

Perception of Teachers on the Role of Music in Enhancing the Emotional Well-Being of Students in Secondary Schools

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Abstract- *The Emotional well-being of students is a critical component of holistic education, influencing their academic performance, interpersonal relationships, and overall mental health. Since music, is a universal and culturally rooted art form, it has been widely acknowledged for its potential to nurture emotional development of the students. This study investigates the perception of teachers on the role of music in enhancing the emotional well-being of students in secondary schools, focusing on schools in Coimbatore South that include music instruction in their school curriculum. By using a quantitative survey method, responses were collected from secondary school teachers across government, private/matriculation, and CBSE institutions. The study employed a structured questionnaire with a five-point Likert scale measuring various emotional well-being indicators such as self-expression, emotional balance, stress management, empathy, and social connection through music. The demographic variables such as gender, school type, school location, and years of teaching experience were also considered. The data were analysed using independent t-tests and one-way ANOVA to test hypotheses related to differences in perceptions across groups. The results revealed that there were no statistically significant differences in perceptions of teachers based on gender, school type, location of schools, or teaching experience, suggesting a broadly shared belief in the positive emotional impact of music on students regardless of demographic background. This study highlights the growing recognition among educators of music's role in promoting emotional well-being, underlining the need for its deliberate integration into teaching-learning practices. The findings provide insights for curriculum planners, teacher training institutions, and policy-makers aiming to create emotionally supportive learning environments through the arts in the field of education.*

Keywords: *Perception, Teachers, Music, Enhancing, Emotional Well-Being, Students, Secondary Schools*

INTRODUCTION

The emotional well-being is increasingly recognized as a crucial aspect of a student's overall development, influencing not only academic achievement but also interpersonal relationships, self-confidence and resilience. In the dynamic and often stressful environment of secondary schools, students face academic pressures, social challenges and emotional changes that can significantly affect their mental health. Addressing these emotional needs within the educational framework of secondary school students, therefore become an essential priority. One area gaining attention for its potential contribution to emotional support is the use of music in education. The music is extended for its expressive and therapeutic qualities, so that it has been integrated into educational practices for centuries. Its power to influence mood, reduce stress and create a sense of belonging is well-documented across disciplines. The recent studies suggest that music can play a pivotal role in enhancing the emotional well-being of students by offering a safe outlet for self-expression, fostering creativity and promoting emotional regulations especially in teaching-learning. From listening some activities to active participation in school music programs, music has been shown to positively affect students' mental and emotional states. The teachers, as frontline facilitators of student development, are uniquely positioned to observe the behavioural and emotional changes that occur when music is incorporated into daily school life activities. Their perceptions provide valuable insights into both the potential benefits and the practical challenges of using music as a tool to enhance the emotional well-being of students in secondary schools.

This study aims to examine the perception of teachers on the role of music in enhancing the emotional well-being of students in secondary schools. By exploring their views, experiences and practices, the research seeks to highlight how music is currently utilized in schools and what role teachers believe it can play in promoting a supportive and emotionally enriching learning environment for the secondary school students. Developing educated, teacher-inclusive practices that more successfully include music within the larger framework of student wellbeing and holistic education in the classroom requires a grasp of various viewpoints.

REVIEW OF LITERATURE

Wendy K. Matthews et al., (2017) have examined the current trends of K – 12 music educators in the United States regarding their (a) professional background, (b) classroom teaching responsibilities, and (c) job satisfaction. Overall, music educators were satisfied in their teaching positions indicating reasons related to student engagement and relationships. The results of this study help to aid in music education advocacy, designing music teacher professional development and enhancing the effectiveness of music teacher education programs.

Sehnaz Sungurtekin (2021), has examined the importance of musical creativity in combining existing musical knowledge in novel ways, research suggests that primary school teachers' practices do not adequately stimulate and develop children's musical creativity. This paper was to investigate the teacher's perspectives on the development of imagination and creativity in primary music education. A phenomenological study approach was adopted to better understand how classroom and music teachers experience and ascribe meaning to imagination and creativity, as well as to assess the status of the two phenomena in primary music education. The results demonstrated that classroom and music teachers thought imagination and creativity were important for improving students' learning skills, underlining the importance of these phenomena in music education.

