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# Music as a Tool of Career Development: Unravelling the Mental Development of Learners at Higher Secondary School Level

***Moutusi Bose***
*Assistant Professor, Debnarayan Shiksha Sansthan, Sonarpur, West Bengal*
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***Abstract***

*The intersection of music and career development among higher secondary school learners is a captivating and intricate field of inquiry. To explore this relationship, a study was conducted aiming to assess how the duration and dimension of music listening influence mental development, particularly concerning male and female learners at the higher education level. Employing a mixed-methods approach, 1332 students (831 female, 501 male) from various higher secondary institutions across India were randomly sampled. Data collection utilized both physical and online modes, employing self-made standardized tools to gauge music listening habits, duration, dimensions, and mental development. The results of the study unveiled a consistent pattern: regardless of the duration, regular exposure to music had a positive influence on promoting higher levels of career development. This highlights the potential of music as a beneficial tool in supporting for career development through cognitive processes and overall learning outcomes among students. Moreover, the findings indicated that different categories of music had a positive impact on career development, regardless of the specific genre being listened to. The study also shed light on gender-based differences in music preferences and their impact on career development. It revealed significant disparities between male and female respondents in terms of music listening habits, preferred types of music, and subject preferences ($t= 2.91 > 2.58$, $p < \alpha$ for habits; $t= 2.82>2.58$, $p < \alpha$ for music types; $t= 2.80 > 2.58$, $p < \alpha$ for subjects), offering valuable insights into how gender influences individuals' choices regarding music and its effects on career development. Overall, the study underscores the positive role of music in career development across various academic discipline, highlighting its potential as a supportive tool for enhancing learning and engagement, particularly in subjects that may benefit from increased various career stimulation through musical stimuli.*

***Keywords:*** *Career Development, Gender, Higher Education Level, Learners, Music*

## Introduction

Throughout history, music has been acknowledged as an inherent expression of humanity and their experiences, providing vast advantages to individuals. Sama Veda, of all the Vedas, is regarded as the source of Indian music. Since that time, music has served not only as a medium for prayer in our spiritual ceremonies but also as a source of enjoyment and social interaction. Music consists of rhythmic patterns of sound creation that penetrate deeply into our souls and influence every facet of our existence. The vibrations generated by music have the power to awaken our awareness and elevate our quality of life. Due to its widespread effects on us, music has been a focus of research in education and its influence on students. Music significantly affects our mood, enhances it, and possesses extraordinary healing abilities. To keep our brains stimulated in the unavoidable process of aging, engaging with music, whether by listening to it or performing, is essential. We find ourselves moved and inspired

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whenever we have the chance to hear music, whether during shopping or at the movies. Regardless of our age, gender, caste, creed, or economic status, music not only influences the lives of every person but also assists in aligning our behavior with changing moods. Music can serve as a strong instrument due to its capacity to elicit powerful emotional responses. We listen to songs that we associate with our feelings of anger, sadness, or joy, and thus music affirms our current emotional state, helping us to arrive at our emotional destination. Understanding how to connect the appropriate music with one's existing mood fosters self-regulation. Music not only influences our routines and behaviors but also serves as a motivator, a timer for accomplishing tasks, and an enhancer of mood. Music, the art of assembling sound, melody, and rhythm, conveys a vital form of emotions and ideas. Music maintains the rhythm that keeps our hearts healthy, alters our perspectives, aids in relating to the difficult emotions of life, provides a thrill, enhances memory retention, acts as a stress reliever, and serves as a powerful healing instrument. Music speaks the universal language of humanity.

Not even so, there exist some communities such as Native Americans who believed that the influence of music is so extensive that it was through the song of a great deity the world came into being. In addition to this, other sources like narratives from classical mythology, ancient history, and the Bible are also regarded as foundations for musical knowledge. According to Hindu rituals, music serves as the key to connect with God and aids in embracing the essence of spirituality. For centuries, Indian classical music has remained a timeless art form that has been quietly integrated into the culture as a means of healing and uniting humanity. Grounded in the ancient traditions of India, this melodic treasure trove offers not only pleasure to our auditory senses but classical Raga therapy has showcased remarkable potential for healing the body, mind, and spirit. Just as colors influence moods, so too does music.

