

# Impact of Music on Aggression in Adolescent Students

## Abstract

In the present scenario, music could be seen as wings for the progress of the human being. It helps the individual to attain intellectual, physical and spiritual or emotional progress. In some way it helps the individual to live a happier life. Music is the primary tool to fight the insurmountable odds in life. Because music has always been the best weapon with which man can be equipped in meeting uncertainties in life. Music enhances an individual's personality and provides him confidence to reach out to the world. Music not only creates better human being but also contributes to the transformation of society. The concept of music is like a diamond which appears to be of different colour when seen from different angles.

**Keywords:** Music, Concept, Physical and Emotional Progress, Etc.

## Introduction

Music is an art form and cultural activity whose medium is sound organized in time. General definitions of music include common elements such as pitch (which governs melody and harmony), rhythm (and its associated concepts tempo, meter, and articulation), dynamics (loudness and softness), and the sonic qualities of timbre and texture (which are sometimes termed the "color" of a musical sound).

## Review of Literature

The word derives from Greek μουσική (mousikē; "art of the Muses").<sup>1</sup> Ancient Greek and Indian philosophers defined music as tones ordered horizontally as melodies and vertically as harmonies. Music may be classified as a performing art, a fine art or as an auditory art. In many cultures, music is an important part of people's way of life, as it plays a key role in religious rituals, rite of passage ceremonies (e.g., graduation and marriage), social activities (e.g., dancing) and cultural activities.<sup>2,3</sup>

Adolescence is the most crucial and significant period of an individual life.<sup>4</sup> It is the period of rapid revolutionary changes in the individual's physical, mental, moral, spiritual sex and social outlook. Adolescence is the period of learning new and a period of ambitions. Adolescence is the period of more complex emotions of admiration, anxiety, aggression, aesthetic awe, contempt's, gratitude, grief, hatred, reverence, scorn and shame. Among all these characteristics of adolescence period, anxiety and aggression plays a dominant role in this period.<sup>5</sup> The exposure to media products with violent content and long periods spent engaged with these products increase the tendency toward aggression and/or aggressive behaviors.<sup>6</sup>

## Aggression

The term aggression comes from the latin 'aggressive' meaning attack. The latin was itself a joining of ad – and gradi -, which meant to step or to go. Aggression in its broadest sense is behaviour, or a disposition towards behaviour that is forceful, hostile or attacking. It may occur either in relation or without provocation. In narrower definitions that are commonly used in psychology and other social and behaviour science, aggression involves intention to cause harm, even if only as a means to an end. Aggression can take a variety of forms among and can be physical or be communicated verbally or non-verbally. Aggressiveness has an inborn basis but its frequency, intensity and form are acquired during life and can therefore be influenced by the environment, i.e. also by training and psychotherapy. Aggression, a form of behaviour characterized by physical or verbal attack.<sup>7</sup>

## Aim of The Study

The aim of the study is impact of Music on Aggression in Adolescent Students.

1. To study the aggression level of adolescent students.

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- To study the effect of music on aggression of adolescent students.

**Hypothesis**

- The adolescent boys and girls do not differ significantly in their aggression level.
- There is not significant effect of more or less music training or mean scores of aggression of adolescent students.
- There is not significant effect of more or less music training on mean scores of aggression of adolescent boys.
- There is not significant effect of more or less music training on mean scores of aggression of adolescent girls.

**Tool**

Sinha's comprehensive anxiety tests by Dr. A.K.P. Sinha and Dr. L.N.K. Sinha – a standardized tool.

**Statistical Techniques**

- 't' test
- Chi-square test

**Delimitation**

The delimitation of the present study are enlisted below:-

- The present study is limited to Jaipur region only.
- Class XI and XII students will be taken for the study.

**Analysis**

**Hypothesis - 1**

The adolescent boys and girls do not differ significantly in their aggressive level.

**Table 1: Aggression level of Boys & Girls**

	H	N	L	Total
Boys	108	35	17	160
Girls	45	56	39	140
<b>Total</b>	<b>153</b>	<b>91</b>	<b>56</b>	<b>300</b>
<b>X<sup>2</sup> = 38.24</b>	<b>Level of Significant Significant</b>			

The above table no. 1 represents the aggression level of adolescent boys and girls. For df 2, the table value of 'X<sup>2</sup>' at 0.05 level is 5.99 and at 0.01 level is 9.21. The calculated value of X<sup>2</sup> is 38.24 which is greater than the table value of X<sup>2</sup> at both the levels. Hence, the null hypothesis stated above is rejected. It indicates that the adolescent boys and girls are different in their aggression level, they are not similar in their aggression level.

