



## Performance of School Students in Social Science with Baroque-Fused Teaching

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### ABSTRACT

*Music seems to be part of the natural state of things, evolved in humans before language. It has the power to feel alive. It can calm us, animate us, comfort us, thrill us or serve to organize us at work. It can improve learning and create a feel-good. Music primes the mind to develop personal skills, to learn and share knowledge, and to cultivate a genuine love of learning. This attempted to explore if there is any significant difference between the conventional method of teaching and music-fused teaching in the performance of tenth standard students in Social Science. The study reveals that Baroque-fused teaching contributed for the students performing better in Social Science.*

**KEYWORDS : Baroque- Fused Teaching, Performance and Social Science**

Background music is used commonly in restaurants, waiting rooms, elevators and other public places to reduce stress and anxiety or to facilitate desired behaviours. It is an essential tool of advertising and marketing, in which it is used to influence the buying behavior of prospective customers. Background music can be defined as any music played while the listener's attention is focused primarily on a task in which the listener is involved. Such a task could be studying or other academic preparation. Students of all ages have often claimed that they can study and learn more effectively while listening to music (Bucholtz, 2009).

Music, when applied in a constructive way, can have positive effects on a child's learning and help them in many ways. Listening to music as background can help when people when they're thinking, learning, or working, but the music needs to be implemented correctly. It can be easily understood that if it's vocal music, it needs to be somewhat quiet, for if it isn't, it can be very distracting to the mind. It is logical to conclude then that if it's instrumental, it can be somewhat louder than vocal music, but not too loud because any music that is loud enough will make it hard to learn or think (Olson, 1996).

The resume of reviewed researches reveals that although the findings of some studies (Crosswhite, 1997, Kluball, 2001, McLelland & Martha, 2005) were not favour of music fused teaching, but in majority, instrumental music has significant impact with reading (Trent, 1997; Eaton, 2007), language development (Trent, 1997, Kang & Williamson, 2013), and academic achievement in English and Mathematics performance (Hallam, 2000, Cardareli, 2004, Kani & Raja, 2009, Kani & Raja, 2012).

### Significance of the Study

Human brain is immensely complex. We knew that the brain development is partly determined by the external stimuli to which it is exposed. It is not surprised to learn that exposure to music with a reasonable complicated structure facilitates the establishment of neural networks which improve cerebral function. Music can make a significant contribution to education in terms of student's benefits by enhancing key developmental goal such as self- esteem and creativity. Teachers intuitively know when students are enjoying their learning, and they strive to motivate and interest students with new strategies and techniques that have been shown to enhance and increase learning. For better learning the classroom climate must be suitable for the students to perform better. Music creates a sense of playfulness and joy in the classroom Music can bring about a feeling of freedom as students search for and create unique patterns and rhythms. This

helps create an atmosphere that encourages emotional well - being within a positive learning environment. So it is necessary to make the classroom environment conducive for learning. On this basis the authors carried out a study to find out the performance of high school students in Social Science with Baroque-fused teaching.

### Objectives

The study was conducted on the basis of the following objectives.

To find out the significant difference, if any, between the control and experimental groups in the Gains scores, and ii) To find out the significant difference, if any, between the control and experimental groups in the performance in the delayed Posttest.

### Design of the Study

In this study, the pre-test post-test equivalent group design was followed (Creswell, 2011). The control group and the experimental group were given conventional teaching and baroque music intervened teaching of Social Science respectively. The treatment lasted for 15 days and both the groups were taught by the same teacher. Post-test was conducted on the very next day of the last class of the treatment and delayed post-test was conducted after 15 days from the post test.

### Selection of Sample

In this study, Sixty four 10<sup>th</sup> class students of two different sections of a Government High School, Thengamputhoor, Kanyakumari District, India were selected for this study. The authors had chosen one section as experimental group and other as control group. The homogeneity of the groups was established by their scholastic performance in the annual examination of Standard IX.

### Tool Used

The tool used in this study was Achievement test in Social Science (ATSS) developed by the authors. ATSS is an objective type test with 36 questions covering the topic selected for the experiment.

### Data Analysis

Arithmetic mean, Standard deviation and t-test for independent groups were employed for data analysis.

### Findings

There is no significant difference in pre-test scores in Social Science between the control and experimental groups with regard to History, Civics and Geography.

- There is no significant difference in the post-test scores in social science between the control and the experimental group with regard to History, Civics and Geography.
- There is significant difference in the gain score in social science between the control and the experimental group with regard to History. But there is no significant difference between control and experimental group with regard to Civics and Geography.
- There is no significant difference in the delayed post-test scores in social science between the control and the experimental group with regard to History, Civics and Geography.

### Educational Implications

The Government may launch projects to school faculties to bring out the importance of music in learning. Government may also provide training for teachers to implement music in learning. Government may also provide workshop for teachers to infuse music in the classroom while teaching. Educational planners may have forums to fuse music in teaching the subject at the school level. For teaching English language grammar and poetry, many audio and video compact discs have been provided to schools. It can also be extended to Social Science.

Musical Academies, both from Government and Private Sectors, can take attempt in finding the impact of instrumental music on the performance of students at school level. In some of the hospitals and in most of the hotels and banks music is played all the times. So the administration of the schools may consider music to be played in the classroom at the background at least in the experimental basis to find out the performance of students in learning especially in retention.

Usually school students feel bored during the conventional method of teaching Social Science. As a novel attempt, teachers can implement music fused teaching in schools to bring out good results in Social Science and good behavioral change. It helps to build a well-mannered society. School students who are almost always unmotivated become motivated because of music. So teachers can also implement music in the classroom for betterment of teaching and learning process. There are plenty of literatures to support the music fused teaching.

The usage of background music can be explained to the parents in the parent Teacher Association meetings. So that the parents may use this method in their houses so as to encourage the children's learning. It can also be explained that music modifies the brain waves. The slower the brain waves, the more relaxed, contented and peaceful we feel. Playing music at home, in the office or at school can help to create a dynamic balance between the more logical left and the more intuitive right hemisphere - an interplay thought to be the basis of creativity. Since music acts as a memory aid, parents may encourage their wards to learn by hearing music. Music makes an environment which is conducive for learning. So students may use instrumental music in the background while studying at home.

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