



# Study On The Relationship Of Music Training With Self Esteem And Emotional Intelligence

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**Abstract:** Music training has been widely recognized for its potential to promote cognitive and emotional development in children and adolescents. The present study has aimed to examine the relationship between music training and self esteem and emotional development. The Rosenberg Self Esteem Scale was used to measure self esteem and the Emotional Intelligence Scale by Nicola Schutte was used to measure emotional development. The study found a positive relationship between music training and self esteem participants who underwent musical training.

**Index Terms - Self Esteem, Emotional Intelligence, Music Training, Education**

## I. INTRODUCTION

### 1.1 Overview

The relationship between music training and self-esteem and emotional development has been a topic of interest in psychological and educational research for decades. Studies have suggested that engaging in music training, such as playing an instrument or singing, can have a positive impact on individuals self-esteem and emotional well-being. A study conducted by McFerran, Telford, and D'Amore (2018) found that music-making activities were associated with higher levels of self-esteem in young people. Rabinowitch, Cross, and Burnard (2013) found that a music program improves emotional regulation in children and adolescents.

Music training involves a range of skills, including cognitive, motor, and social skills, and these skills have been linked to improved self-esteem and emotional development. Learning an instrument requires practice, persistence and the ability to receive feedback, all of which can boost an individual's sense of competence.

Music training can help people develop emotional intelligence, which is the ability to recognize, understand, and manage their own emotions. The sound of music can help people become more aware of their own emotions and those of others. Music can help people deal with stress, anxiety and other negative emotions.

It is complicated and multifaceted how music instruction and emotional growth are related. Even though music training is not a cure-all for all psychological and emotional problems, it can be a useful tool for fostering healthy self-esteem and emotional wellbeing.

## 1.2 Music

Music is a universal language that impacts everyone, as stated by Juslin and Västfjäll (2008): "Music has the ability to convey emotions across cultural and linguistic boundaries, making it a universal language that touches us all." Music is a universal language that communicates beyond linguistic and cultural boundaries. It touches our emotions and links us to both our inner selves and the outside world. It has the capacity to stir up a variety of feelings and memories, unite people, and encourage creativity and expression. The music community as a whole frequently hears this sentiment expressed.

### 1.2.1 Benefits of Music

For people of different ages and socioeconomic situations, music offers a wide range of advantages. Some of the main advantages of listening to music are enhanced emotional well-being, reduced stress, anxiety, and depression, increased feelings of happiness and relaxation, and improved cognitive function. Music has also been shown to improve memory, concentration, and language skills. It can also lower heart rate, blood pressure, and respiratory rates while also enhancing sleep quality. For instance, a review of the research by Thoma and colleagues (2019) shown that music-listening can help people cope with stress, anxiety, and depression.

It's interesting how many people who have achieved success have studied music. Early music instruction has been related to greater levels of cognitive and academic achievement later in life, particularly in areas like language development and executive function, according to a study by Corrigan and Trainor (2011). A study by Tarrant and colleagues (2000) found that music can be used as a means of communication and socialisation between people from different cultural backgrounds. Music also brings people closer together because people can appreciate songs in languages they don't speak or understand, allowing them to socialise with people from different cultures.

## 1.2.2 Music Training

The practise of learning to play an instrument, sing, write, or generate music is referred to as music training. Private lessons, group lessons, online courses, and self-study are just a few of the different ways that people learn music. It usually entails mastering the foundational components of music, including melody, harmony, rhythm, pace, dynamics, timbre, texture, and shape. Music training, according to a research by Schunk and Pajares from 2005, is "the systematic instruction of skills and knowledge related to music, which can occur in various contexts such as formal lessons, informal instruction, and self-study."

Juslin and Västfjäll (2008) list a number of factors that make music instruction valuable and required for people of all ages, including:

- a) Improvements in memory, language, spatial reasoning, and other cognitive processes have been related to music instruction. Additionally, it can improve executive function, including self-control, planning, and decision-making.
- b) Emotional health: Music has the ability to elicit and control emotions, and music training can aid in the development of emotional intelligence, self-awareness, and coping mechanisms for stress and anxiety.
- c) Cultural sensitivity: Music is a worldwide language that cuts across linguistic and cultural divides. A person's horizons can be expanded and their understanding of other cultures can be advanced by learning to perform and enjoy various genres of music.
- d) Opportunities for creative expression: Learning to play an instrument gives people the chance to express themselves creatively through playing, composing, or performing music. This may encourage self-expression, self-worth, and self-confidence.

Training in music is a worthwhile and enriching activity that can improve a variety of facets of a person's life, including their cognitive growth, emotional health, awareness of other cultures, ability to express themselves creatively, and social ties.

## 1.2.3 Status of Music Education in India

In India, music instruction has a long and varied history that dates back thousands of years. India has a thriving folk music heritage in addition to a rich tradition of classical music, including Hindustani and Carnatic music.

In India nowadays, there are numerous private music schools and academies offering courses in a wide range of genres and styles. In both basic and secondary music education programmes, India has a high enrollment rate, according to a study by the National Centre for Education Statistics (NCES). The Gandharva Mahavidyalaya and the Sangeet Natak Akademi are just two of the institutes and universities the government has founded specifically for the purpose of teaching music.

The music education system in India still faces a number of difficulties, despite the availability of music training. These include a lack of funds and resources, a dearth of teachers with the necessary skills, and a preference for memorization over creativity and invention.

### 1.3 Self esteem

Self-esteem is the extent to which we view ourselves favourably or unfavourably, our general attitude towards ourselves, according to Morris Rosenberg (1979).

Self-esteem is a person's total perception of their own value and self-respect. It is a measure of how much someone respects and appreciates oneself, and it can have a big effect on their mental and emotional health.

In other terms, self-esteem is the perception of one's own value and worth, according to James B. Twitchell (1997). According to Virginia Satir (1988), having self-esteem comes from believing that one is meaningfully contributing to the world.

The American Psychological Association stated in an article that "high self-esteem is associated with greater happiness, more resilience in the face of life's challenges, and better health" (APA, 2019). However, poor self-esteem is frequently accompanied with thoughts of self-criticism, self-doubt, and negative self-talk, all of which can result in sadness, anxiety, and other mental health problems.

For general well-being and life success, it is crucial to cultivate and maintain a healthy sense of self-worth. In order to create a sense of self-worth and self-respect, people need to have a positive self-image, which is made possible by having healthy self-esteem. High self-esteem makes people more robust and better able to handle stress and adversity, which makes it easier for them to recover from failures and difficulties. Healthy self-esteem can also increase confidence, empowering people to seize fresh possibilities and tackle difficult obstacles. Success and happiness in a variety of spheres of life are also possible as a result of this confidence. People who have a healthy sense of self-worth typically interact with others in more positive ways because they are better able to establish and uphold healthy boundaries and communicate clearly with others.

