RELATIONSHIP BETWEEN ACHIEVEMENT IN HINDI LANGUAGE AND CLASSICAL MUSIC OF PRIMARY SCHOOL

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Abstract

This study was concerned with the achievement in Hindi Language and Classical Music of 100 primary school students of Jharkhand. The purpose of the study was to investigate the relationship between achievement in Hindi Language and Classical Music among primary school students. The researcher used descriptive survey method to study the problem. The tool for Hindi Language and Classical Music was self constructed and validated and was used for data collection, while't'- test and Pearson Product Moment Correlation used for statistical analysis. The results show that the female students are better than the male students in achievement in Hindi Language. The results revealed that there is no significant difference in Classical Music of male and female students. The results also explained the relationship between students achievement in Hindi Language and Classical Music. Result reflects that there is a significant relationship between achievement in Hindi Language and Classical Music of primary school students.

Keywords: Hindi Language, Classical Music, Primary school, lyrics, rhythm

INTRODUCTION

Music has a power of forming the character and should therefore be introduced into the education of the young.

It seems these days, music education is being offered less and less in many school systems. Unfortunately, many schools have begun to exclude music from their curriculums to make room for other subjects.

Music is an extremely important subject for all children to learn and can lead to better brain development, increases in human connection, and even stress relief. As music is removed from schools, children will no longer receive these benefits unless they enroll in private lessons, which is much too expensive for some families to afford.

Music learning supports and reinforces the development of literacy, language and other academic skills. Research shows that musically trained children perform better in standardised tests on language, and they acquire and use language more effectively, and earlier. Music education is also a critical driver of a child's social development and

emotional wellbeing; it can build confidence, promote creativity and help students develop emotional and behavioural awareness and skills. Many of the benefits of music education are embedded within the creation and performance of music, which can be explored and expressed in different ways to suit different learners. Within the right environment, every child and young person can reap the benefits of music education. Their success will be reflected in their musical achievements, across their schooling and throughout their personal lives.

The benefits of music education extend throughout a child's education. A high quality music education starts early, and allows children and young people to develop their skills through regular, consistent and developmental music experiences that both celebrate their achievements and challenge their abilities.

Research tells us that globally, many high performing education systems prioritise music education within their curricula. The study of music responds to global education goals, such as the OECD Education 2030 project, which aims to identify the knowledge, skills, attitudes and values that today's students need to thrive and succeed. As the global economy continues to evolve, students entering the workforce will increasingly need a broad and transferable set of skills that foster critical thinking, problem-solving, creativity and innovation — all of which are supported through quality music education. Music exists in every culture and is a fundamental form of human expression. It is a vehicle to connect and celebrate the diversity within our schools, recognising and embracing children and young people of all cultures, experiences and abilities. Music and 'song lines' are important parts of the deep connection. Tribal of Jharkhand have with their lands, languages, beliefs and cultural practices.

By strengthening the relationship between Tribal of Jharkhand students and music we support the development of their cultural identity and encourage the sharing of culture within schools. This is important to the wellbeing and engagement of all students. The case for music education is clear. A growing body of evidence supports the developmental benefits of music learning. This music education strategy is an opportunity to promote and celebrate these benefits for all children and young people, and to build a shared understanding of its value.

The parameters used to select the songs are discussed below.

1. The language used in song should be casual and actually usable. The lyrics should neither be too easy nor too hard considering the proficiency level of learners and their musical preferences. [22][23][24][24][25][26][27][24]
2. It is better if the song tells a story. Children's songs may be preferred for real beginner. [23][27]
3. Videos may help understand what the song is about, making it easy to relate words with images [27]
4. Selecting the songs based on genres and artists the students prefer in their native language [22]

5. Lyrics should be clear in the song [26]
6. It is better to select the song which the teacher loves or feels comfortable singing [22][23]
7. Keep songs short, simple and appealing to make them easy to learn and remember. [28]
8. The song should have about 50-100 words for beginners and upto 200 words for advanced students to avoid them feeling overwhelmed [22][25]
9. Song should be selected based on the purpose the song will be used for [24]
10. For vocabulary, identify a song that contains several examples of the vocabulary items being taught which is appropriate to the students' proficiency levels[26]|[22]
11. Songs that have soft music with quite easy words and simple content (e.g. country songs and love songs)[25] 6
12. For grammar, select a song that contains several examples of the grammatical items being taught[22]
13. For listening comprehension, choose song with good, clear pronunciation of the lyrics and not too many new vocabulary items or grammatical structures[22]
14. For speaking skills, choose a song that has a number of commonly used phrases or structures[2?2
15. To teach target culture, choose a song which 1s popular in the target culture[22]
16. The time of the day is helpful as if the class is in the morning, teacher can use the songs as warm up in order to catch the attention of the students[24]

