

IMPACT OF MUSIC INTERVENTION ON EMOTIONAL INTELLIGENCE

U. VIJAYABANU¹ & RADHIKA MENON²

¹Assistant Professor, Counseling Psychology, Faculty of Allied Health Sciences, Chettinad Hospitals and Research Institute, Kelambakkam

²Msc Counseling Psychology, Chennai

ABSTRACT

Emotional intelligence is about understanding oneself and others effectively and thereby, relating well with people, adapting and coping with the direct surroundings and successfully dealing with environmental demands (Bar-On, 1997). Individuals are affected by music in many ways. Music shapes our emotional state by energizing and soothing. Thus the present study aimed at finding the impact of music intervention on the emotional intelligence of young adults. Quasi experimental research design was used. The independent variable was music intervention and the dependent variable was emotional intelligence. 100 young adults were assessed with Bar-On's emotional intelligence scale. 10 individuals who scored less in the tool were selected for the intervention. The intervention was conducted for 10 days and the primary focus was on music and emotions. The music excerpt used in the intervention was an instrumental piece by Pandit HariPrasad Chaurasia in the raga Hamsadhvani. The findings revealed that Music intervention had a significant in improving the emotional intelligence of young adults.

KEYWORDS: Emotions, Intelligence, Music, Young Adults

INTRODUCTION

Gone are those days where people thought IQ is very important get placed in organizations and to lead a smooth life. Now EQ attained importance as academic intellect and general intelligence is not enough. Technical proficiency does not win prizes. Self-management and effective interpersonal relationships decides the success and failure of the individuals. To be emotional intelligent is very important for any individuals. The ability to understand and recognize one's own emotions and of others is termed as emotional intelligence. Managing emotions helps us in maintaining good physical health. Only by being aware of our emotional state and our reactions to stress in our lives can one hope to manage stress and maintain good health.

IMPORTANCE OF EMOTIONAL INTELLIGENCE

Mental Well-Being – Emotional intelligence influences our attitude and view on life. It helps us to ease anxiety and also to come out of depression and mood fluctuations. Those who score high in emotional intelligence found to be happier.

Relationships – Individuals would be able to communicate their feelings in a more constructive way, if they understand and regulate their emotions. Better understanding of emotions helps in maintaining a cordial relationship with others.

Conflict Resolution – ability to understand the needs and desires of others helps in improving negotiation skills.

With negotiation skills, individuals would be able to resolve conflicts in a better way.

Success – Individuals with high emotional intelligence tend to have strong internal motivation, reduced procrastination, increased self-confidence, and ability to focus on their goal. The capacity to delay gratification and visualize future affects individual's ability to succeed.

Leadership – individuals with higher emotional intelligence, seem to be better leaders, as they motivate others in a positive manner. A successful leader can distinguish the needs of different people and they can be encouraged to achieve their needs. They are very good team players.

Hence it's very important to enhance emotional intelligence. Music has the power of healing. It also affects our emotional state. A lot of research on music intervention was conducted in clinical set up. Music intervention can improve motor coordination, neurological functioning, tranquilize or calm down patients, help in reducing pain, offset depression, and promote overall well-being. **Alicja, Ashoke, Ranjan, Nityananda and Bhaswati (2011)** conducted a study on search for emotion in Hindustani Vocal Music among various students who were categorized into two groups based on the music they generally listen to, western group and the native Indian music listeners. It was found out that responses from the two groups are found to be similar and variety of emotions expressed such as anxiety, anger, devotion, romantic, etc were reflected by the participants. Other researchers also found a significant relationship between expression of emotion and music intervention (**Kim, Wilgram & Gold 2009; Beebe & Wyatt 2010; Chordia & Rae 2010; Hunter, Schellebreg, & Ulrich, 2010**)

NEED FOR THE STUDY

Young adulthood is a stage where they would like to explore themselves physically, mentally, emotionally, behavior wise, and would also want to meet new people, be part of some social group, or at work. In the process of connecting with others they relate themselves emotionally. The present study is undertaken because "Young adulthood" is a striking period wherein, they begin their career lives, personal relationships and financial problems, some even enter marriage hood and in the process they face crisis such as financial crisis, family planning, taking care of their old parents etc.

