country is directly linked with the students' academic performance.The students' performance plays an important role in producing the best quality graduates who will become great leaders and add manpower to the country. In many colleges, over 30% of the students report problems concentrating in their studies. Most of these students blame outside distractions for their problems. Many research studies indicate noise levels and distractions and such disturbances may increase, decrease, or not even affect concentration. These researchers have, therefore, concluded that distracters don't cause concentration problems directly. [2] It is the way the distracters are interpreted by the students that disrupts their study.

Statement of Problem

A study to evaluate the effectiveness of music therapy on the level of concentration among the B.Sc. Nursing students in a selected Nursing College, Chidambaram.

Objectives of the Study

1. To assess the level of concentration among the B.Sc. Nursing students in the pretest.

2. To determine the factors affecting concentration in classroom among the B.Sc. Nursing students in the pretest.

3. To evaluate the effectiveness of music therapy on level of concentration among the B.Sc. Nursing students in the post-test.

4. To find out the association between the pretest level of concentration among the B.Sc. Nursing

students with selected demographic variables such as age, gender, educational status, etc.

Hypothesis

H₁- There is a significant difference and improvement in the level of concentration in post-test after the intervention than in the pre-test.

H₂- There is a significant association between the level of concentration with selected demographic variables.

Research Methodology

The population of this study was comprised of B.Sc. (Nursing) students studying in RMCON, Chidambaram.A sample selected for this study is I year B.Sc. (Nursing) students who fulfill inclusion criteria. The sample size comprised of 100 I year B.Sc. Nursing Students studying in Rani Meyyammai College of Nursing. The setting was adopted at Rani Meyyammai College of Nursing, Chidambaram. The instruments consist of 3 sections: Demographic variables, Modified California state university concentration scale (2018), Modified Rahiminia factors affecting concentration in classroom scale (2018).Music therapy is the use of music to address the physical, emotional, cognitive and social needs of a group or individual. The classical instrumental music (violin) will be used for intervention. The following ragas are used for this study: Bhoopalam, Bilahari, Moganam, Aanandhabhairavi, Sri.

Results and discussion:

The first objective was to assess the level of concentration among the B.Sc. Nursing students in the pre-test.

Table 2 shows that, majority of the students 89% of them had poor concentration, 6% of them had very poor concentration, 5% of them had below average concentration and none of them had average and good concentration in pre-test.

Graph- 1: Level of Concentration
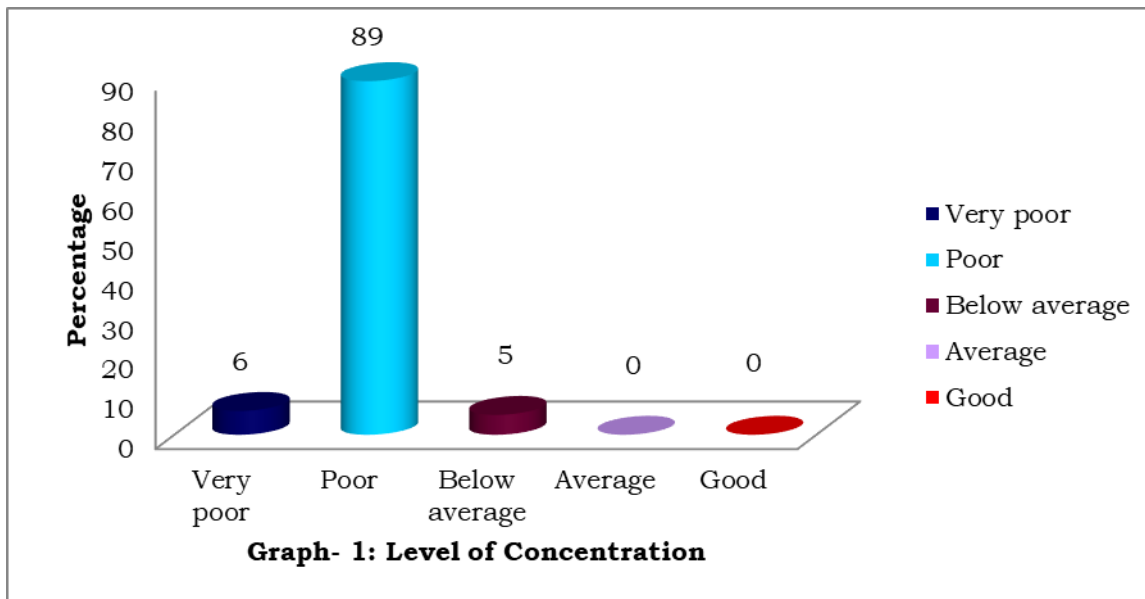
The second objective was to determine the factors affecting concentration in the classroom among the B.Sc. Nursing students in the pre-test.