Petra Brdnic Juhart et al., (2021) in this study based on the descriptive method of qualitative educational research, it explores music teaching at the stage of early adolescence in terms of general-school music teachers' viewpoints on factors defining the planning and implementation of music teaching. The study was based on qualitative analysis of data

gathered in interviews with 18 teachers from nine countries (Slovenia, Argentina, Australia, USA, Turkey, Poland, Russia, Italy and Germany). The research found that music teaching based on authentic musical communication through the activities of playing, creating and listening to music was favoured by the interviewees. The research findings provide an insight into the complexity of the factors involved, including authentic music teaching, the music curriculum and teachers' competences, which determine the planning and implementation of music teaching at the stage of early adolescence.

Gary M. Phillips (2022), the intention of this study was to understand public school educators' perceptions of music education. This mixed methods study utilized a survey, interviews and artifacts to interpret to what extent teachers and principals value music education as a contributing component of the academic program. The researcher aimed to comprehend how educators perceive music when compared to other academic subjects, how underlying factors and experiences contribute to perceptions of music education, and how perceptions align between teachers and principals. The data gathered for this study drew upon practicing educators from Pennsylvania public schools who serve in primary and middle years schools. 135 participants responded to a survey distributed via email, and 10 of the respondents were selected for follow up interviews. The findings of the study indicated that classroom teachers and principals generally perceive music to be less important than other academic subjects. The findings of the study also indicated that an educator's background in music and exposure to music have an impact on their perceptions of music education, although the level of impact varies depending on the specific type of musical undertaking. The findings of the study also showed that the perceptions of the importance of music education aligned between teachers and principals: teachers and principals agreed that music was a vital component to the academic curriculum. Lastly, the findings of the study indicated that educators in K-8 schools generally value music education more than educators in K-5 schools.

RESEARCH GAP

Despite growing interest in social-emotional learning and the increasing recognition of music's therapeutic value, limited empirical studies have

explored specifically in the perception of secondary school teachers regarding the role of music in enhancing emotional well-being of students in secondary school, especially within the Indian educational context. Most existing literature tends to focus either on the cognitive benefits of music or its application in clinical settings, leaving a gap in understanding how educators perceive and implement music as a tool for emotional development in regular classroom environments. Furthermore, comparative studies considering variables like gender, type of school (government, private, CBSE), school location (rural vs. urban), and teaching experience remain scarce, making it difficult to generalize findings or inform policy and practice effectively. This study addresses these unexplored dimensions by providing contextual, teacher-centred insights that can help bridge theory and practice the emotional well-being of the students in education through music.

NEED AND SIGNIFICANCE OF THE STUDY

In recent years, student's mental health and emotional well-being have emerged as critical concerns within educational settings. The adolescents in secondary schools face increased academic pressure, social challenges and emotional fluctuations that can impact their overall development. The music is recognized universally as a medium of emotional expression and stress relief, holds great potential as a supportive tool in schools. By considering this, how secondary school teachers perceive the role of music in enhancing the emotional well-being is essential for integrating effective, non-academic interventions into everyday teaching-learning practices. This study is significant because it seeks to explore teachers' awareness, attitudes and experiences regarding the use of music as a supportive strategy for students' emotional needs. This research findings can inform to the teacher training, influence curriculum design and support the inclusion of music-based practices in educational policies. By highlighting the perceived benefits and practical applications of music for emotional support, the study can contribute to creating a more empathetic, engaging and emotionally safe learning environment for students in the school.

STATEMENT OF THE PROBLEM

The music is known for its therapeutic and emotional benefits, holds significant potential to

positively influence student's mental health. However, the role of music within the school environment, particularly as perceived by educators, remains inadequately explored. While some teachers may intuitively use music to calm or motivate students, there is limited empirical understanding of how widespread, intentional and effective such practices are used in the classroom. The findings will help to bridge the gap between theory and practice and to promote the integration of music as a supportive tool in educational settings. Hence the present study aims to investigate the perception of teachers on the role of music in enhancing the emotional well-being of students in secondary schools, identifying the current practices, beliefs, and challenges.

GENERAL OBJECTIVES

To explore and analyse the perception of teachers on the role of music in enhancing the emotional well-being of students in secondary schools.

SPECIFIC OBJECTIVES

1. To examine the significant difference between the male and female teachers' perception on the role of music in enhancing the emotional well-being of students in secondary schools.
2. To analyse the significant difference in the perception of teachers on the role of music in enhancing the emotional well-being of students in secondary schools with respect to different type of schools.
3. To find out the significant difference in the perception of teachers on the role of music in enhancing the emotional well-being of students in secondary schools with respect to location of schools.
4. To examine the significant difference in the perception of secondary school teachers on the role of music in enhancing the emotional well-being of students in secondary schools with respect to their year of teaching experience.