**Rationale of the Study**

Various literature reviews examine how music can aid in the mental development of learners. It addresses numerous facets, including the expression and management of emotions through music, the enhancement of empathy and cognitive intelligence, and the role of music in alleviating stress and anxiety (Li et al., 2022; Liang et al., 2022). The review also looks into empirical research regarding the impact of music on mental achievements, discussing the research designs and metrics employed, alongside crucial findings and practical implications. It discusses challenges such as the limitations of music education, issues related to access and equity, and the significance of teacher training in incorporating music into educational settings. Moreover, the review offers suggestions for embedding music within various educational environments, policy ramifications, and prospects for future research. By analyzing the existing literature, this review aspires to furnish educators, researchers, and policymakers with a detailed understanding of the possible advantages and obstacles of integrating music into education. Music is a broadly acknowledged medium of expression and communication that positively affects individuals of all ages and cultures globally (Angel-Alvarado et al., 2022; Varadi, 2022; Wang et al., 2022). Participating in musical pursuits not only delivers relaxation but also provides several advantageous effects (Krupke, 2003; Hasanova, 2021). Previous investigations have indicated that music strategies can enhance student performance, facilitating learning to be easier, quicker, and more enjoyable. Music boosts memory, cognitive involvement, creativity, awareness, and spiritual connection. Throughout history, music has been linked with physical and mental healing. Ancient cultures utilized music for trance induction and prescribed it to ease fear, anxiety, and emotional distress. Music exerts a physiological impact on the body, affecting heart rate, respiratory rates, blood pressure, and emotional reactions. Various components of music, such as pitch, tempo, and melody, can trigger different emotional and physical reactions. High-pitched, fast music can heighten anxiety, whereas low-pitched, slow music generally tends to induce calmness. Music has been shown to promote relaxation and diminish stress, positioning it as a possible tool for managing pain and anxiety (Hendricks et al., 1999; Davis, 2010; Ozer and Demirbatir, 2023). This review underscores the significance of music education in fostering mental and

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emotional health among learners and emphasizes the need for additional research and backing in incorporating music into educational practices.

**Review of Related Literature**

Music in our lives: Rethinking musical ability, development and identity Mc Pherson. et. al (2012) in his researcher identified that why do some children engage in music, while others do not? Why do some thrive, while others quit? Why do some children prefer classical music, while others choose rock? These are inquiries that have perplexed music educators, psychologists, and musicologists for many years. Yet, they present as incredibly challenging and intricate questions to resolve. 'Music in our lives' adopts an innovative strategy to attempt to address these inquiries. It is based on a research project that lasted fourteen years and closely monitored the lives of over 150 children studying music—from their seventh to their twenty-second birthdays. This thorough longitudinal method enabled the authors to explore several significant issues. For instance, how is musical skill and ability defined? Is it accurate, as many believe, that ongoing involvement in performance is the only means by which those skills can grow? What are the implications of trends and behaviours noted among the general public and their listening habits? After offering a summary and in-depth case study explorations of musical lives, the book presents frameworks and theories for additional inquiry and conversation. It attempts to provide a comprehensive interpretation of these studies and examines their significance for musical growth and education. Clearly articulated by three prominent researchers in the domains of music education and music psychology, this book makes a substantial contribution to understanding the dynamic and essential context of music in our lives. Starting from Hargreaves' (1986) analysis of the connection between developmental psychology and music education, we describe the mid-1980s as a time when the various primary branches of music psychology – cognitive, developmental, and social – began to emerge. We proceed to the present and future, proposing that a significant shift has been the addition of a social viewpoint: it might now be more logical to discuss the developmental social psychology of music and music education. Four levels of social influence are identified – the individual, the interpersonal, the institutional, and the cultural – and we propose that the notion of identity may facilitate explanations of social influence at the individual level. We examine some research on musical style sensitivity as an example of this general framework, and conclude by applying the social–cultural perspective to contemporary trends in music education. This leads to the creation of two new conceptual frameworks: one concerning the opportunities provided by music education in the twenty-first century, and the other regarding the outcomes that could result from it. Preparing for portfolio careers in Australian music: researcher studied that establishing a research agenda. In the twenty-first century, Australian musicians more frequently engage in 'portfolio' careers, where they blend various employment arrangements and activities. These often include industry sectors beyond music. This career trend is common but not thoroughly comprehended, mainly due to the shortcomings of current research. The absence of understanding regarding musicians' work and careers suggests that Australia might not currently offer suitable and effective policy, funding, preliminary training, and ongoing career assistance throughout the varied music sector. This article examines existing research related to the careers and skill requirements of musicians in Australia, and presents a focused agenda for additional research that could help foster a better connection between the needs of developing sustainable music careers and the education and training of musicians. The purpose of this study was to explore the reasons why undergraduate music majors pursue a career in music performance. The authors surveyed music majors at seven institutions and asked them about the main reasons as to why they were considering a career in music performance. Participant responses yielded qualitative data that the authors coded, through a grounded theory approach, into the following four themes: enjoyment, ability, usefulness, and identity. That is, students reported that they enjoyed playing music, they had the ability to succeed, they believed that music performance was useful, and they viewed themselves as musicians. The authors examine these results through the lens of three psychological constructs (i.e., affect,