Table 6 **Regarding teacher related factors,**

Among 100 students 51% of them responded that "Skill of the teacher in creating motivation"had high influencing factor. 43% of them responded that "Appropriately manage time in presenting the lesson"had high influencing factor. 36% of them responded that "Use of audio-visual aids and tools" had high influencing factor. 28% of them responded that "Large volume of lessons in one session"had high influencing factor. 51% of them responded that "Appropriate speed of teaching" had high influencing factor. 38% of them responded that "Monotonous voice" had high influencing factor. 34% of them responded that "Ability of the teacher to bring students together"had high influencing factor and 39% of them responded that "The teacher appropriately dealing with the students"had high influencing factor.[3-5]

Regarding students related factors,

Among 100 students 26% of them responded that "Having appropriate food before attending the classroom session" had high influencing factor. 27% of themresponded that "Feeling drowsy in the classroom" had high influencing factor. 15% of them responded that "Having scientific background on the content presented" had high influencing factor. 26% of them responded that "Thinking too much of upcoming events in the classroom" had high

influencing factor. 26% of themresponded that "Lack of interest towards the subject"had high influencing factor. 43% of them responded that "Having individual intellectual conflicts"had high influencing factor. 41% of them responded that "Active presence in classroom"had high influencing factor and 6% of them responded that "Read the prepared pamphlets before class" had high influencing factor.[6-7]

Regarding environmental factors,

Among 100 students24% of them responded that "Noise pollution in the classroom" had very high influencing factor. 20% of them responded that "The atmosphere is humid and stuffy"had high influencing factor. 38% of them responded that "Inappropriate light and ventilation in the classroom" had high influencing factor and 79% of them responded that "A large number of students in the classroom" had very high influencing factor.[8]

Table 7 shows that majority of the students believed that the most important factors influencing concentration were "skill of the teacher in creating motivation" (Mean 3.09±0.842) in the domain of factors related to teacher, "having individual intellectual conflicts" (Mean2.70±1.202) and "active presence in the classroom" (Mean2.65±0.914) in the domain of factors related to students, and "a large number of students in the classroom" (Mean 3.67±0.817) in the domain of factors related to environment.[9]

Majority of the students believed that the least important factors influencing concentration were "the

large volume of lessons in one session" (Mean2.30±1.049) in the domain of factors related to teacher, "read the prepared pamphlet or reference books before class" (Mean1.28±0.986) in the domain of student related factors, and "the atmosphere being humid and stuffy" (Mean1.99±1.124) in the domain of factors related to environment.[10]