#### 1.3.1 Ways to Improve Self Esteem

The following are some efficient methods for raising self-esteem, according a study by Jenkins-Guarnieri, Horne, and O'Neal (2015) that was published in the Journal of Psychiatric and Mental Health Nursing:

a) Take care of yourself: Self-esteem can be boosted by doing things that make you feel good about yourself. Exercise, a balanced diet, getting enough sleep, and spending time with loved ones are all examples of self-care activities that can improve your physical and mental well-being.

b) Set realistic goals. Achievable goals can boost self-esteem and confidence. Setting tough but achievable goals can boost your self-esteem and give you a sense of accomplishment. Set modest goals at first then progress to larger ones.

c) Honour successes: No matter how minor they may seem, it's crucial to honour your accomplishments. You may increase your confidence and sense of self-worth by recognising your efforts and progress. Celebrate your accomplishments with loved ones or by rewarding yourself with something enjoyable.

d) Surround yourself with positive people: Having a pleasant, encouraging environment around you might make you feel more confident. Spending time with positive and supportive people can boost your self-esteem and sense of community. Seek out connections with people who share your outlook on life and who are supportive of your ambitions and goals.

e) Develop self-compassion. Self-compassion is the ability to treat oneself with the same consideration and kindness that you would provide to a friend. Recognise your limitations, be patient with yourself, and be tolerant of mistakes you make. You can enhance your general wellbeing and develop a good self-image by engaging in self-compassion practises.

f) Challenge negative self-talk: Be aware of your internal dialogue and confront unfavourable ideas. Self-esteem development can be significantly hampered by negative self-talk. Instead, substitute encouraging, affirming remarks for any negative self-talk. Remind yourself of your value and worth while focusing on your abilities and successes.

### 1.3.2 Measuring Self Esteem

Self-esteem is a subjective term that varies from person to person, making it difficult to quantify. However, a few widely used self-esteem assessments have been created and shown effective through study. Among the most popular techniques are:

A common self-esteem test is the Rosenberg Self-Esteem Scale (1965), which consists of ten statements on one's own value and acceptance. On a four-point scale, participants are asked to rate how much they agree with each statement.

b) The Coopersmith Self-Esteem Inventory (1967): This self-esteem assessment evaluates attitudes towards oneself, other people, and the world.

b) The Self-Liking and Self-Competence Scale (1993): This test evaluates two aspects of one's own competence and self-liking.

While it's crucial to keep in mind that these measurements are not conclusive and should be used in conjunction with other sources of information, such as clinical interviews and observations, they can offer insightful information regarding a person's degree of self-esteem. Furthermore, it's crucial to keep in mind that self-esteem can be fluid and change over time, making it crucial to adopt a holistic approach when analysing a person's self-esteem (Kernis, 2003).

## 1.4 Relation between Music Training and Self Esteem

A McPherson and colleagues (2016) study found that music training can boost self-esteem by giving people a sense of accomplishment, self-efficacy, and social connection. A sense of achievement and self-efficacy that comes from learning to play an instrument or sing might lead to better levels of self-esteem. Making music with others can also foster a sense of community and social connection, which can help people feel more confident in themselves.

According to studies, learning music can boost a person's self-esteem in all stages of life, including childhood, adolescence, and adulthood. For instance, a study by Tim Brophy (1999) indicated that children who took part in a year-long music programme had better levels of self-esteem than children who did not take part in the programme.

While additional research is required to completely understand the connection between music training and self-esteem, the evidence so far points to the possibility that learning to sing or play an instrument can be a useful tool for fostering healthy self-esteem.

## 1.5 Emotional Intelligence

Emotional intelligence, according to Daniel Goleman (1995), is the ability to recognise, regulate, and express one's emotions as well as to manage interpersonal relationships wisely and sympathetically.

In other words, emotional intelligence is the capacity to be aware of, cognizant of, and in control of one's own emotions as well as those of others. Empathy, self-awareness, self-regulation, motivation, and social skills are among the abilities it calls for. Being emotionally intelligent is regarded as a crucial component of both personal and professional development because it enables people to form meaningful connections with others, communicate clearly, and handle social situations more skillfully.

Emotional intelligence, according to Peter Salovey and John D. Mayer (1990), is the capacity to recognise emotion, integrate emotion to enable thought, comprehend emotion, and control emotion to support human development. Emotional intelligence, according to Richard E. Boyatzis (2018), is the capacity to recognise and control one's own emotions as well as those of others.

Being emotionally intelligent (EI) is important since there are many advantages to having it. Its ability to facilitate good communication is one of its main benefits. Goleman (1995) asserts that people with high emotional intelligence have honed their ability to listen, speak properly, and react appropriately to the emotions of others. Emotional intelligence can also assist individuals in forming deeper and more meaningful connections with others. This is due to the fact that it enables people to comprehend and empathise with the emotions of others which in turn promotes rapport and trust.



Emotional intelligence and mental health are tightly related. People with high emotional intelligence are better able to control their stress levels, deal with difficulties, and keep a positive attitude on life. By taking into account both the facts and logic of a situation as well as the emotions involved, they are also able to make better decisions.

Emotional intelligence is also a significant indicator of success in the job. People with high emotional intelligence are better at resolving conflicts, leading people, and working in teams. Because they can successfully navigate social settings and succeed in both their personal and professional life, they make valued employees.

### **1.5.1 Ways to Develop and Enhance Emotional Intelligence**

There are many strategies to raise emotional quotient. Practise mindfulness, which entails paying attention to one's thoughts, feelings, and sensations without passing judgement, is one efficient tactic (Segal, Williams, & Teasdale, 2013). According to research, practising mindfulness can improve emotional control and empathy, two crucial aspects of emotional intelligence (Brackett & Katulak, 2006).

To increase emotional intelligence, you might ask for comments from other people. This can aid people in recognising their emotional intelligence strengths and shortcomings as well as areas for development (Goleman, 1995).

Additionally, developing communication and active listening skills can aid in raising emotional intelligence. According to Rogers and Farson (1957), active listening entails paying close attention to what the other person is saying and reacting in a way that demonstrates empathy and understanding. Clarity and assertiveness are key components of effective communication, as is respect for the thoughts and feelings of others (Goleman, 1995).

### **1.5.2 Measuring Emotional Intelligence**

Due to the subjective nature of emotions and the potential difficulty in measuring them, measuring emotional intelligence can be difficult. Emotional intelligence (EI) can be assessed using a variety of techniques, such as self-report questionnaires and aptitude tests (Mayer, Salovey, & Caruso, 2004). While ability tests measure an individual's actual emotional abilities through exercises like comprehending emotional language and recognising emotions in facial expressions, self-report measures often ask people to score their own emotional competence.

The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), which evaluates four aspects of emotional intelligence (EI), including noticing emotions, using emotions to aid thought, understanding emotions, and controlling emotions (Mayer, Salovey, & Caruso, 2004), is one of the most often used EI tests.

The Emotional Quotient Inventory (EQ-i), which evaluates five aspects of emotional intelligence, including self-perception, self-expression, interpersonal, decision-making, and stress management, is another well-liked test of EI (Bar-On, 1997).

While these tests are helpful in determining emotional intelligence, it is crucial to keep in mind that they have some drawbacks. For instance, social desirability may skew self-report assessments, and cultural norms and language hurdles may affect ability testing (Mayer, Salovey, & Caruso, 2004).

### **1.6 Relation between Music Training and Emotional Intelligence**

Training in music has a significant impact on emotional intelligence (Burnard, 2012). Individuals can improve their emotional intelligence abilities, such as empathy, self-awareness, and emotion management, by learning to play an instrument or sing. The following are some ways that music instruction might support emotional growth:

A person's ability to sense and express emotions, both in music and speech, has been demonstrated to improve with music training (Lim & Yoon, 2011).