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expectancy, and value). To better understand the implications for best practice in music career education, the authors compare the results of the present study with the results of prior studies investigating the reasons why music majors choose a career in music education. Beyond talent: Creating a successful career in music: This newly expanded edition of Beyond Talent provides user-friendly real-life advice, examples, and perspectives on how to further a career in music. Understanding the unique talents and training of musicians, veteran music career counselor Angela Myles Beeching presents a wealth of creative solutions for career advancement in the highly competitive music industry. Step-by-step instructions detail how to design promotional materials, book performances, network and access resources and assistance, jump start a stalled career, and expand your employment opportunities while remaining true to your music. Beeching untangles artist management and the recording industry, explains how to find and create performance opportunities, and provides guidance on grant writing and fundraising, day jobs, freelancing, and how to manage money, time, and stress. The new extensive companion website puts numerous up-to-date and useful internet resources at your fingertips. This essential handbook goes beyond the usual" how-to," helping musicians tackle the core questions about career goals, and create a meaningful life as a professional musician. Beyond Talent is the ideal companion for students and professionals, emerging musicians and mid-career artists. Career choice influences among music education students at major schools of music: Quality music teaching by quality music teachers is essential for a good musical education. To examine factors that may encourage strong students to become music teachers, this study expanded Gillespie and Hamanns (1999) survey of music education students. Respondents were asked to indicate substantive influences on their decision to become a music teacher and for suggestions to encourage other young people to enter the field. Responses were examined within the frame of Social Cognitive Career Theory (Lent, Brown & Hackett, 1994 y 2002) and prior music education research. Commonly stated influences were important others and the love of music. Recruitment suggestions included providing teaching opportunities and demonstrating job satisfaction. Future research examining the role of self-efficacy in developing interest is recommended. Influences on career choice among music education audition candidates: A pilot study. The purpose of this pilot study was to survey prospective undergraduate music education majors to learn what motivated them to aspire to a career in music education. Respondents were candidates auditioning, but not yet accepted, for music teacher preparation programs at four institutions (N = 228). Findings corroborate prior research that suggests that school music teachers and/or private lesson teachers are highly influential. This study sought to quantify the types of experiences participants had in teaching roles at the time of their college audition, supporting other research suggesting that such experiences may increase interest in a music teaching career. Recommendations include engaging music educators at all PreK—12 levels in actively recruiting and encouraging future teachers, providing private instructors and performance majors with teacher recruitment information, emphasizing earlier identification and preparation of prospective educators, and refining and continuing the work begun in this pilot study. Factors influencing students in the choice of music as a career: Appreciation must be expressed to a large number of people: To the more than five hundred sixty students who completed the various data collection instruments and the seventy-one students who shared of their time to be interviewed without whom the study could not have been conducted. How can we prepare music students for early career challenges? Earning a living via multiple income streams through a portfolio career is the reality for most music graduates. In the last 10–15 years, music conservatoires around the world have begun to recognise and respond to this reality in the way they train and prepare students for life after study (Bennet, 2008; Draper & Cunio, 2014; Rowley et al., 2015; Schippers et al., 2016). Conservatoire curricula is prescribed and controlled to ensure that students gain the skills required to build a career as a professional musician. Reforming conservatoire curricula to incorporate portfolio career training is an ongoing concern that is made more complex by the different conceptual understandings of what training for a portfolio career means (Latukefu & Ginsborg, 2018). This article contributes to the literature on how students conceptualise and make decisions surrounding their transition into work after graduation. It uses narrative analysis

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research investigate the value of introducing career design into the curriculum of a Bachelor of Music. It incorporates narratives by students who took part in a series of interventions designed to increase self-efficacy and explores the role of career indecision in the designing of a creative career. Career indecision in this context relates to the inability of music students to conceive of what they wish for their creative career to look like after graduation, even when a decision is necessary. The narratives reveal how different factors such as family support, cultural and religious backgrounds and prior music education impact on their confidence and perceptions surrounding their ability to design and maintain a creative career. These narratives also uncovered the interplay of career exploration, career indecision and anxiety in the career decision-making process of undergraduate students.