HYPOTHESIS OF THE STUDY

1. There is no significant difference between the male and female teachers' perception on the role of music in enhancing the emotional well-being of students in secondary schools.
2. There is no significant difference in the perception of teachers on the role of music in enhancing the emotional well-being of students

in secondary schools with respect to different type of schools.

3. There is no significant difference in the perception of teachers on the role of music in enhancing the emotional well-being of students in secondary schools with respect to location of schools.
4. There is no significant difference in the perception of secondary school teachers on the role of music in enhancing the emotional well-being of students in secondary schools with respect to their year of teaching experience.

METHODOLOGY

Research Design

This study employs a descriptive survey method, aiming to systematically collect and analyse data on the perception of teachers on the role of music in enhancing emotional well-being of students in secondary schools. The survey method is appropriate for capturing a broad spectrum of opinions and experiences within a defined population.

Population

The target population comprises secondary school teachers working in Coimbatore South, Tamil Nadu, specifically those teaching in schools that incorporate music. This focus ensures that participants have relevant experience and insights into the subject matter.

Sample and Sampling Technique

A purposive random sampling technique was utilized to select the samples. The sample includes teachers from: Government schools, Matriculation/Private schools, CBSE schools,

Schools located in both urban and rural areas. A total of 112 Secondary teachers participated in this study.

Data Collection Tool

The data were collected using a structured Google Form questionnaire, designed to gather both demographic information and in the perception of teachers on the role of music in enhancing the emotional well-being of students in secondary schools. The questionnaire comprises:

Demographic Section: Capturing details such as gender, type of school, location of school, total years of teaching experience, type of music taught and music preferred in the school.

Perception Statements: A series of 40 statements related to the perception of teachers on the role of music in enhancing the emotional well-being of students in secondary schools, rated on a five-point Likert scale ranging from Strongly Disagree to Strongly Agree.

The questionnaire was reviewed by experts in educational research and music education to ensure content validity.

Data Analysis

The descriptive statistics (mean, standard deviation) were computed to summarize the data. The inferential statistics, including t-tests and ANOVA, were conducted to examine differences in perception of teachers based on demographic variables such as gender, type of school, location of school, total years of teaching experience.

H1: There is no significant difference between the male and female teachers' perception on the role of music in enhancing the emotional well-being of students in secondary schools.

Table:1

Independent Samples t-test Comparing the perception of teachers on the role of music in enhancing the emotional well-being of students in secondary schools with respect to gender.

Variable	Type of School	N	Mean	SD	SS _b	SS _w	df	F	'ρ' - value
EWS	Government	14	168.43	10.931	479.057	32248.657	2, 109	.810	.448
	Matriculation/Private	28	161.36	16.943					
	CBSE	70	164.40	18.235					

The above table 1, reveals that the calculated t-value for the perception of teachers on the role of music in enhancing the emotional well-being of students in secondary schools with respect to gender is (0.024) which is less than that of the tabulated t-value 1.962 for df (110) at 0.05 level of significance and also it

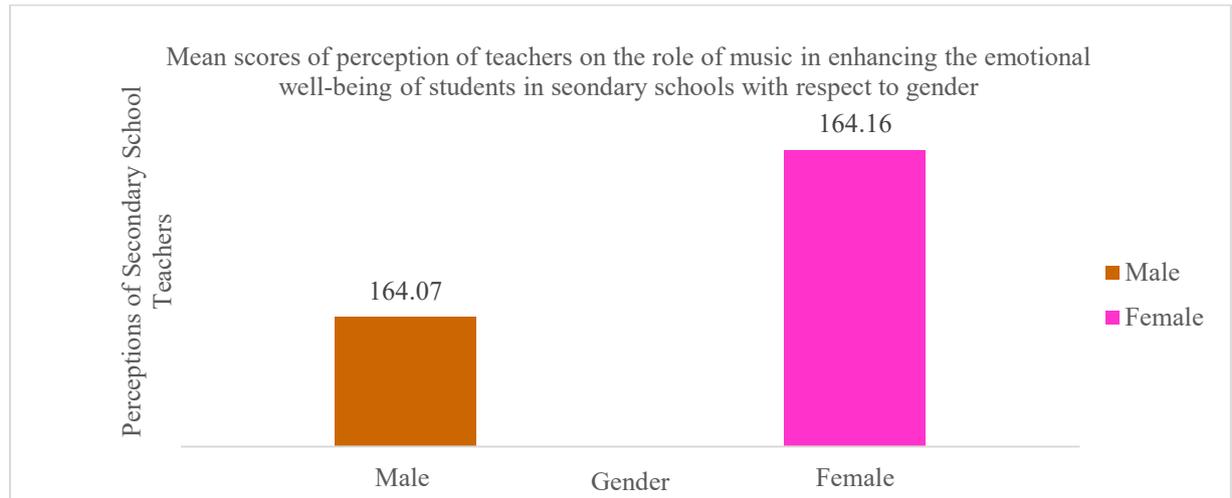
is observed from the calculated significant value (0.981), which is greater than 0.05. So, the statistics fails to reject the null hypothesis. Hence there is no significant difference in the perception of teachers on the role of music in enhancing the emotional