Nowadays every organization prefers an individual who possesses higher Emotional Quotient (EQ) than Intelligent Quotient (IQ). In cases where, out of no choice, an organization hires individuals with less EQ, it is an extra expense on their part to conduct training programmes/sessions for improving Emotional Intelligence (EI). At this point of their lives, 'Emotion Well-being' is one aspect every young adult would unconsciously ignore, leading them to a chaotic situation.

There is a need to identify the levels of emotional intelligence among young adults as they are also prone to traumatic events such as worries in their professional and/or personal lives. There is an imperative need to provide intervention to young adults who are emotionally less intelligent and who do not have a strong resilience so that they would be able to grow into healthy effective individuals. It is crucial to provide intervention at this point of their lives so that they are equipped to cope with stressors that they are likely to face eventually. By giving Intervention through music to the young adults helps them to get connected to their emotions much more easily. It was also proved that music can induce emotion in the listener(s) (Shubert & Garrido, 2011).

The present study not only elicits specific emotions but also provides an effect on the Emotional Intelligence of young adults, as well as helping them in getting connected to music emotionally, and in relating their problematic issues with music. By doing so it helps the individuals/participants learn more about their own Emotional Intelligence. It would also help the individuals in striking a balance on the emotional aspects of their lives. So far studies on Emotional Intelligence have been measured with other variables such as self-esteem, self-efficacy, culture, personality, self confidence, etc, and so the present study focuses on improvement in Emotional intelligence with music intervention.

Hypothesis

Based on the above reviews following alternate hypothesis has been formulated

Music intervention would significantly improve Emotional intelligence of young adults (**Hypothesis 1**).

Participant and Measures

Using convenient sampling technique 100 young adults of age ranged from 21years to 28 years from various colleges and workplaces were selected for the study. The Bar-On model of Emotional intelligence by Bar-On ,(1988) was used to measure the emotional intelligence of the young adults. Based on the quartile deviation, the participants who fall under the 1st Quartile and were willing to undergo intervention were considered for the study. Music Intervention was given for 10 days. Post test was carried out after the intervention. Scores were recorded and analyzed. A follow up was made with the group after 15 days. Feedback form about the intervention was given to the participants and the same was considered for the analysis.

Intervention

Research studies conducted in cognition and neuroscience supports the idea that music elicits happiness and emotions in human. Music not only activates pleasure centers in the brain (Blood & Zatorre, 2001), but also communicate and induce a range of powerful emotions (Juslin & Sloboda, 2011). One of the musical scale of carnatic music of Indian tradition is Hamsadhvani (meaning Sound of Swans) which is also spelled as Hansadhwani, It is an audava (meaning pentatonic scale)and janya (derived scale) ragam. It does not have all the seven swaras (musical notes). This raga is also widely used in Hindustani music. It was created by the Carnatic composer Ramaswami Dikshitar (1735–1817) and brought into Hindustani music by Ustad Aman Ali Khan of the Bhendibazaar gharana. Hamsadhvani is a raga that promotes happiness in individuals. The intervention period was for about 10 days. Per day the intervention was conducted for 2 hours. The music that was played to the participants, for intervention, was an instrumental piece consisting of instruments; flute and tabla by ‘Pandit Hari Prasad Chaurasia’ in the raaga ‘Hamsadhvani’.

RESULTS AND DISCUSSIONS

Table 1: Difference in the Pre and Post Test Scores on Emotional Intelligence

		Mean	N	SD	‘t value’	Effect size
	PRE TEST	169.90	10	14.39	2.24*	1.20
	POST TEST	221.60	10	71.62		

*- Significant at 0.05 level

The above table shows the mean of Emotional Intelligence of Pre and Post test scores which is 169.90 and 221.60 with the standard deviation of 14.39 and 71.62 respectively. The computed ‘t’ value is 2.24, which is significant. The effect size was found to be 1.20 which is considered to be a larger effect size, in other words, there is a significant mean

difference before and after the intervention. Hence the hypothesis , “**Music intervention would have a significant effect in enhancing the Emotional intelligence of young adults**”, is accepted.