**Objectives of the Study**

1. To assess the influence of music on career development of learners at higher secondary school level.
2. To analyse the influence of dimension of music on career development of learners at higher secondary school level.
3. To study how music influence boys and Girls learners for their career development at higher secondary school level.

**Hypothese**

**$H_0$1:** There would have a different level of influence of music on career development of learners at higher secondary school level.

**$H_0$2:** Influence of music on various dimension would have a different consequence on the career development of learners at higher secondary school level.

**$H_0$3:** Influence of Music would have a significant relationship between boys and Girls learners pertaining to their career development at higher secondary school level.

**Research Design**

This study follows a quantitative research method with an explanatory framework.

**Sample**

The sample consists of 1,332 higher secondary school students selected from government and private schools in West Bengal, Jammu, Assam, Delhi, Uttar Pradesh, Haryana, Jharkhand, and Odisha.

**Tools**

To explore the relationship between various subjects and mental development through music among higher secondary school students, the researchers developed a self-designed questionnaire. The questionnaire aimed to collect information, facts, and insights about the effects of music on the career development of learners, highlighting its overall influence. The questionnaire consisted of 19 closed-ended items, utilizing a five-point Likert scale with response options: *Strongly Agree, Agree, Undecided, Disagree,* and *Strongly Disagree*. Responses were scored, with the highest score of five assigned to the most positive response and the lowest score of one assigned to the least positive response. Of the 19 items, eight represented positive statements, with scores ranging from five (*Strongly Agree*) to one (*Strongly Disagree*). Conversely, four items were negative statements, scored in reverse from one (*Strongly Agree*) to five (*Strongly Disagree*). This scoring system enabled a comprehensive assessment of the influence of music on learners' career development at the higher secondary school level.

**Data Collection Procedure**

The researchers administered the questionnaire*, randomly distributing it to school students across the selected states. Participants were informed about the purpose of the study and provi*ded with a structured schedule for submitting their responses. Once 1,332 responses were collected, the survey was closed. Ethical consent was obtained from all participants affiliated with higher education institutions.

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### Statistical Techniques

The collected data were analyzed using percentages and the *t*-test to evaluate and interpret the participants' responses.

### Delimitations of the Study

The sample includes 1,332 higher secondary school students from government and private schools in selected states of northern, north eastern, and eastern India. Data collection is limited to educational institutions within these regions.

### Result and Discussion

**$H_0$1:** There would have a different level of influence of music on career development of learners at higher secondary school level.

| Duration of Listening Music by Respondent | Level of Mental Development of Learners | | | | Gain Scores of Learners on Career Development | Percentage of Gain Scores of Learners on Career Development |
|---|---|---|---|---|---|---|
| | No. of Response (Frequency) | Higher Level | Average Level | Low Level | | |
| a) An hour a day. | 420 | 177 | 243 | 0 | 16841 | 66.83% |
| b) More than an hour a day. | 354 | 152 | 202 | 0 | 14038 | 66.09% |
| c) For the whole day. | 39 | 24 | 15 | 0 | 1663 | 71.06% |
| d) Most of the day I like to listen music. | 468 | 250 | 218 | 0 | 18984 | 67.61% |
| e) Do not like to listen music. | 51 | 19 | 32 | 0 | 1967 | 64% |
| | Total No. of Respondents 1332 | | | | | |

### Music Listening Habits and Their Impact on Mental Development

From **Table 1**, the respondents' music listening habits and their associated career development levels are as follows:

1. **Listening to music for an hour a day (420 students):**
   - High mental development: 177
   - Average mental development: 243
   - Career Development: 66.82%
2. **Listening for more than an hour a day (354 students):**
   - High mental development: 152
   - Average mental development: 202
   - Career development: 66.09%
3. **Listening to music most of the day (468 students):**
   - High mental development: 250
   - Low mental development: 218

