

Effect of classical music on drawing skills among primary students with moderate Intellectual Disability

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Abstract

The current study has made an attempt to find out the effect of Classical Music in learning drawing skill among primary level students with moderate Intellectual Disability. Sample of the study were selected from the special education center Manav Sewa Samiti (Manav Vikas Special School), Pataudi, Gurgaon, Haryana with the help of non probability sampling design. Total numbers of 10 students were selected whose are fulfilled the preset criteria of inclusion later by they have made into two groups named experimental and control group, each group is consist of four students. Program was implemented for seven week with different seven classical music and pictures. The result shows that using classical music can give more improvement than ordinary teaching methods of teaching drawing skills. It is suggesting to study on a large sample group including students of various category and level of severity.

INTRODUCTION

Intellectual Disability is a generalized disorder characterized by significantly impaired cognitive functioning and deficits in two or more adaptive behaviors that appears before adulthood. It has historically been defined as an Intelligence Quotient (IQ) score under 70, but the definition now includes both a component relating to mental functioning and one relating to individuals' functional skills in their environment, so IQ is not the only factor. When a student is identified with an intellectual disability, we do not mean to suggest that all students with this disability are alike. Indeed, as with any group of people, students with intellectual disabilities vary widely in their ability to do schoolwork and adjust to social situations in school and other locations. However, in contrast to most other disability categories, students with intellectual disabilities tend to have more general, delayed development in academic, recreational, social, and adaptive skills. This delayed development is reflected in low achievement across content and skill areas as well as significantly lower scores on measures of intelligence and adaptive behavior when compared with students who are not identified with intellectual disabilities.

At present, it seems that an increasing number of professional and scientific organizations as well as associations of parents and of persons with an intellectual disability are using this conceptual model, which could greatly facilitate harmonization of the language used by these various players. The classification is complementary to the International Statistical Classification of Disease and Related Health Problems (CIM-10), which defines intellectual di stability as being “arrested or incomplete development of the mind, which is especially characterized by impairment of skills manifested during the developmental period, skills which contribute to the overall level of intelligence” (WHO, 1993). American Psychiatric Association In the most recent edition of its

Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR, 2000), the American Psychiatric Association defines mental retardation as being:

Characteristics of Intellectual Disability

Physical

With the exception of specific genetic syndromes (e.g. Down Syndrome) and certain additional handicapping conditions, such as cerebral palsy, there are no specific physical characteristics that distinguish the population with MR from the general population. While most individuals diagnosed with mental retardation do not necessarily have distinguishing physical characteristics, many do have

obvious physical abnormalities including unsteady gait, scoliosis, orofacial abnormalities and hypotonicity.

Intellectual

It is the area of intellectual or learning deficits that engenders the term mental retardation. The previous description of intelligence should aid in the understanding of these deficits. That is, these deficits occur in the areas of acquiring knowledge, storing knowledge and using this stored knowledge in various situations.

Perseveration (continued, meaningless repetition of words, phrases or certain physical movements) may be characteristic of some individuals with MR, especially those who are brain damaged.

- In addition, their experience and expectation of failure compared to success greatly influences the intellectual development of the person with mental retardation.

RIVIEW OF LITERATURE

Related literature

This chapter presents the literature relevant to the focus of this study like using the music as a therapy to improve spatial ability, motive to change the mood, link between background music and the performance, etc.

Smith and Davidson (1991) investigated the effects of background music on academic achievement of seventh-grade students. The students were divided into one of four conditions (rock music, classical music, easy listening music, or no music) while studying the earth-sun relationship. The researchers found no significant differences in the academic achievement of seventh-graders among the four background conditions.

Hallam (2000) sought to replicate the Mozart effect in a naturalistic school environment. Participants were 8,120 children (age range, 10–11 years) recruited from 150 schools. Participants were tested in class groups, with the class teacher running the experiment from a script. A between-participant, posttest design was used where performance on two tests of spatial reasoning was assessed after exposure to either Mozart (K. 593), popular music, or a scientific discussion. The

participants were tested simultaneously, with the experimental stimuli played on BBC radio. The analysis revealed no significant differences in spatial performance between the three conditions.

Hypotheses

- There will be a significant difference in drawing skills among experimental group of primary students with moderate intellectual disability who receive intervention with classical music.
- There will be a significant difference in drawing skills among control group of primary students with moderate intellectual disability who receive intervention with ordinary method of teaching.
- There will be a significant difference in drawing skills between experimental and control group of primary students with moderate intellectual disability who receive intervention with classical music and ordinary method of teaching respectively.

METHODOLOGY

Methodology

This chapter describes the methods of the study. It is divided into the following sections: sample, tool used, procedure, data collection, etc. The methodology for the study was experimental research design – before and after with control group.

Sample

The target students for the study were primary students with moderate Intellectual Disability who are registered with Manav Sewa Samiti (Manav Vikas Special School), Pataudi, Gurgaon, Haryana. Total number of 10 students were selected randomly and divided into two groups one group was assigned as experimental group who received training with classical music and another one as control group who received training with ordinary method of teaching. They were identified by their classroom teachers and researcher, and selected those who have fulfilled the criteria for inclusion. The details are given in table 1&2.

Criteria for inclusion:

- Students with moderate Intellectual Disability.
- Students who belonged to the group of primary level.
- Students who can hold the pen/crayon to scribble on a paper/board.
- Students who don't have any associate problems like hearing, visual problem.

ANALYSIS

Data analysis

Data Analysis was done by using Statistical Package for Social Sciences (SPSS). The objective of the study was to find the effect of Classical Music in learning Drawing skill among primary students with moderate Intellectual Disability. The data Analysis was done for the performance scores obtained for drawing skills by the control group and experimental group. The achieved data

were operated for independent sample t-test and pair t-test scores to fulfill the objective to draw a result about the problem. Data Analysis was done by using Statistical Package for Social Sciences (SPSS). The objective of the study was to find the effect of Classical Music in learning Drawing skill among primary students with moderate Intellectual Disability. The data Analysis was done for the performance scores obtained for drawing skills by the control group and experimental group. The achieved data were operated for independent sample t-test and pair t-test scores to fulfill the objective to draw a result about the problem.

Table 4: Mean scores of Experimental group in pre and post test

Score	N	M	SD	df	t-value	significant
Pre test	5	1	1.41	8	-13.336	Highly Significant at 0.01 level
Post score	5	10	0.84			

From the above table (table 4) it is evident that the mean of pre and post tests scores of experimental group on drawing skill are 1 and 10 respectively. There has been an increased in the post scores of experimental group. The standard deviation at pre-test was 1.14 and 0.84 at the end of the programme. Paired t – test was carried out to find out the significant in the difference in pre and post test score. The calculated t-value is -13.336 which is Highly Significant at 0.01 level. The results indicated that the differences between the pre and post test score were found to be significant in the performance of drawing. These results indicated that the training using classical music has a positive influence on learning drawing skill of primary student with moderate Intellectual disability.

Summary and conclusion

The aim of the study was to investigate the effect of classical music learning drawing skills among primary students with moderate Intellectual Disability. Pre and post experimental control design was used for the present study. The total sample was 10 with the diagnosis of moderate Intellectual Disability belonging to the age group seven to ten years were taken from the primary section of Manav Sewa Samiti (Manav Vikas Special School), Pataudi, Gurgaon, Haryana. Only those students were taken who do not have any associate problem which will hamper the learning situation.

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