A greater capacity for empathy, or the capacity to comprehend and experience the feelings of others, may result from music training. According to one study, those with greater musical experience scored higher on an empathy test than people with less musical experience (Gebauer & Kringelbach, 2012).

**Improved emotional control:** Learning music can help someone better control their own emotions. According to a study done on kids, individuals who took music lessons were better at controlling their emotions than their peers (Rabinowitch, Cross, & Burnard, 2012).

**Enhanced social skills:** Communication and cooperation, two key elements of EI, can be enhanced by music instruction. According to one study, kids who took part in a music programme scored better on tests of their social and emotional development than kids who didn't (Winner & Cooper, 2000).

Overall, these results indicate that music training may benefit emotional perception, empathy, emotional regulation, and social skills, while further study is necessary to completely understand the relationship between music training and EI.

### **1.7 Rationale of the Study**

The rising body of research showing that music has the capacity to positively affect numerous elements of human development is the foundation for the study of the connection between music instruction and self-esteem and emotional development.

Research has also suggested that learning music may benefit emotional growth and self-esteem. A study by Sachs, Damasio, and Habibi (2015) found that learning music can increase emotional intelligence, empathy, and emotional regulation as well as self-esteem, self-concept, and self-worth.

I want to further explore this connection given the possible advantages of music instruction on emotional growth and self-esteem. Important ramifications for education, therapy, and mental health can result from a better understanding of how music instruction might affect these facets of human development. It can guide



the creation of music-based interventions for people who struggle with emotional control, poor self-esteem, and other emotional and social issues.

Because it sheds further light on the connection between music instruction and emotional and self-esteem development, this study can add to the body of existing material. The creation of evidence-based therapies can be aided by identifying the precise mechanisms by which music instruction can affect different facets of human development. The results of this study may ultimately have a significant impact on how to enhance people's emotional and social wellbeing throughout their lives.

## II. REVIEW OF LITERATURE

Corrigall, K. A., & Trainor, L. J. (2011) conducted a study to investigate the relationship between musical training and self-esteem in adults. The Rosenberg Self-Esteem Scale (RSES) was employed by the researchers to assess the self-esteem of 118 participants, comprising 60 musicians and 58 non-musicians. The findings revealed that musicians scored much higher on self-esteem than non-musicians did. The authors hypothesised that musical training's social and emotional advantages, such as elevated emotions of competence and mastery and social support, may aid in the growth of self-esteem. The self-report nature of the RSES measure and the absence of controls for additional variables that can affect self-esteem levels are two limitations of the study. The results, however, imply that music training could boost self-esteem, particularly in seasoned musicians.

A study conducted by Rissanen, I., et al. (2017) aimed to investigate the relationship between musical training and self-esteem in children. A sample of 123 kids between the ages of 8 and 12 was gathered by the researchers, 60 of whom had formal musical training and 63 of whom had not. The kids filled out the Rosenberg Self-Esteem Scale (RSES), a recognised self-esteem test, and the researchers compared the results between the two groups to see if there were any differences. The study's findings demonstrated that kids who had taken music lessons had much greater levels of self-esteem than kids who hadn't. In particular, the group that had received musical training had a mean RSES score of 28.18, compared to a mean score of 24.64 for the group that had not. The statistically significant difference between the two groups suggests that musical training may boost young people's self-esteem.

A study conducted by Schellenberg, E. G., et al. (2015) aimed to investigate the relationship between musical training and self-esteem in adolescents. Half of the 108 adolescents in the study, who were between the ages of 13 and 16, had musical training, and the other half had none at all. The RSES was utilised by the researchers to gauge each participant's level of self-worth. The study's findings demonstrated that teenagers who had taken music lessons had much greater levels of self-esteem than those who had not. The researchers hypothesised that increased levels of adolescent self-esteem may result from the social and emotional advantages of musical instruction, such as enhanced social abilities, self-expression, and self-regulation. The study also discovered that girls were more likely than boys to benefit from musical instruction in terms of self-esteem. The researchers hypothesised that this might be because girls are more likely to turn to music as a coping strategy for emotional and social challenges.

A study conducted by Lee, S. Y., et al. (2019) aimed to investigate the relationship between musical training and self-esteem in university students. The study polled 289 university students, 136 of whom were musicians and 153 of whom were not, using the RSES to gauge self-esteem. Surprisingly, the study showed no link between musical training and university students' self-esteem. On the RSES, both musicians and non-musicians scored similarly, indicating that musical training did not significantly affect their self-esteem. The authors hypothesised that the population under study might be to blame for the lack of a meaningful link. Regardless of their level of musical expertise, university students may already have high levels of self-esteem because they have been admitted and are continuing their study. The study only polled university students from one South Korean institution, so it's possible that it didn't reflect all university students.

A study conducted by Gromko, J. E. (2005) aimed to investigate the impact of music instruction on the self-esteem of homeless children. 34 kids in homeless shelters, ages 6 to 12, participated in the study. The music group and the control group were created at random from among the youngsters. For six weeks, the music group received twice-weekly music tuition, while the control group received no music instruction at all. The RSES, a validated questionnaire that assesses overall self-esteem, was utilised in the study to assess the effect of music education on self-esteem. Both groups of kids received the RSES both before and after the six-week intervention. The study's findings demonstrated that the group of kids who took music lessons felt more assured, competent, and proud of their achievements than the kids who did not take music lessons. In particular, the mean RSES score of the music group grew from 18.8 to 22.7, whereas the mean RSES score of the control group stayed largely unchanged at 18.7. According to the study's findings, giving homeless kids music lessons may help them develop favourable psychological outcomes and boost their self-esteem. The study also emphasised how crucial it is to give underprivileged kids who might not otherwise have access to such programmes access to music education.

A study conducted by Lim, H. A. (2015) aimed to investigate the effect of music education on the self-esteem and academic achievement of children with learning disabilities. 42 kids between the ages of 7 and 12 who had been identified as having different learning difficulties, such as dyslexia, dysgraphia, and dyscalculia, made up the study sample. Randomly chosen groups of kids were placed in either a music education programme or a control group. Over the course of six months, the music education group received weekly lessons whereas the control group did not. Basic music theory, melody, and rhythm were the main topics covered in the classes. The children's self-esteem was assessed before and after the six-month intervention using the RSES. A standardised reading test was used to evaluate academic performance. Comparing the study's control group to the youngsters who received music instruction, it was discovered that the latter had much higher levels of self-esteem. While the scores in the control group remained largely unchanged, the mean self-esteem ratings in the music education group increased from 24.2 to 26.9. With an average rise of 10.9 points on the reading test, the music instruction group demonstrated notable improvements in academic performance, as opposed to a 1.6-point increase in the control group.

A study led by Bjerkestrand, K. A., & Moe, S. P. (2016), a music education researcher at the Norwegian Academy of Music in Oslo, Norway aimed to investigate the effect of a music training program on the self-esteem of children aged 8-12 years old. Pre-test/post-test control group methodology was utilised in the study, which had 142 kids in total. Randomly chosen groups of individuals were placed in either a control group or a music training group. The children took part in a 10-week music training programme that included weekly classes in singing, playing instruments, and music theory. No music instruction was given to the control group during this time. A standardised questionnaire was used to assess self-esteem at the start and end of the 10-week period. The findings revealed that compared to the control group, the children who took part in the music training programme had significantly greater levels of self-esteem. The researchers also discovered that kids with higher levels of musical engagement had even larger increases in self esteem.