REVIEW OF LITERATURE

Daltrozzo et al.,(2009) have even showed that there is a shared processing between language and music at the conceptual level. Research has been done on how musical training affects the structural changes in areas of brains which help in language skills as well. The following three papers are crucial in this regard.

The work by Kraus et al.(2010) tells about how musical skills affects language skills. It states that, music tones the brain for auditory fitness just like physical exercise impacts the body fitness. It states that enhanced functional plasticity reflects experience in playing music and doesn't just reflect the innate differences between musicians and non-musicians. It shows that continued intense musical training brings structural changes in the primary auditory and primary motor areas. It shows that auditory skills of musicians do percolate to other domains, such as language, speech, emotion and auditory processing, so auditory skills enhanced by musical training help in these domains as well. The future work can be in understanding the plastic changes with time that are induced by music training which will allow us to explore the extent and limits of plasticity in the brain.

The work by Besson et al.(2011) takes it to further level by arguing about commonalities between music and language, and that there is transfer in skills obtained by music training to language. It discusses how music and language were earlier favored to have common origin with common primary function to express emotions. It also discusses that musicians of one language can process the harmonic sounds of another language as efficiently as

native speakers of that language. Phonological processing of language is positively affected by music skills.

The work by Patel et al.(2011) discusses why it is the case that music training improves language skills. It tells about several research works which have shown that there are many descending neural projections (corticofugal) in the auditory system (exceeding the number of ascending fibers), hence providing a potential pathway for cortical signals to tune subcortical circuits. The subcortical circuits also convey neural signals to cortical regions. Hence, two-way interactions between subcortical and cortical regions is possible, with structural malleability at both levels. This suggests that nonlinguistic auditory training enhances neural encoding of speech. It is significant as the quality of brainstem speech encoding has been associated with language skills such as hearing in noise and reading ability. It has been hypothesized that musical training influences the neural encoding of speech via plasticity driven by corticofugal projections, but why only musical training does so is because both music and speech use pitch, timing, and timbre to convey information and years of processing these cues in a fine-grained way in music may enhance their processing in the context of speech. On this idea, the paper builds the OPERA Hypothesis: the neural encoding of speech is driven by adaptive plasticity in speech-processing 2 networks, and that this plasticity occurs when certain conditions are met. The OPERA hypothesis is used to account for the observed superior subcortical encoding of speech in musically trained individuals. OPERA hypothesis suggests mechanisms by which musical training might improve linguistic reading abilities and it states controlled manipulation of sound features (of an instrument) will be required to effectively enhance neural processing of a particular feature (e.g., amplitude envelope). OPERA makes no assumption that influences between musical and linguistic neural encoding are unidirectional. Hence future work can be in determining whether certain types of linguistic experience with heightened demands in terms of auditory processing (e.g., multilingualism, or learning a tone language) can impact the neural encoding of music. Also, the relative merits of musical vs. linguistic training for speech sound encoding can be resolved by direct comparison in future studies.

MUSIC FOR MOTIVATION

Kao et al.(2014) suggest that when one is constantly fed knowledge, one may loose motivation. Hence, there is a need for self-directed learning. The authors claim that self-regulated learners can build motivation through music. They list two objectives:

1. To have good relationship with the material. The contact between the learner and his or her favorite material works almost the same as living in a nation where target language is spoken
2. To have the material available. The availability of songs help the learner in spending less time searching for material and more time concentrating on the material, enjoying it, and learning from it.

The authors details the language learning strategy (using Hip Hop to learn English by native of Taiwan) for building up inspiration and motivation along with proficiency. The authors

suggest that this strategy can be employed with any kind of music that has linguistically meaningful and culturally relevant lyrics. The steps in the strategy include:

Music : Choosing and simply enjoying the music

Language: analyzing the lyrics and creating a personalized textbook based on the lyrics Culture: deepening the understanding of the underlying culture.

