



STUDY OF AWARENESS AND PERCEPTION ABOUT THE USE OF SONGS AS A LEARNING RESOURCE AMONG TEACHERS

Dr.Pallavi Sameer Talekar

Associate Professor
Hansraj Jivandas College of Education
Khar(w), Mumbai, Maharashtra, India

Abstract: The integration of music into education has been recognized as an effective pedagogical tool that enhances learning experiences. This study investigates the awareness and perception of teachers regarding the use of songs as a learning resource. Through a survey method, data was collected from teachers in the secondary schools affiliated to state board and ICSE in Mumbai. The data was collected about familiarity with, attitudes towards, and challenges in using music as learning resource. The findings suggest that while many educators acknowledge the benefits of using songs for engagement and retention, there exist barriers such as curriculum constraints and lack of songs related to school content. The study reveals that the teachers are not aware about generate the songs.

IndexTerms – songs, learning resource, teachers, State board, ICSE board.

INTRODUCTION

Music deeply impacts our lives. It offers a source of relief during stress. It has the power to arouse deep emotions, from joy to sorrow. Thus, music makes lessons more enjoyable and motivating for students. Music has connection with the culture of the place. The music and songs convey essence of the culture, life style of people, traditions. Uniqueness in music helps us to understand culture and people better.

Many people utilize music to focus on the task at hand. This trend is observed more in the current generation of children as they have grown up with technology. Schools also include music as one of the optional subject or extra-curricular activity. But in reality, music should not be considered only as an extracurricular activity. Songs and music have power to attract people. This need to be recognized by people in the education field. Music is also a powerful tool for teaching, enhancing learning experiences across various subjects and age groups. Teachers can integrate music through educational songs, background melodies to improve focus, or rhythmic exercises to enhance comprehension. It supports multisensory learning, combining auditory, visual, and kinesthetic aspects for better understanding.

It aids in memory retention, improves engagement, and fosters a positive learning environment. Songs can simplify complex concepts, making information easier to recall. In modern education, songs serve as powerful learning resources that aid cognitive development, language acquisition, and student engagement. The National Education Policy of 2020 suggests that there be no hard separation between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc. in order to eliminate harmful hierarchies among, and silos between different areas of learning. Music is a great way to bridge this gap, and connect the two seemingly opposite subjects.

Delightful songs can be effective in connecting learners to topic. It helps in development of interest in the subject. Governor et al., (2012) studied impacts of music in the teaching and learning of science, found among other benefits, understanding of taught concepts and acquisition of more examples. The learner engagement increased because the interests of the learners were captured by the songs. Bokiev et al., (2018) ascertained the potential of songs in engaging students and making adding pleasure to learning. Adolescents across the world have positioned music on top of their interests, suggesting that songs rich in science content could not only capture their interest during lessons but also enrich them with extra examples and ideas in a given learning area. Ly & Quynh, 2020 established that songs can claim the learners' attention and deepen the learning experiences among them. Singing establishes strong social connections among learners. It solely amplifies engagement and learning among learners. It leads to the learners to social interaction.

The students in schools & colleges are digital natives. They all have grown up with technology. These students utilize technology in every day and connect to multimedia learning very quickly. Therefore, it's essential for the teachers at each level of education to utilize songs and music in teaching process. However, it is interesting to find out if the teachers are aware of songs as teaching aid and how do they perceive use of songs in education.

NEED OF THE STUDY.

The new generation of students are using technology since childhood. They have a strong affinity for songs. These children constantly access to music. The rise of streaming platforms (Spotify, YouTube, etc.), make it easier to browse and listen music. Platforms like TikTok and Instagram have popularized short music clips, making songs an integral part of youth culture. These children are deeply connected with music. Thus, most of them habituate to listen to songs throughout the day. Digital native students prefer multimedia-based learning over traditional text-based methods. Songs, being auditory and rhythmic, enhance retention and recall. Therefore, it's essential to use songs in education which has power to make learning more enjoyable and less stressful, improving student motivation and participation. For this purpose, teachers need to be aware of the songs available on content. If the songs are not available teacher is required to know how to write the songs. The positive attitude towards using songs while teaching will transform the education processes. Thus, the researcher planned to study the awareness and perception of school teachers towards use of songs and music in the classroom.