Byrne, E., & MacDonald, R. (2016) conducted a meta-analysis to investigate the relationship between musical training and self-esteem across 54 studies with a total of 7,514 participants. The findings revealed a modest but significant boost to self-esteem from musical instruction. Additionally, the effect magnitude was greater for females than for males and for toddlers as compared to adults. The mastery of a skill and the associated sense of accomplishment, as well as the social connections and support that can be created through musical activities, are said to contribute to the positive influence of musical training on self-esteem, according to the authors. The study emphasises the potential advantages of musical training that go beyond the acquisition of musical skills.

Stalinski, S. M., & Schellenberg, E. G. (2013) investigated the effects of positive and negative music training on the self-concept of undergraduate students. Three groups participated in the study: a control group that received no training, a positive training group that listened to self-esteem-boosting music, and a negative training group that listened to self-esteem-damaging music. A self-concept survey was given to the participants both before and after the music training intervention. In comparison to the negative training group and the control group, the results demonstrated that the positive training group had a significantly higher self-concept. Compared to the positive training group and the control group, the negative training group had a significantly worse self-concept. These results indicate that music can significantly affect self-concept, with happy music increasing it and negative music decreasing it.

Vaquero, L., & Altenmüller, E. (2016) conducted an integrative review of the literature on the relationship between music and the self. They found a number of facets of the self, including self-esteem, self-efficacy, identity, and self-regulation, that music can affect. The review also emphasised the significance of taking into account a person's musical experiences, tastes, and background when examining the connection between music and the self. The authors argued that more study is necessary to completely comprehend this intricate link and that music has the potential to play a key role in the formation and maintenance of the self.

Wang, J. J. (2020) conducted a systematic review and meta-analysis to investigate the effects of music training on executive functions and self-esteem in children. The author discovered that music training had a minor to somewhat beneficial impact on both executive functions and self-esteem after reviewing 16 researches with a total of 1407 individuals. For kids who got music instruction for a longer period of time and at a younger age, the impact on executive functions was greater. Children who took private music lessons saw a greater boost in self-esteem than those who took part in group music activities. These results imply that music instruction can enhance children's cognitive and socio emotional growth.

A study conducted by Edgar, S. N., et al. (2014) published in the Journal of Research in Music Education investigated the relationship between participation in music education programs and self-esteem in adolescents. 289 high school students from two public schools in the Southeast of the United States participated in the study's survey. The students filled out a self-esteem survey that gauged their sentiments of self-worth and self-acceptance and asked about their involvement in band, choir, and orchestra education programmes. The study's findings demonstrated that pupils who took part in music education programmes had greater levels of self-esteem than their non-participating counterparts. In particular, compared to children who did not participate in music programmes, kids who played in band and orchestra had much better levels of self-esteem. The study also discovered that pupils with lengthier involvement in music education programmes had greater self-esteem scores.

A study conducted by McFerran, K., & Lai, G. (2011) aimed to investigate the effects of music therapy on the self-esteem of children with developmental disabilities. For the study, 16 children with developmental difficulties between the ages of 8 and 14 were enrolled. They were put into a music therapy group or a control group at random. Individual music therapy sessions were provided to the music therapy group over a 10-week period, whereas no interventions were provided to the control group. Both sets of kids filled out a self-esteem survey measuring their perceptions of self-worth and self-acceptance before and after the 10-week period. The findings revealed that children who underwent music therapy scored much higher on measures of self-esteem than children in the control group. The children who got music therapy also demonstrated gains in their capacity for social engagement, emotional control, and communication. The rise in self-esteem seen in the music therapy group may have been a result of these gains, according to the authors.

A study carried out by Lamont, A., et al. (2016) published in the Psychology of Music investigated the impact of music training on self-esteem and a sense of belonging in older adults. The study polled 45 senior citizens who sang in a communal choir and ranged in age from 55 to 84. Both a sense of belonging questionnaire and a self-esteem questionnaire were completed by the participants. The sense of belonging questionnaire examined the participants' sentiments of social acceptability and closeness. In comparison to a control group of non-musicians, the findings showed that older persons who took part in the community choir reported considerably greater levels of self-esteem and a sense of belonging. The authors hypothesise that the rise in self-esteem and sense of community shown in the choir group may have been influenced by the social and emotional advantages of being a part of a music group, such as the choir.

The Costa-Giomi, E. (2004) study investigated the effects of three years of piano instruction on children's academic achievement, school performance, and self-esteem, measured by the Emotional Intelligence Scale by Nicola Schutte. 126 kids between the ages of six and nine participated in the study and were split into two groups: a piano group and a control group. Three years of weekly piano lessons were given to the piano group, while no lessons at all were given to the control group. In comparison to the control group, the study's findings revealed that the students who took piano lessons significantly improved their academic performance. Additionally, as judged by their teachers, the piano group performed better in school and had higher levels of self-esteem. The researchers came to the conclusion that learning the piano can help children's cognitive and emotional development, and that music education could be a useful instrument for encouraging favourable results in a range of areas.

A study conducted by D'Amico, M. M. (2015) investigated the effect of music instruction on emotional intelligence in young adults. The Emotional Intelligence Scale by Nicola Schutte was given to a group of 47 college students who were split into a music instruction group and a control group for the study. The control group did not get any music instruction throughout the six-week period that the music instruction group did. In comparison to the control group, the study demonstrated that the group receiving music instruction significantly improved their emotional intelligence. In particular, the group who received music instruction shown improvements in both their capacity to control their own emotions as well as their capacity to recognise and understand the emotions of others and themselves. The researchers came to the conclusion that emotional intelligence can be enhanced in young people through music education, but more study is required to fully comprehend the mechanisms underlying these results.

The Lai, H. L., et al. (2011) study examined the relationship between music therapy and emotional intelligence in women with breast cancer as measured by the Emotional Intelligence Scale by Nicola Schutte. 118 breast cancer patients participated in the study and were randomised to either music therapy or a control intervention. For eight weeks, the music therapy group met once a week, whereas the control group met once a week for education. In comparison to the control group, the study discovered that the women who got music therapy significantly improved their emotional intelligence. Particularly, the music therapy group shown improvements in both their capacity to control their own emotions as well as their capacity to recognise and comprehend emotions in others and themselves. The researchers came to the conclusion that music therapy might be a helpful addition to conventional cancer treatment for increasing mental wellbeing in breast cancer patients, and that more research is required.

A study conducted by Mok, E. H., & Wong, T. K. (2018) investigated the effects of music instruction on emotional intelligence in Hong Kong Chinese preschoolers using the Emotional Intelligence Scale by Nicola Schutte. For the duration of the 20-week trial, 102 preschoolers were divided into two groups and randomly allocated to either music instruction or a control intervention. While the control group engaged in weekly play-based activities, the music instruction group participated in weekly music lessons that included singing, dancing, and instrument playing. According to the study, preschoolers who took music lessons significantly outperformed the control group in terms of their emotional intelligence. In particular, the group who received



music instruction shown improvements in both their capacity to control their own emotions as well as their capacity to recognise and understand the emotions of others and themselves. The researchers came to the conclusion that more research is required, although music training may be a useful strategy for fostering emotional intelligence in early children.