According to reflected appraisal view, people internalize the emotions and feelings that they observe in others and thus, in some individuals, that moulds an individual’s emotional beliefs and values. This could majorly contribute to a person’s Emotional Intelligence. (Shubert & Garrido, 2011)

In the present study it was found that Emotional Intelligence could be enhanced with the help of music intervention. This could be because music does trigger and elicit emotions as well strikes a balance in their emotional abilities. From the perspective by reflected appraisal view, music training is predictive of understanding emotions and therefore improving their emotional intelligence. (Schellenberg and Mankarious, 2012)

A feedback form with regards to the intervention was given to the participants, which consisted of 8 questions. All the participants responded honestly and all the responses were in favor of the music intervention. Following are some of the common responses given by the participants in the feedback form:

- “It was a new experience”, “I was excited, anxious and nervous”, “I was curious”, “I was relaxed”, “I was feeling good”, etc.
- “Yes I do see and feel a change in me”.

Thus, the intervention on music did bring an impact on the Emotional Intelligence of young adults. However the results cannot be generalized as the sample size was too small.

IMPLICATIONS

The present study has suggested that music intervention significantly enhances the Emotional intelligence among young adults. In the present scenario all organizations wants to hire employees with high Emotional Quotient than Intelligent Quotient. Our curriculum does not concentrate on enhancing the Emotional Quotient of students because of which organization spends a huge amount in training their employees in Emotional Quotient. So Music Intervention can be one such training programme that could be conducted in organization to improve their Emotional Quotient level. This could be more entertaining and also enlightening.

SUGGESTIONS FOR FURTHER STUDY

- The present study could be done at a wider angle as a cross sectional study, so the study could be generalized to all age groups.
- The intervention could be done for a longer period.
- The follow up could be done after a month or two, so the outcome could be effective.
- The current study could also be done with relation to social anxiety or even providing an intervention on social skills, as that could be a major contributing factor in an individual’s life for enhancing Emotional Intelligence.
- Comparative study between music intervention and relaxation technique could be done in order to find out which of the two interventions would prove helpful in reducing the anxiety.

REFERENCES

1. Annemiek. (2001). Music and Emotions. *Nordic Journal Of Music Therapy* (pp. 144-158). New Jersey: McGraw Hill.
2. Bar-On, R. (1977). Reuven Bar-On. *Reuven Bar-On*. Retrieved January 12, 2014, from <http://eqi.org/reuven.htm>
3. Bar-On, R. (1988). Reuven Bar-On. *Reuven Bar-On*. Retrieved March 17, 2014, from <http://eqi.org/reuven.htm>
4. Bar-On, R. (1997). The Emotional Intelligence Inventory (EQ-i): Technical manual. Toronto:Multi-Health Systems.
5. Beebe, L., & Wyatt, T. (2009). Result Filters. *National Center for Biotechnology Information*. Retrieved March 17, 2014, from <http://www.ncbi.nlm.nih.gov/pubmed/19227107>
6. Chordia, P., & Rae, A. (2010). Understanding Emotion in Raag: An Empirical Study of Listener Responses. *paragchordia.com*. Retrieved July 9, 2013, from paragchordia.com/papers/paragLNCSraagEmotion.pdf
7. Hunter, P. G., Schellenberg, E. G., & Ulrich, S. (2008). Mixed affective responses to music with conditioning cue. *Cognition and Emotion*, 22(2), 327-352. Retrieved July 17, 2013, from <http://www.erin.utoronto.ca/~w3psygs/HSS2008.pdf>
8. Kim, J., Wigram, T., & Gold, C. (2009). Emotional, Motivational And Interpersonal Responsiveness Of Children With Autism In Improvisational Music Therapy. *Autism*, 13(4), 389-409.
9. Music Therapy Interventions. (n.d.). *Music Therapy Interventions*. Retrieved March 17, 2014, from <http://www.valleymusictherapy.com/therapyinterventions.html>
10. Schellenberg, E. G., & Mankarious, M. (2012). Music training and emotion comprehension in childhood. *Emotion*, 12(5), 887-891.
11. Shipley, N. L., Jackson, M. J., & Sharon, S. (2010). The effects of emotional intelligence, age, work experience, and academic performance. *USFSP*, 9, 1-18. Retrieved March 13, 2014, from <http://dspace.nelson.usf.edu/xmlui/handle/10806/3115>
12. Shubert, E., & Garrido, S. (2011). Individual differences in the enjoyment of negative emotion in
13. music: a literature review and experiment. *Music Perception*, 28, 279-295. Retrieved March 10, 2014, from <http://www.jstor.org/stable/info/10.1525/mp.2011.28.3.279>