OBJECTIVES:

- To assess the awareness of secondary school teachers regarding the use of songs and music as a learning resource.
- To analyze the perception of secondary school teachers about the effectiveness of songs in enhancing student engagement and learning outcomes.
- To examine teachers' willingness to incorporate songs into their teaching practices and the factors influencing their decision.
- To identify the challenges associated with using songs as a learning resource in the classroom.

RESEARCH METHODOLOGY

A survey method of research was employed for the study. The questionnaire included questions on teachers' awareness, experience, and attitudes towards incorporating songs in teaching.

Sample

For the present study the researcher has selected the 60 teachers working in secondary schools in Mumbai. These teachers are working in schools affiliated to SSC and ICSE board. The researcher has collected data from 30 teachers working in the schools affiliated to SSC board and 30 teachers affiliated to ICSE board. These teachers are teaching in the English medium schools.

Data Analysis

Awareness regarding the use of songs and music as a learning resource:

80% of the secondary school teachers feel that songs could be utilized to teach various subjects. All the teachers feel that songs would create a better impact on the learning of the students. The students will pay attention in the class due to the songs and music. It will help in better retention of the content. There is no significant difference observed about awareness for use of songs and music as a learning resource among teachers teaching in the schools affiliated to state board and ICSE board.

Perception about the effectiveness of songs in enhancing student engagement and learning outcomes:

60% of teachers stated that songs enhance students' engagement in the classroom and able to achieve learning objectives. 90% teachers feel that the use of songs may create problem of indiscipline in the classroom. The 70% teachers have also conveyed that if song has a tune of famous Bollywood song, the students will pay attention to tune and they may not focus on wording. Then the purpose of using song to accelerate learning will not be achieved. There is no significant difference observed about perception of teachers teaching in the schools affiliated to state board and ICSE board towards effectiveness of songs and music as a learning resource.

Song integration in different subjects by secondary school teachers:

80% teachers are using songs to teach. 75% of teachers feel that the songs could be used to teach Science and Geography. Whereas 20% teachers feel that song for every chapter may help students to revise the content. On the other hand 5% teachers feel that the song could be used occasionally while teaching. Most of the teachers feel that songs cannot be used to teach mathematics in class. Teachers feel that only at primary level songs could be utilized in Mathematics teaching. There is no significant difference observed about song integration to teach various subjects among the teachers teaching in the schools affiliated to state board and ICSE board.

To identify the challenges associated with using songs as a learning resource in the classroom:

The teachers focused on some challenges associated with using songs as a learning resource. 80% of the secondary school teachers feel that songs could be utilized to teach various subjects. But at the same time the 90% teachers have shown the concern regarding unavailability of the songs related to content included in the textbooks of various subjects.

According to all the teachers, creative ability is required for writing songs. Everyone do not have ability to write a song. It is time consuming activity as it takes time to think and write song. Teachers also feel that incorporating all the points from the content in a song is a very difficult task. 75% teachers feel that songs are not useful learning resource to teach Mathematics, History, Economics. According to them, the songs are useful to teach grammar, science and geography.

As songs related to content are not available 40% teachers also think that a song could be written by teacher, but when it comes to fitting it in tune, its most difficult part of the process. Teachers feel witting songs and deciding tune for it will hamper their work schedule.

95% teachers also feel if one teacher writes a song to teach content to his students, she/he will not like to share it with others. 96% teachers are not aware about the ai tools which can write songs on the educational content.

20% teachers have attended the seminar on the topic songs as learning resource in the past, but they have not learnt technique to write educational songs. 95% of the teachers are not aware how technology could provide assistance to write songs. The teachers are also unaware about how to give tune to songs. 80% teachers feel that school will not provide support

Conclusion

The study underscores the potential of music as an educational tool while highlighting existing challenges. Music makes learning more enjoyable and can increase student engagement. Songs can be a powerful and versatile tool to enhance the learning experience across different age groups and subjects. Policy-level interventions, teacher training, and resource development can facilitate the integration of song in teaching learning activities. By thoughtfully selecting and creatively incorporating songs into lessons, educators can unlock a powerful tool. This will not only impart knowledge but also cultivates a deeper connection with the subject matter, making learning a more enjoyable and impactful experience.

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