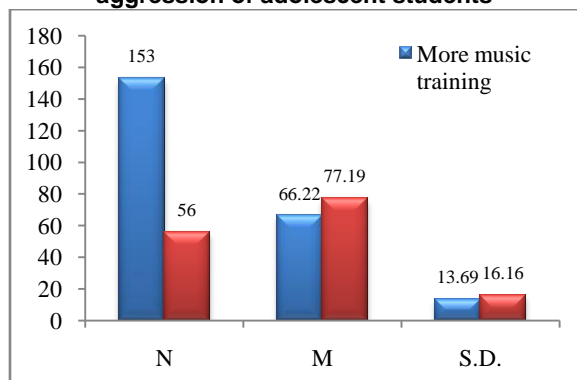
**Hypothesis - 2**

There is not significant effect of more or less music training or mean scores of aggression of adolescent students.

**Table 2: Aggression and Personality**

Students	N	M	S.D.	't'	Level of Significance
More music training	153	66.22	13.69	5.37	Significant
Less music training	56	77.19	16.16		

**Fig. 1: More or less music training on aggression of adolescent students**



The above table no. 2 represents the effect of music on adolescent students having high and low aggression level. The calculated value of 't' is 5.37 which exceeds the table value of 't' at both the levels. Thus the null hypothesis stated above is rejected. It means that there is significant effect of music training on aggression of adolescent students having more or less music.

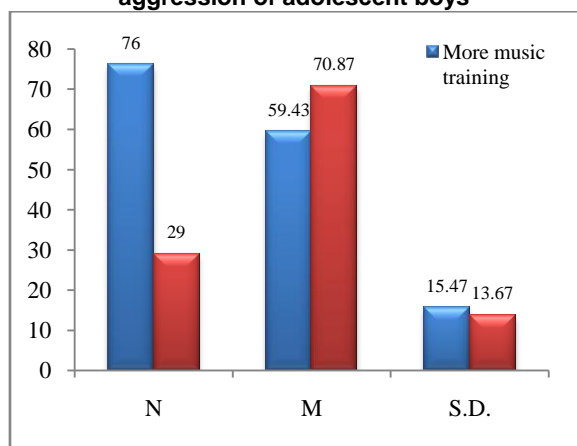
**Hypothesis - 3**

There is not significant effect of more or less music training on mean scores of aggression of adolescent boys.

**Table 3: Effect of More or Less Music training on aggression of adolescent boys**

Students	N	M	S.D.	't'	Level of Significance
More music training	76	59.43	15.47	7.72	Significant
Less music training	29	70.87	13.67		

**Fig. 2: More or less music training on aggression of adolescent boys**



The above table no. 3 represents the effect of music training on aggression of adolescent boys. The calculated value of 't' is 7.72, which exceeds the table value of 't' at both the levels. Hence, the null hypothesis stated above is rejected. This clearly shows that there is significant effect of music training

on aggression of adolescent boys having more or less training.

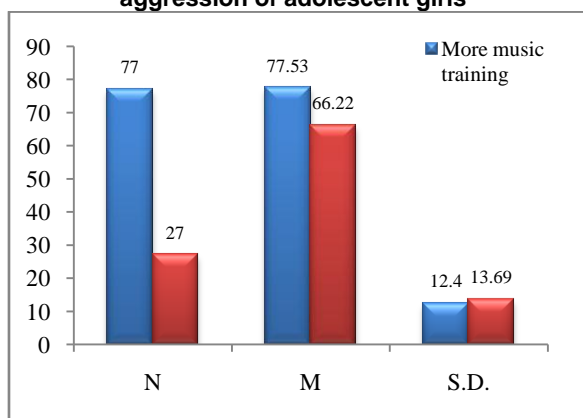
**Hypothesis - 4**

There is not significant effect of more or less music training on mean scores of aggression of adolescent girls.

**Table 4: Effect of More or Less Music training on aggression of adolescent girls**

Students	N	M	S.D.	't'	Level of Significance
More music training	77	77.53	12.40	5.53	Significant
Less music training	27	66.22	13.69		

**Fig. 3: More or less music training on aggression of adolescent girls**



The above table no. 4 represents the effect of music training on aggression of adolescent girls. The calculated value of 't' is 5.53, which exceeds the table value of 't' at both the levels. So, the null hypothesis stated above is rejected. This shows that

there is significant effect of music training on aggression of adolescent girls having more or less training.

**Findings**

1. The result indicate that the aggression of adolescent boys and girls is not found similar they differ in their aggression level.
2. There is significant effect of music training on scores of aggression of adolescent students.

**References**

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