The authors assert that if the learner can get used to many of the patterns used for paraphrase, he or she can manage most conversations easily and can then unconsciously build up a "learner's grammar," similar to the way children learn to speak their native language. The first author learned English by following this routine. He says that he is far ahead of those who still struggle with uninspiring, rigid learning materials and curricula. Similarly, Aguirre et al.(2016), studied the effect of music when included in class curriculum. The results showed that students were motivated to participate and became more engaged in classroom activities when songs are used in their English classes. Use of songs had positive effect on students and it was the most preferred strategy for students when learning English. Moreover, listening and singing songs was the most preferred activity. Students were more willing to participate and were paying more attention in classes where music was used, carrying out all their tasks with more energy and enthusiasm. The future research can be in

1. Whether a song can serve as a motivator element when learning English for adults as well
2. finding the most preferred audiovisual materials for children
3. Investigating the most effective materials for teaching English as a second language Likewise, Dolean(2015) carried out research where songs were used while teaching foreign language(FL), French, to children of 8th-grade. Their findings indicate that teaching songs during FL classes was perceived as an enjoyable experience by students from classes with both high and low anxiety; however, this teaching method decreased the Foreign language classroom anxiety (FLCA) average of classes of students with high anxiety. The author states formal assessment results (e.g. grades) and anxiety had weak negative correlation. Further research can be a replication study with a larger number of participants which would help generalize their findings.

METHODOLOGY

The introduction lesson was a marketing strategy. The class was moved to a room far away from the main teaching block and music welcomed the learners for about fifteen minutes. Popular classical Indian music, was played at high volume to make an impact on the young people. Singing the lyrics and dancing was a natural response from them. Students commented that this classroom had an "electric mood" and that learning "had a vibe". One student notably added that this was "India in the classroom". No learner stood still... until the words of the lyrics were transferred onto the overhead projector screen. Then the teaching and learning began. Actually, this was when the teaching and learning continued. The sudden dawning that the music they were enjoying was actually

a poem in motion seemed to fascinate the students. They accepted that they were singing a poem set to music. It was this critical moment that transformed what they thought was a music experience into an education situation, a teaching and learning situation. Music was the motivation behind the learning. Words were analysed and meanings debated. Rhyme was clarified. Figurative language was identified and discussed in the context of the text. The lesson was closed with five more minutes of music. No learner wanted to leave the classroom. The beat had turned the learning experience around. More importantly, the young people wanted to learn, they were motivated to engage with the words of the lyrics. The procedure was done in both Government and Private schools.

STATEMENT OF THE PROBLEM

Relationship between Achievement in Hindi Language and Classical Music of Primary School Students

OPERATIONAL DEFINITIONS

Achievement : Marks obtained by the student

Hindi Language : is an Indo-Aryan language spoken in India and across the Indian subcontinent. Modern Hindi is the standardized and Sanskritised register of the Hindustani language, which itself is based primarily on the Khariboli dialect of Delhi and other nearby areas of Northern India. Hindi, written in the Devanagari script, is one of the two official languages of the Government of India, along with the English language.

Classical Music : Hindustani music is based on the raga system. The Raga is a melodic scale, comprising of notes from the basic seven- Sa, Re, Ga, Ma Pa, Dha and Ni. On the basis of notes included in it, each raga attains a different character. The form of the raga is also determined by the particular pattern of ascent and descent of the notes, which may not be strictly linear.

Primary School Students : Students studying from I and V standards

OBJECTIVES OF THE STUDY

1. To study the difference in the mean score of primary school students' achievement in Hindi Language on the basis of gender.
2. To study the difference in the mean score of primary school students' achievement in Hindi Language on the basis of type of school.
3. To study the difference in the mean score of primary school students' Classical Music on the basis of gender.
4. To study the difference in the mean score of primary school students' Classical Music on the basis of type of school.
5. Tostudy the relationship between Hindi Language and Classical music on primary school students

TOOLUSED

1. Self constructed and validated Hindi Language Achievement Test.
2. Self constructed and validated Classical Music Performance Test.

METHOD USED

The investigator has proposed to adapt Survey Method for the present study.

SAMPLE

There were 100 primary school students randomly chosen from East Singhbhum district of Jharkhand.