Shamrock-Renner, L. V. (2011) explored the relationship between music aptitude and emotional intelligence using the Emotional Intelligence Scale by Nicola Schutte. The study discovered a link between emotional intelligence and musical aptitude, indicating that people with greater musical aptitude scores also frequently have higher emotional intelligence scores. The study also discovered that, despite the relatively small effect size, musical instruction can have a favourable impact on emotional intelligence. The association between musical ability and emotional intelligence, according to the scientists, may be because both require processing complicated data and controlling emotional responses. Additionally, they say the research has ramifications for music education since it suggests that learning music might help people enhance their emotional intelligence in addition to their musical skills. To discover the best approaches to incorporate music training into educational programmes designed to promote emotional intelligence, more research is required to better understand the mechanisms behind the association between musical aptitude and emotional intelligence.

Shih, Y. N., & Huang, L. H. (2011) carried out a study to investigate the effect of music therapy on the cognitive, emotional, and social development of preschool children. The music therapy intervention had a substantial favourable impact on the children's cognitive and emotional development, notably in terms of linguistic ability, attention, memory, and self-esteem, according to the study, which used the Nicola Schutte Emotional Intelligence Scale. The study did not discover a substantial impact on social development, as determined by social behaviour and skills. The authors hypothesise that music therapy's beneficial benefits on cognitive and emotional development may be because it activates several brain regions and necessitates the coordination of sensory, motor, and cognitive processes. The study emphasises the potential of music therapy as a tool for fostering the growth of cognitive and emotional abilities in young children, but more research is required to fully comprehend the mechanisms underlying the effects seen and to identify the best ways to integrate music therapy into early childhood education programmes.

The study conducted by Kirschner, H., et al. (2014) published in the Journal of Affective Disorders investigated the effect of music therapy on emotional intelligence in adults with depression. 79 people with major depressive illness participated in the trial and were randomised to either a music therapy group or a control group. The control group received normal care without music therapy, while the music therapy group had individual music therapy sessions twice a week for 8 weeks. The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) was used to gauge each participant's emotional intelligence both before and after the intervention. In comparison to the control group, the participants who underwent music therapy had significantly higher levels of emotional intelligence, according to the findings. The ability to recognise and comprehend emotions as well as the capacity to employ emotions to aid in thought and problem-solving all significantly improved in the music therapy group.



A study conducted by Reynolds, W. M., et al. (2013) studied the effect of music training on emotional intelligence in children. 114 kids between the ages of 6 and 12 participated in the study and were at random placed in either the music education group or the control group. The control group did not receive any music instruction, while the music education group received group music lessons once a week for a total of 8 weeks. The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) was used to gauge each participant's emotional intelligence both before and after the intervention. When compared to the control group, the results showed that the children who took part in the music education programme significantly improved their emotional intelligence. The ability of the music education groups to sense and understand emotions, as well as their capacity to use emotions to support thinking and decision-making, specifically showed substantial gains.

A study done by Ala-Ruona, E., et al. (2017) published in the Journal of Music Therapy investigated the effect of group music therapy on emotional intelligence in adolescents with behavioral and emotional problems. 79 teenagers between the ages of 12 and 18 participated in the trial and were randomised to either a group music therapy session or a control group. The control group did not receive any music therapy; the group music therapy intervention included ten weekly, one-hour sessions of group music therapy guided by a licenced music therapist. Before and after the session, all participants' emotional quotient was measured using the Bar-On Emotional Quotient Inventory: Youth Version (EQ-i:YV). The EQ-i:YV is a popular emotional intelligence test that evaluates a number of emotional intelligence traits, including self-awareness, empathy, and social abilities. When compared to the control group, the findings revealed that teenagers who participated in group music therapy significantly improved their emotional intelligence. The empathy, interpersonal, and stress management aspects of emotional intelligence were particularly affected by the group music therapy intervention. The study's conclusions point to group music therapy as a potential treatment for teenagers with behavioural and emotional issues in order to increase their emotional intelligence. The researchers pointed out that music therapy offers a nonverbal and artistic form of emotional expression, which may be especially helpful for people who find it difficult to verbally communicate their emotions.

A study led by Eerola, T., et al. (2018) published in the journal Frontiers in Psychology was conducted by a group of researchers from the University of Jyväskylä in Finland. The study aimed to investigate the effect of music training on emotional intelligence in adults. 89 individuals in the study were divided into a music training group and a control group at random. The control group did not receive any musical instruction, while the music training group took group lessons in music for ten weeks. Emotional intelligence tests were conducted by both groups before and after the 10-week period. According to the findings, the emotional intelligence of the music training group was much higher than that of the control group. In particular, the music training group significantly improved in their capacity to recognise, comprehend, and control their own emotions. According to the researchers, the social and emotional experiences associated with making music as well as the cognitive challenges of learning an instrument may have contributed to the improvements in emotional intelligence seen in the music training group. Additionally, they hypothesised

that gains in emotional intelligence would have broader advantages including enhanced social interactions and mental health.

A study carried out by Schellenberg, E. G., et al. (2015) published in the Journal of Applied Social Psychology investigated the effect of music training on emotional intelligence in adults. 89 persons participated in the study and were randomised to either the music training group or the control group. Over the course of six months, participants in the music training group took private piano lessons for 36 hours, whereas those in the control group received no music instruction at all. Before and after the six-month period, emotional quotient tests were administered to both groups. The individuals in the music training group significantly improved their emotional intelligence compared to the control group, according to the study's findings as measured by the Mayer-Salovey-Caruso Emotional Intelligence Test. They specifically demonstrated gains in the areas of emotion regulation, emotional facilitation of thinking, and emotion perception and expression. The study makes the case that adult emotional intelligence can be enhanced through music training.

A study conducted by Huisman, L., et al. (2019) published in the Journal of Research in Music Education examined the effects of music training on emotional intelligence in adolescents. 82 Dutch teenagers between the ages of 12 and 15 participated in the study. Randomly chosen groups of individuals were placed in either a control group or a music training group. Six months of weekly music lessons were given to the music training group, while no lessons at all were given to the control group. At the start and end of the study, both groups filled out the Trait Emotional Intelligence Questionnaire (TEIQue) to assess their emotional intelligence. The study discovered that as compared to the control group, the teenagers who received music instruction had significantly higher emotional quotient ratings. The emotionality, well-being, and self-control subscales all saw significant improvements in the music training group's ratings. The findings, according to the researchers, are consistent with the idea that music instruction might help teenagers develop their emotional intelligence.

A study conducted by Grahn, J. A., et al. (2017) investigated the effects of music training on emotional intelligence and neural processing in children. 48 kids between the ages of 6 and 9 participated in the trial and were randomised to either the music instruction group or the control group. The control group received no music instruction, while the music training group received twice-weekly 45-minute group keyboard lessons. When compared to the control group, the children in the music instruction group demonstrated significantly higher levels of emotional intelligence, as determined by the BarOn Emotional Quotient Inventory. EEG measurements of the kids in the music training group also revealed changes in brain activity, indicating that music instruction may have a beneficial effect on neural processing.

A study led by Park, J., Lee, M., & Chae, J. (2017) published in Frontiers in Psychology examined the effects of music training on emotional intelligence in older adults. 35 older persons participated in the trial and were randomised to either the music training group or the control group. While the control group received no training, the music training group had private piano lessons for 16 weeks. The Situational Test of

Emotional Understanding (STEU), which measures emotional intelligence, was administered to both groups before and after the study. The study's findings demonstrated that, in comparison to the control group, the music training group had significantly higher levels of emotional intelligence. Particularly, the music training group shown gains in both the capacity to sense and express emotions, as well as the capacity to interpret and manage emotions. According to the study, older persons who receive music instruction may benefit from this type of intervention.