well-being of students in secondary schools with respect to gender.

enhancing the emotional well-being of students in secondary schools with respect to different type of schools.

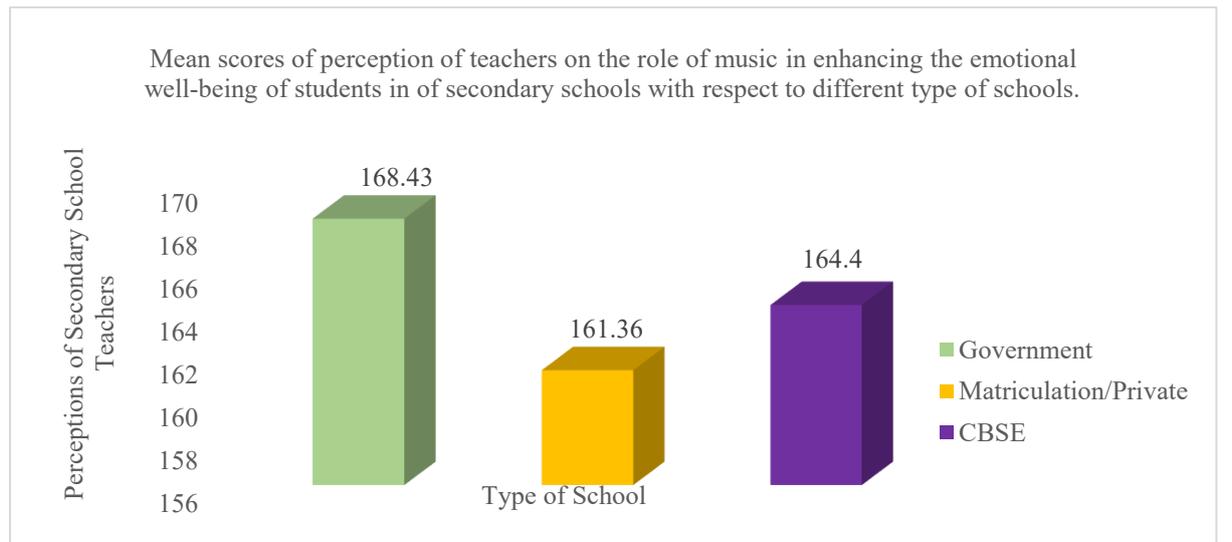
H2: There is no significant difference in the perception of teachers on the role of music in Table: 2

Variable	Gender	N	Mean	SD	't' - vale	Sig	Level of Significant
EWS	Male	27	164.07	18.692	.024	0.981	Not significant
	Female	85	164.16	16.777			



The above table 2, shows that the computed 'F' value for perception of teachers on the role of music in enhancing the emotional well-being of students in secondary schools with respect to different type of schools (0.810, $p > 0.05$) is greater than the table value (3.07 at $df = 2, 109$) at 5% significant level.

Hence the statistics fails to reject the null hypothesis. As a result, there is no significant difference in the perception of teachers on the role of music in enhancing the emotional well-being of students in secondary schools with respect to different type of schools.



H3: There is no significant difference in the perception of teachers on the role of music in enhancing the emotional well-being of students in