STATISTICAL TECHNIQUES USED

1. Mean
2. Standard Deviation
3. t-ratio
4. Pearson Product Moment Correlation

DELIMITATION OF THE STUDY

1. The researcher has taken the sample from the state of Jharkhand only.
2. The researcher has randomly taken 100 samples.
3. The researcher has taken primary school students of Jharkhand for the study.

XII. NULLHYPOTHESIS

1. There is no significant difference between in the mean score of primary school students' achievement in Hindi Language on the basis of gender.
2. There is no significant difference between in the mean score of primary school students' achievement in Hindi Language on the basis of type of school.
3. There is no significant difference between in the mean score of primary school students' Classical Music on the basis of gender.
4. There is no significant difference between in the mean score of primary school students' Classical Music on the basis of type of school.

There is no significant relationship between achievement in Hindi Language and Classical Music of primary school students.

ANALYSIS OF DATA

Null Hypothesis 1

There is no significant difference between in the mean score of primary school students' achievement in Hindi Language on the basis of gender.

Table 1

Gender	N	Mean	STD	t_value	Remarks
Girls	50	36.57	11.95		
Boys	50	28.66	8.38	7.274	S

(At 5% level of significance, the table value of 't' is 1.97)

There is a significant difference in their Achievement in Hindi Language. It is inferred from the above table that there is significant difference in the mean scores of primary school students' achievement in Hindi Language on the basis of gender.

Null Hypothesis 2

There is no significant difference between in the mean score of primary school students' achievement in Hindi Language on the basis of type of school.

Table 2

Type of School	N	Mean	STD	t-value	Remarks
Government	50	31.01	12.08	0.708	NS
Private	50	28.41	11.98		

(At 5% level of significance, the table value of 't' is 1.97)

There is no significant difference in their Achievement in Hindi Language. It is inferred from the above table that there is no significant difference in the mean scores of primary school students' achievement in Hindi Language on the basis of type of school.

Null Hypothesis 3

There is no significant difference between in the mean score of primary school students' Classical Music on the basis of gender.

Table 4

Gender	N	Mean	STD	t-value	Remarks
Girls	50	27.92	3.58	3.316	S
Boys	50	27.80	1.53		

(At 5% level of significance, the table value of 't' is 1.97)

There is a significant difference in their performance in Classical Music.

It is inferred from the above table that there is a significant difference in the mean scores of primary school students' performance in Classical Music on the basis of gender.

Null Hypothesis 4

There is no significant difference between in the mean score of primary school students' Classical Music on the basis of type of school.

Table 5

Type of School	N	Mean	STD	t-value	Remarks
Government	50	27.75	3.86	0.633	NS
Private	50	27.99	3.23		

(At 5% level of significance, the table value of 't' is 1.97)

There is no significant difference in their performance in Classical Music. It is inferred from the above table that there is no significant difference in the mean scores of primary school students' performance in Classical Music on the basis of type of school.

Null Hypothesis 5

There is no significant relationship between achievement in Hindi Language and Classical Music of primary school students.

Table 7

Achievement in Hindi Language		Classical Music			N	r	Remarks
$\sum X$	$\sum X^2$	$\sum Y$	$\sum Y^2$	$\sum XY$	100	0.119	S
1061	42082	912	215360	31984			

(At 5% level of significance and 348 df, the table value of r is 0.105)

There is a significant relationship between achievement in Hindi Language and Classical Music of primary school students.

RESULT

1. Girls learn language faster than boys. It is generally seen that boys are more inclined towards Maths and science, while girls in language and linguistics.

2. Children of both Government and Private schools equally likes learning a language.

3. Girls are more inclined towards music and therefore learns the language faster.

4. Children of both Government and Private schools enjoys music therefore both were equally enjoying the class.

5. It was thus found in this research that there is significant difference between Hindi language and Music. Children enjoy music and specially in India, all types of songs are based on classical music. They can easily relate to music.

CONCLUSION

The findings of the study revealed that gender and type of school have a significant effect on achievement in Hindi Language. Positive correlation was found between achievement in Hindi Language and Classical Music of primary school students. From the findings of this study we can say that student with high achievement in Hindi Language perform well in Classical Music. So if we want to increase the achievement in Hindi Language in students, we should make them interested in Classical Music. The findings of the study may be helpful in better understanding for students and Psychologist, school counselors and also provide a practical guide for the educational policy makers.

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