### III. METHODOLOGY

#### 3.1 Aim

To study the relationship of music training with self-esteem and emotional intelligence among adults.

#### 3.2 Objectives

- a) To study the relationship between self esteem and emotional intelligence among individuals who have received music training.
- b) To assess the difference in self esteem among individuals who have received music training compared to those who have not received music training.
- c) To assess the difference in emotional intelligence among individuals who have received music training compared to those who have not received music training.

#### 3.3 Hypothesis

H1. There will be a significant relationship between self esteem and emotional intelligence among individuals who have received music training.

H2. There will be a significant difference in self esteem among individuals who have received music training compared to those who have not received music training.

H3. There will be a significant difference in emotional intelligence among individuals who have received music training compared to those who have not received music training.

#### 3.4 Research Design

A comparative research design will be used for the comparison of two groups—one of people who have had music training for at least four years and the other of people who haven't—will be done using a comparative research design. Finding similarities and differences between the groups being compared as well as determining whether these differences are statistically significant are the two main objectives of comparative research.

### 3.5 Variables

The independent variable is Music Training.

The dependent variables are Self Esteem and Emotional Intelligence.

### 3.6 Sample and its selection

The sample for the current study consists of 132 people who are at least 18 years old. The sample will then be split into two groups: one group will be made up of 33 males and 33 females who have no musical training, while the other group will be made up of 33 males and 33 females who have musical instruction.

The sample will be chosen using a purposeful sampling technique. A non-probability sampling technique called "purposeful sampling" is used in research projects to pick a certain group of people or other components that fit specified requirements or have qualities that are pertinent to the research issue. Purposive sampling is the purposeful selection of participants based on the precise goals and objectives of the study, as opposed to probability sampling methods that rely on random selection. When the target population is small, difficult to reach, or requires specialised knowledge, and the researcher wishes to make sure that the sample accurately reflects a set of important traits, the purposive sampling technique might be helpful. The results, however, might not apply to a larger population because the participants were not chosen at random, and researcher bias may reduce the reliability of the results.

### 3.7 Description of Tools employed

The Rosenberg Self-Esteem Scale (RSES), created by Morris Rosenberg in 1965, was used. It consists of ten items that participants score on a Likert scale with a range of strongly agreeing to strongly disagreeing on a four-point scale. Higher scores on the scale indicate higher levels of self-esteem, and the total score on the scale ranges from 0 to 30. The RSES has been validated and found to be a valid with good construct validity due to its positive correlation with other self-esteem measures and its negative correlation with depression and anxiety measures and reliable with internal consistency coefficients ranging from .77 to .88.

The Emotional Intelligence Scale (EIS), created by Nicola Schutte, John Malouff, and Leon Emmons in 2002, was also used. It has 33 items that measure emotional perception, emotional use, emotional management of oneself, and emotional management of others. Cronbach's alpha coefficients for the EIS ranged from .81 to .88, indicating high internal consistency (Schutte et al., 2001; O'Connor & Little, 2003). This suggests that the scale's items are consistently measuring the same construct. The EIS has been shown to correlate favourably with measures of social competence, empathy, and emotional regulation (Schutte et al., 2001; O'Connor & Little, 2003), indicating that it has good construct validity. Due to its ability to distinguish itself from tests of general intelligence and personality traits, the EIS has also been found to have discriminant validity (O'Connor & Little, 2003).

### 3.8 Procedure

Purposive sampling will be used in the research study to choose participants who fit particular requirements pertinent to the research question. The sample will be chosen based on specific traits, competencies, or knowledge that the researchers wish to investigate. The participants will be required to complete a Google Forms questionnaire that will be distributed via various online services like LinkedIn, Whatsapp, and Gmail. The study will be carried out online, so the participants won't need to meet the researchers in person.

Following data collection, the questionnaires will be scored using predetermined scoring keys, and the results will be interpreted using manuals that are readily available. By taking this step, you can make sure that all of the participants' scoring and interpretation are uniform and consistent. The reliability and validity of the study's findings are also improved by the use of standardised measures like scoring keys and manuals.

In order to guarantee the calibre of the research findings, the research study will use an effective and economical method of data collection through online platforms and will employ rigorous methods of data scoring and interpretation using the SPSS software.

### 3.9 Statistical Analysis

In order to guarantee the calibre of the research findings, the research study will use an effective and economical method of data collection through online platforms and will employ rigorous methods of data scoring and interpretation using the Statistical Packafe for the Social Science (SPSS) software.

The strength and direction of the association between two variables are measured using Spearman's correlation, a nonparametric technique. It is applied when the variables have a nonlinear relationship and are measured on an ordinal scale.

An independent samples t-test is also used which is a statistical method for comparing the means of two independent groups is the t-test. It is used to assess whether there is a significant difference between the means of two observational groups.

## IV. RESULTS AND DISCUSSION

The aim of the study was to study the relationship of music training with self-esteem and emotional intelligence among adults. Purposive sampling was utilized to collect data and investigate the potential correlation between musical training and emotional intelligence and self-worth. The Rosenberg Self-Esteem Scale and the Emotional Intelligence were employed to assess self-esteem and emotional intelligence, respectively. To examine the relationship between music training and these traits, an independent samples t-test was conducted using SPSS software. Additionally, a Spearman's correlation was performed between the music training variable and the self-esteem and emotional intelligence scores.

**Table 4.1: Correlation**

			sumse	sume
Spearman's rho	sumse	Correlation Coefficient	1.000	.865**
		Sig. (2-tailed)		.000
		N	132	132
	sume	Correlation Coefficient	.865**	1.000
		Sig. (2-tailed)	.000	
		N	132	132

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 4.1 details the strength and importance of the correlation between two variables, sum of self esteem (self esteem) and sum of emotional intelligence (emotional intelligence). Spearman's rho is a non-parametric correlation measure that examines relationships between variables, some of which may not be linear. The correlation coefficient ranges from -1 to +1, with +1 denoting a perfect positive correlation (both variables rise or fall together), -1 denoting a perfect negative correlation (one variable rises while the other decreases), and 0 denoting no correlation between the variables.

Sum of self esteem and Sum of emotional intelligence have correlation coefficients of 1.000 and 0.865 in this table, respectively, indicating a very strong positive correlation between the two variables.

The correlation between sum of emotional intelligence and sum of self esteem's significance level is also 0.000, indicating that it is unlikely that the correlation could have developed by chance alone. The strong positive correlation between the two variables is further supported by this finding.

Sum of self esteem and sum of emotional intelligence appear to be strongly positively correlated overall, which may mean that changes in one variable may cause changes in the other. This suggests that H1 which states that there will be a significant relationship between self esteem and emotional intelligence among individuals who have received music training has been approved.

These results are in line with earlier studies that found a positive relationship between emotional intelligence and self-esteem. For instance, a 2005 study by Gohm and colleagues found a link between college students'



self-esteem and emotional intelligence. Similar findings were found in Tsaousis and Nikolaou's 2005 study, which discovered a link between emotional intelligence and self-esteem in Greek adolescents.

Even though these results are encouraging, it's crucial to remember that correlation does not equal causation. While the findings point to a connection between music training and emotional intelligence and self-esteem, more research is required to determine causality. It's possible that people who have higher levels of emotional intelligence and self-esteem are also more likely to pursue music training as opposed to these outcomes improving as a result of music training.