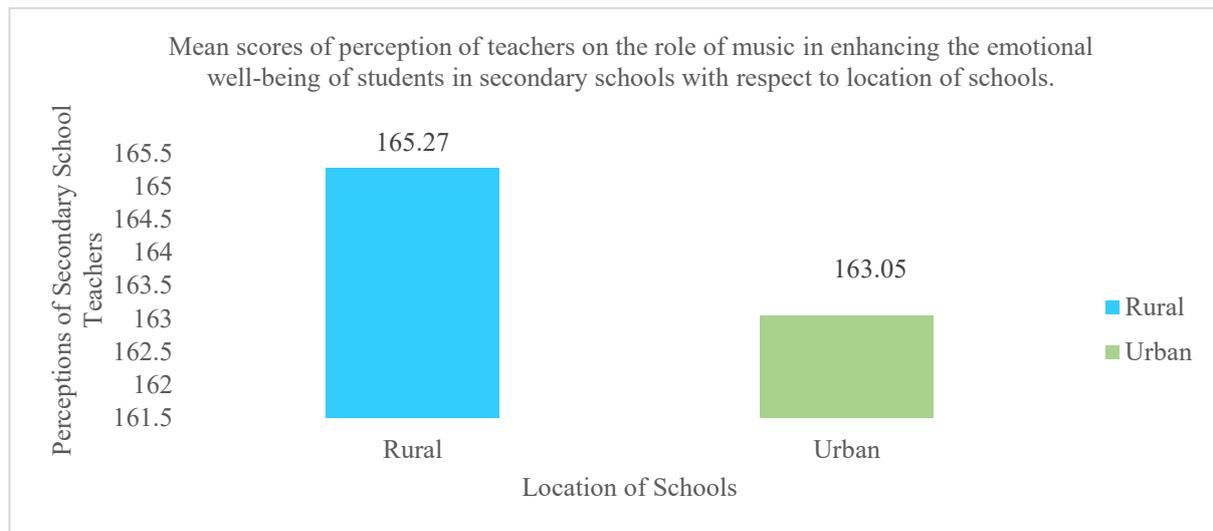
secondary schools with respect to location of schools.

The below table 3, reveals that the calculated t-value for the perception of teachers on the role of music in enhancing the emotional well-being of students in secondary schools with respect to location of schools is (0.682) which is less than that of the tabulated t-value 1.962 for df (110) at 0.05 level of significance and also it is observed from the

calculated significant value (0.796), which is greater than 0.05. So, the statistics fails to reject the null hypothesis. Hence there is no significant difference in the perception of teachers on the role of music in enhancing the emotional well-being of students in secondary schools with respect to location of schools.

Table: 3

Variable		N	Mean	SD	't' - Value	sig	Level of Significant
EWS	Rural	55	165.27	17.498	.682	.796	Not significant
	Urban	57	163.05	16.933			



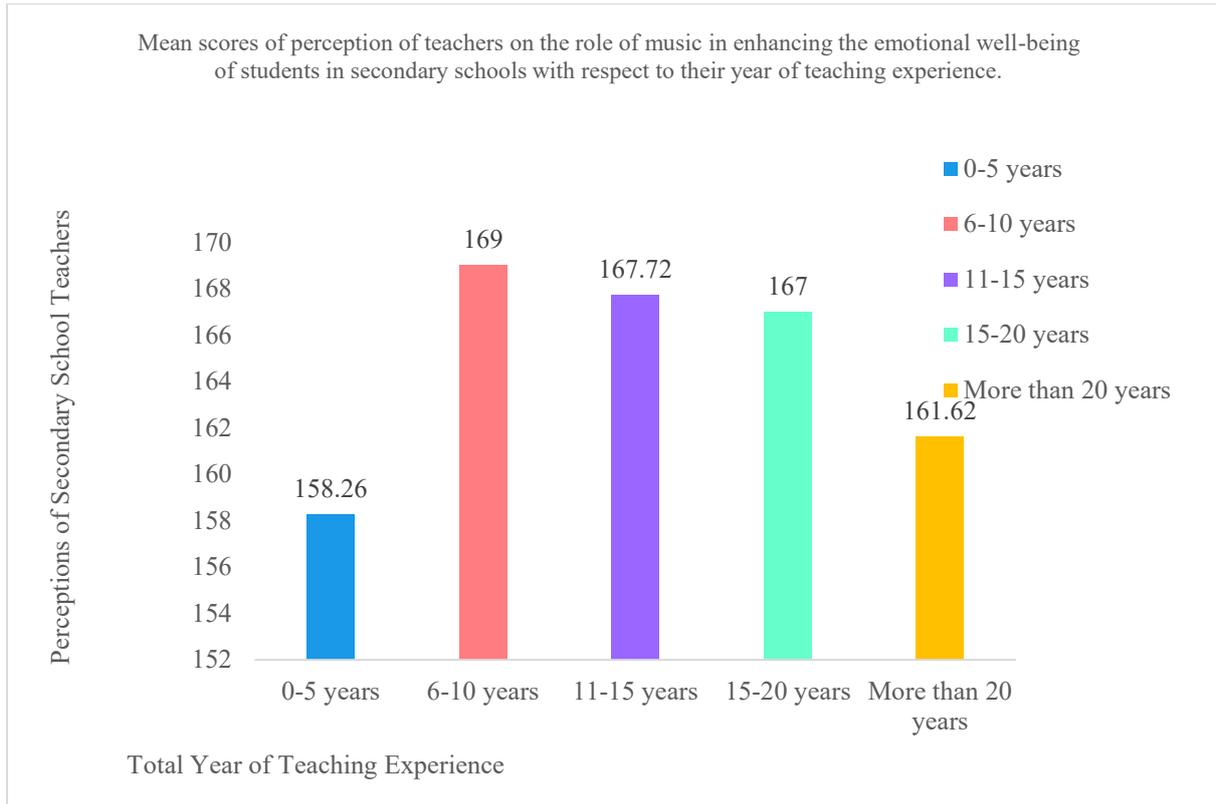
H4: There is no significant difference in the perception of secondary school teachers on the role of music in enhancing the emotional well-being of students in secondary schools with respect to their year of teaching experience.