Graph-2: Environmental Factors
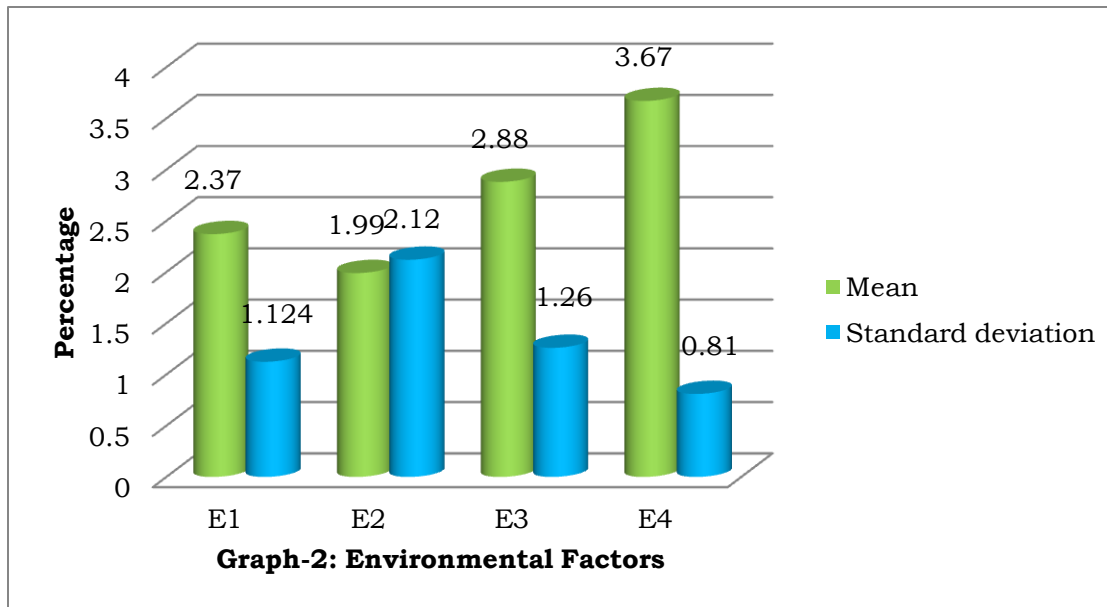
The third objective was to evaluate the effectiveness of music therapy on the level of concentration among the B.Sc. Nursing students in the post-test.

Graph 3 shows the point that in the post-test, majority 94% of the students had good concentration 6% of them had average concentration and none of them had below average, poor and very poor concentration.

Graph-3: Level of Concentration
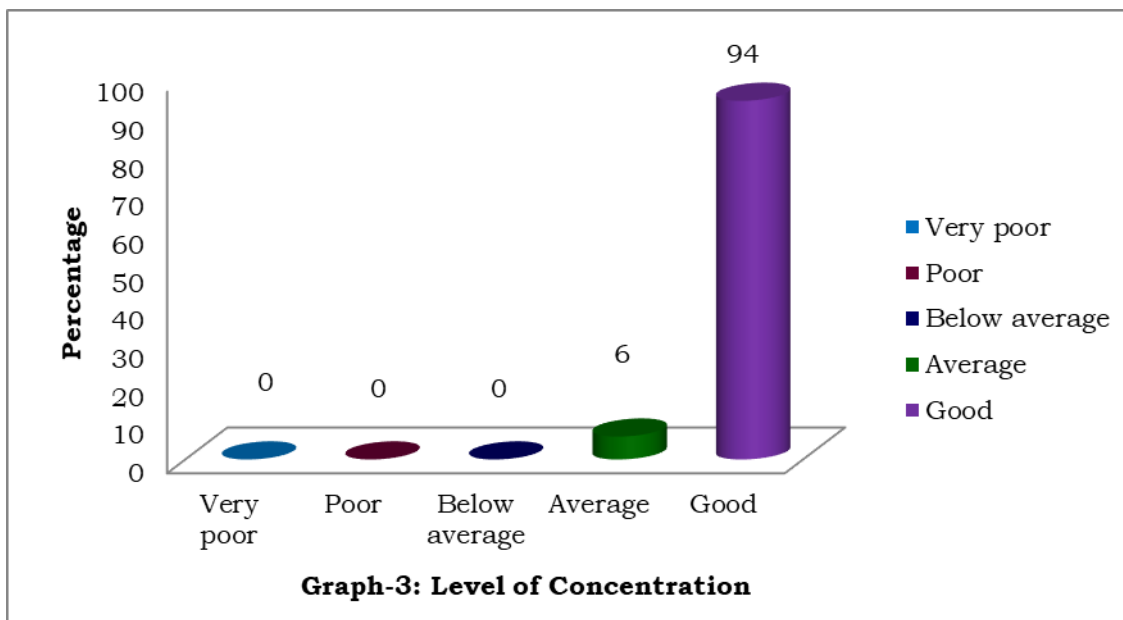
Conclusion:

The present study assessed the concentration of B.Sc. Nursing students and found that the students had poor concentration in the pre-test. After music therapy, there was a significant improvement in the concentrationof students. Regarding factors the most important and least important factors affecting

concentration was assessed. The study concluded that the music therapy was very effective in improving the concentration amongstudents.

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