Other potential influences on emotional intelligence and self-esteem, such as personality traits, upbringing, and life experiences, should also be taken into account. Future studies could investigate these variables to learn more about the intricate connections between musical training, self-esteem, and emotional intelligence.

**Table 4.2: Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
sumse	Equal variances assumed	.760	.385	19.285	130	.000	9.57576	.49654	8.59342	10.55810
	Equal variances not assumed			19.285	129.664	.000	9.57576	.49654	8.59339	10.55812
sumei	Equal variances assumed	.886	.348	17.983	130	.000	29.42424	1.63620	26.18721	32.66128
	Equal variances not assumed			17.983	127.272	.000	29.42424	1.63620	26.18656	32.66193

Table 4.2 show the results of the independent samples t-test on two levels of the independent variable "Received music training for 4 years or more" for two variables, sum of self esteem (sum of self esteem) and sum of emotional intelligence (sum of emotional intelligence).

Levene's test evaluates whether or not the variances of the two groups are equal, while the t-test determines whether there is a significant difference between the means of two independent groups.

Each sample's data is divided into two rows in the table: "Equal variances assumed" and "Equal variances not assumed." The second row, "Equal variances not assumed," makes the assumption that the variances of the two groups are not equal, contrary to the first row's "Equal variances assumed" assumption.

The F-statistic, a ratio of the variances of the two groups, is shown in the first column. The p-value, which is a measurement of the likelihood that the variance difference between the two groups resulted from chance, is shown in the second column. The F-value for the Levene's test with equal variances on the "sum of self esteem" sample is 0.760, and the corresponding p-value is 0.385. Given that this p-value exceeds the typical significance threshold of 0.05, it can be concluded that the variances of the two groups are equal. The F-value for the Levene's test with equal variances on the "sum of emotional intelligence" sample is 0.886, and the corresponding p-value is 0.348. The variances of the two groups are equal given that this p-value is once more greater than 0.05.

As a result of Levene's test results, we can conclude that the variances of the two samples are equal, and we can use the t-test to compare the means of the two groups on the basis of this assumption.

The t-test results for mean equality are shown in the table's final six columns.

The t-statistic, which is a measurement of the difference between the means of the two groups in relation to the variability within the groups, is shown in the first column. To determine whether a difference between a sample mean and a population mean is statistically significant, the t-statistic is frequently used in hypothesis testing.

The degrees of freedom for the t-test are shown in the second column. The number of values in a statistical calculation that can vary without breaching any restrictions or conditions is referred to as the degree of freedom. Greater degrees of freedom typically result in estimates that are more accurate and make it easier to spot data differences or effects.

The p-value, which measures the evidence against a null hypothesis, is displayed in the third column. In the event that the null hypothesis is correct, it shows the likelihood of obtaining a test statistic that is equally extreme or more extreme than the observed one.

The mean difference shown in the fourth column shows how the means of the two groups differ in terms of their average values.

The standard error difference, which is a measurement of the variability of the difference between two sample means, is shown in the fifth column. As it provides a gauge of the accuracy of the estimate of the difference between two population means, the standard error of the difference is crucial in hypothesis testing and confidence interval estimation.

A 95% confidence interval for the difference between two means is shown in the sixth column. This interval of values has a 95% likelihood of containing the actual difference between the population means. A range of reasonable values for the actual difference between the two group means are provided by the confidence interval's lower and upper bounds.

With the same t-value (19.285), degrees of freedom (130 and 129.664, respectively), and extremely low p-values of less than 0.001, the equal variances assumed and not assumed tests for the "sum of self esteem" group both show a significant difference between the means of the two groups. The 95% confidence interval for the difference in means is between 8.59342 (lower) and 10.55810 (upper), which indicates less uncertainty in the estimate of the difference between the population means. The mean difference is 9.57576, with a standard error of 0.49654, indicating that the estimate is accurate. According to the mean difference of 9.57576 for the "sum of self esteem" variable, those who took music lessons for four years or longer had an average self-esteem score that was nearly 10 points higher than those who did not. This shows that H2 which states that there will be a significant difference in self esteem among individuals who have received music training compared to those who have not received music training is approved.

With the same t-value (17.983), degrees of freedom (130 and 127.272, respectively), and extremely low p-values of less than 0.001, the equal variances assumed and not assumed tests for the "sum of emotional intelligence" group both demonstrate a significant difference between the means of the two groups. The 95% confidence interval for the difference in means is between 26.18721 (lower) and 32.66128 (upper), which indicates less uncertainty in the estimate of the difference between the population means. The mean difference is 29.42424, with a standard error of 1.63620, indicating that the estimate is accurate. The mean difference of 29.42424 for "sum of emotional intelligence" shows that people who had music training for at least four years had emotional scores that were nearly 30 points higher on the emotional intelligence measure. This shows that H3 which states that there will be a significant difference in emotional intelligence among individuals who have received music training compared to those who have not received music training is approved.

The confidence intervals for "sum of self esteem" and "sum of emotional intelligence" do not include zero, demonstrating the statistical significance of the mean difference between the two groups. If there is no difference between the means of the two groups, the significance value (Sig. 2-tailed) is the likelihood of observing the t-value by chance. Given that "sum of self esteem" and "sum of emotional intelligence" have Sig. values that are both less than .05, there is a significant difference between the means of the two groups in this instance.

Overall, the table shows statistical evidence of a significant difference between the means of the two groups for both "sum of self esteem" and "sum of emotional intelligence". The statistically significant difference between the two groups' means suggests that music training boosts both emotional intelligence and self-esteem. These results are in line with earlier studies that have suggested that learning music can enhance social, emotional, and cognitive development.

Schellenberg (2004) found that children who received music lessons exhibited higher emotional intelligence compared to their peers who did not receive such training. This suggests that engaging in music education enhances the ability to perceive, understand, and manage emotions effectively.

Moreover, several studies have reported a positive relationship between music training and self-esteem. For example, Hargreaves and North (2010) discovered that adolescents involved in music activities displayed higher levels of self-esteem compared to those who were not engaged in such activities. This implies that the pursuit of music can foster a sense of self-worth and confidence.

Furthermore, research by Hallam (2010) demonstrated that active participation in music-making, such as playing an instrument or singing, can lead to improved emotional well-being and increased self-esteem among individuals of different ages.

It is crucial to remember that these findings do not necessarily establish a link between music training and improved self-esteem and emotional intelligence. These results might also be influenced by other elements, such as personality traits or individual differences.

It is not clear, though, whether these results would apply to other populations or whether they would endure over more time. The extent to which music training can influence these significant psychological outcomes will therefore need to be determined through further research using longitudinal designs and larger, more diverse samples.

**Table 4.3: Group Statistics**

Received music training for 4 years or more		N	Mean	Std. Deviation	Std. Error Mean
sumse	Yes	66	25.6061	2.92406	.35993
	No	66	16.0303	2.77887	.34206
sume	Yes	66	138.0606	8.68399	1.06893
	No	66	108.6364	10.06385	1.23877

Table 4.3 shows group statistics for two variables, sum of self esteem (sum of self esteem) and sum of emotional intelligence (sum of emotional intelligence).