Table:4

Variable	Total Year of Teaching Experience	N	Mean	SD	SS _b	SS _w	df	F	'ρ' - value
EWS	0-5 years	34	158.26	17.272	2121.551	30606.163	4, 107	1.854	0.124
	6-10 years	12	169.00	18.606					
	11-15 years	32	167.72	14.922					
	15-20 years	21	167.00	19.997					
	More than 20 years	13	161.62	13.080					

The above table 4, shows that the computed 'F' value for perception of teachers on the role of music in enhancing the emotional well-being of students in secondary schools with respect to their year of teaching experience (0.124, p<0.05) is greater than the table value (2.45 at df = 4,107) at 5% significant level. The statistical value fails to reject the null

hypothesis. As a result, there is no significant difference in the perception of secondary school teachers on the role of music in enhancing the emotional well-being of students in secondary schools with respect to their year of teaching experience.



FINDINGS OF THE STUDY

The current study examined the perception of teachers on the role of music in enhancing the emotional well-being of students in secondary schools, analysing variations across gender, type of school, location of school, and years of teaching experience. These findings revealed that there is no significant difference in perception of teachers between male and female in secondary schools. This suggests that both genders equally recognize the benefits of music for enhancing the emotional well-being of students in secondary schools, indicating a shared belief in the therapeutic and developmental value of music in the classroom.

There were no significant differences found among teachers from different school types (Government, CBSE, and Matriculation/Private). This points to a consistent understanding across institutional settings that music can serve as a powerful tool to support emotional regulation and overall well-being of the students. The teachers from both rural and urban schools did not show significant variation in their perception. This indicates that the influence of music on emotional well-being is widely acknowledged irrespective of geographical or socio-economic disparities in school settings. Similarly, no significant difference emerged among teachers with

varying levels of teaching experience. Whether beginner or experienced, educators uniformly valued music as a means of promoting emotional health among students, reflecting the widespread applicability of music-based interventions across career stages. These findings collectively demonstrate a strong, unified perception among secondary school teachers that music plays a meaningful role in enhancing emotional well-being of the students. The absence of significant differences across demographics and professional characteristics highlights the universal appreciation and perceived relevance of music in educational settings.

RECOMMENDATIONS OF THE STUDY

1. The educational authorities should integrate music more meaningfully into the curriculum, emphasizing its emotional and psychological benefits for the students.
2. The professional development programs should equip teachers with strategies to use music as a tool to support students' emotional needs, particularly in inclusive and stress-prone environments.
3. The schools should be encouraged to include structured music programs, supported by

educational policies that recognize music as a medium for emotional learning.

4. The future studies may explore how different genres or formats of music (e.g., classical vs. contemporary, vocal vs. instrumental) impact specific emotional outcomes among students.
5. The music should be promoted as a universal language that can support emotional learning across diverse learner populations, including students with special needs.

CONCLUSION

The study concludes that secondary school teachers across various backgrounds regardless of gender, type of school, location, or years of teaching experience share a common perception about the positive role of music in enhancing the emotional well-being of students in secondary schools. Teachers recognize that music contributes to students' ability to manage emotions, express feelings, and build emotional resilience. The consistent findings across diverse groups of educators suggest that music is universally valued as an effective pedagogical tool for emotional development of the students. This affirms the need to consider music not just as an art subject but as an integral part of holistic education in teaching and learning.

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