The binary categorical variable "Received music training for 4 years or more" is the basis for the two variables sum of self esteem and sum of emotional intelligence. Whether or not each participant has had music training is indicated by the two possible values for this variable, Yes and No. For each level of

"Received music training for 4 years or more," the group statistics reveal the central tendency and variability of the two variables. N, the third column, lists how many people are in each group. In this instance, the sample is balanced because there are 66 participants in each group.

The variable's mean or average value for each group is shown in the fourth column, Mean. Sum of self esteem participants with music training receive a mean score of 25.6061, while those without music training receive a mean score of 16.0303. This suggests that participants who have had music training typically perform better on the music perception and cognition task than participants who have not. For sum of emotional intelligence, participants with music training received an average score of 138.0606; those without music training received an average score of 108.6364. This again suggests that those who have received music training typically perform better on the music perception and cognition task than those who have not.

The standard deviation of the variable for each group is shown in the fifth column, Std. Deviation. The variation or spread in the data around the mean is depicted by this metric. The standard deviation for sum of self esteem participants with music training is 2.92406, while the standard deviation for participants without music training is 2.77887. For sum of emotional intelligence, participants with music training have a standard deviation of 8.68399, while those without music training have a standard deviation of 10.06385. These numbers indicate that both variables' data are fairly dispersed, but that participants without sum of emotional intelligence music training may have slightly more variability.

The standard error of the mean for each group is shown in the sixth column, which is labelled Std. Error Mean. By dividing the standard deviation by the square root of the sample size, this measurement is created, which shows the accuracy of the mean estimate. When the sample size is larger, as it is in this table, the standard error of the mean is typically smaller. For participants with music training, the sum of self esteem standard error of the mean is .35993, while for participants without music training, it is .34206. For sum of emotional intelligence, participants with music training have a standard error of the mean of 1.06893, while those without music training have one of 1.23877.

The findings imply that participants who have studied music typically have higher mean scores for both variables.

These results imply that music training may benefit both emotional intelligence and self-esteem. This is in line with earlier studies (e.g., Schellenberg, 2011; Rickard et al., 2010), which found that learning music can enhance cognitive functioning, emotional control, and self-esteem. Through increased neural connectivity and plasticity, music training may improve cognitive and emotional functions while also fostering social interaction and emotional expression.

It's crucial to remember that this study only offers correlating evidence; it cannot prove that one thing caused another. It's possible that people who are predisposed to higher levels of emotional intelligence and self-esteem are more likely to pursue music training. Future studies should make use of experimental designs to look into the causal connection between musical training and emotional intelligence and self-worth.

Additionally, other elements may affect both music training and self-esteem/emotional intelligence, including socioeconomic status, family support, and individual variations in motivation and talent.

These findings support music training's potential advantages for cognitive and emotional functioning, particularly in terms of self-worth and emotional intelligence. More investigation is required to determine the underlying causal mechanisms of these effects and to examine the potential effects of various types and lengths of musical training.

## V. SUMMARY AND CONCLUSION

The study looked at how self-esteem and emotional intelligence are affected by musical training. The findings imply that music instruction may benefit both cognitive and emotional functions. To establish the causal mechanisms underlying these effects, additional research is required as the study only offers correlational evidence. The study emphasises the potential advantages of music instruction and hypothesises that it might be a helpful tool in fostering cognitive and emotional growth.

There were 132 participants in the study, and they were split into two groups according to whether or not they had taken music lessons for at least four years. The outcomes of Levene's test for equality of variances indicated that there was no significant difference in the variances of emotional quotient and self-esteem scores between the two groups. This backed up the t-test finding that those who had music training scored significantly higher on tests of emotional intelligence and self-esteem than those who had not. These results were also supported by the self-esteem and emotional intelligence confidence intervals. The correlation analysis's findings, which are in line with earlier studies, point to a strong positive relationship between emotional intelligence and self-esteem. In line with earlier research, the findings imply that music instruction may have a favourable impact on cognitive and emotional development. The correlational design of the study, however, makes it difficult to prove a link between music training and improved self-esteem and emotional intelligence. These results would need to be confirmed by additional longitudinal research using larger, more diverse samples in order to determine whether they are generalizable to other populations and whether they persist over longer times. The study also mentions the possibility of other factors, like individual differences, contributing to these results.

Based on the study's findings, educational institutions ought to think about including music instruction as a required subject. According to the study's findings, music training may have positive effects on students' cognitive and emotional growth. This raises the possibility that it can help students develop their emotional intelligence and boost their self-esteem.



## 5.1 Implications of the Study

- a) Music education in the curriculum: Schools can think about including music education in the curriculum to give students the chance to hone their musical abilities and advance their emotional and cognitive growth.

Based on the findings of this study, schools should consider implementing music training as a core subject in their curriculum. The potential benefits of music training on cognitive and emotional development, as demonstrated by the study, suggest that music training could be an effective tool for promoting self-esteem and emotional intelligence in students. Here are some recommendations on how schools can implement music training:

- b) Music training into the school curriculum: Schools can consider integrating music training into their curriculum to provide students with opportunities to develop their musical skills and enhance their cognitive and emotional development.
- c) Qualified music educators: Schools can have proficient music educators who can give students top-notch music instruction.
- d) Parental involvement: To support students' musical development outside of school hours, schools can encourage parental involvement in music instruction.
- e) Involvement of music organisations: To give students more resources and opportunities for music training, schools can work with music organisations.
- f) Value of music education: Schools can stress the value of music education and spread the word about its advantages to kids, parents, and the community at large.

Schools can help students reach their full potential and improve their general wellbeing by giving them opportunities to hone their musical abilities.

In conclusion, the research presented here shows that people who have studied music for at least four years have higher levels of self-esteem and emotional intelligence than people who have not studied music. Although the study's correlational design makes it difficult to prove causality, it does suggest that music training may benefit cognitive and emotional development. The findings point to the potential advantages of using music instruction as a tool to advance significant psychological outcomes like self-esteem and emotional intelligence. To confirm these results and examine the underlying causal mechanisms, additional study utilising experimental designs and larger samples is required. For researchers and practitioners interested in the connection between music training and significant psychological outcomes, the study provides useful information overall.

## 5.2 Limitations of the Study

- a) **Correlational Design:** The study design was correlational, which means that causality cannot be established. It is not possible to determine whether music training directly causes improvements in self-esteem and emotional intelligence or if other factors contribute to these associations.
- b) **Sample Size and Generalizability:** The study had a relatively small sample size of 132 participants, which may limit the generalizability of the findings. The sample might not represent the entire population accurately, and the results may not be applicable to broader populations or different demographics.
- c) **Sampling Bias:** Purposive sampling was used, which could introduce sampling bias and limit the representativeness of the sample. The participants may not be fully representative of the larger population, which could affect the validity and generalizability of the results.
- d) **Self-Report Measures:** The study relied on self-report measures to assess self-esteem and emotional intelligence. Self-report measures are subject to biases such as social desirability and subjective interpretations, which could influence the accuracy and reliability of the results.
- e) **External Factors and Individual Differences:** The study acknowledges the possibility of other factors, such as individual differences, that could influence the results. Factors such as socio-economic status, cultural background, and innate personality traits may interact with music training and impact self-esteem and emotional intelligence scores.

To address these limitations, future research should consider longitudinal designs, larger and more diverse samples, control groups, and objective measures to provide a more robust understanding of the relationship between music training, self-esteem, and emotional intelligence.

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