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- Career development: 67.60%

4. **Listening to music all day (39 students):**
   - High mental development: 39
   - Low mental development: 24
   - Career development: 71.06%
5. **Not listening to music (51 students):**
   - High mental development: 19
   - Average mental development: 32
   - Career development: 64.28%

**Key Findings**

- Students who listen to music all day have the **highest career development (71.06%)**. They show strong mental activity and a focused approach to their career goals.
- Those listening to music for most of the day achieve **67.60%**, demonstrating significant cognitive benefits and career scope.
- Students who listen for an hour or more daily also perform well academically (**66.82% and 66.09%**) and show balanced career development.
- Students who do not listen to music have the **lowest career development (64.28%)**, indicating limited cognitive and mental stimulation and lack of career concentration.

The results indicate that listening to music positively influences memory, concentration, and career development. Students who engage with music regularly, especially for extended periods, exhibit better mental development, study habits, and a focused approach to career planning. Music engagement is strongly associated with improved cognitive function and academic success and career development also.

**$H_0$2:** Influence of music on various dimension would have a different consequence on the career development of learners at higher secondary school level.

| Types of Listening Music by Respondent | Level of Mental Development of Learners | | | | Gain Scores of Learners on Career Development | Percentage of Gain Scores of Learners on Career Development |
|---|---|---|---|---|---|---|
| | No. of Response (Frequency) | Higher Level | Average Level | Low Level | | |
| a) Rock Song | 171 | 111 | 60 | 0 | 7077 | 68.98% |
| b) Folk Song | 96 | 52 | 44 | 0 | 4047 | 70.26% |
| c) Classical Song | 405 | 142 | 263 | 0 | 16153 | 66.47% |
| d) Devotional Song | 291 | 111 | 180 | 0 | 11497 | 65.85% |
| e) Others Song | 369 | 206 | 163 | 0 | 14989 | 67.70% |
| | Total No. of Respondents 1332 | | | | | |

**Interpretation of Data from Table 2**

Table 2 highlights the relationship between music preferences and career development among respondents:

1. **Rock Songs (171 respondents):**

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- **High mental development:** 111 respondents
- **Average mental development:** 60 respondents
- **Gained score of career development:** 68.98%

2. **Folk Songs (96 respondents):**
   - **High mental development:** 52 respondents
   - **Average mental development:** 44 respondents
   - **Gained score of career development:** 70.26%
3. **Classical Music (405 respondents):**
   - **High mental development:** 142 respondents
   - **Average mental development:** 263 respondents
   - **Gained score of career development:** 66.47%
4. **Devotional Songs (291 respondents):**
   - **High mental development:** 111 respondents
   - **Average mental development:** 180 respondents
   - **Gained score of career development:** 65.85%
5. **Other Types of Songs (369 respondents):**
   - **High mental development:** 206 respondents
   - **Average mental development:** 163 respondents
   - **Gained score of career development:** 67.70%

**Key Insights**

- Among the **rock song listeners**, 111 respondents exhibited a high level of mental development, and their overall career development score was **68.98%**.
- **Folk song listeners** demonstrated the **highest percentage of career development (70.26%)**, with 52 respondents showing high mental development out of 96 total.
- **Classical music listeners** formed the largest group (405 respondents), but only 142 of them displayed high mental development, while a majority (263) showed average mental development. Their gained score was **66.47%**.
- **Devotional song listeners** (291 respondents) had a career development score of **65.85%**, with a larger proportion (180) exhibiting average mental development compared to 111 with high mental development.
- Students who preferred **other genres** (369 respondents) achieved a **67.70%** career development score, with 206 respondents at a high level and 163 at an average level.

**Discussion**

The findings reveal that the type of music a student listens to significantly impacts mental development, which in turn influences academic performance and career focus.

- **Rock and folk song listeners** showed the highest percentages of mental development, suggesting that these genres may have a stronger influence on cognitive enhancement and career focus.
- **Classical music enthusiasts**, despite being the largest group, had a higher proportion of average mental development compared to high mental development, indicating a moderate influence of classical music on cognition.
- **Devotional music listeners** demonstrated a similar pattern, with a greater number of respondents showing average mental development.
- Students who listened to **other types of music** displayed a balanced development, with 206 showing high mental development and 163 showing average mental development.

This study establishes that music preferences influence mental development in various ways. Students who prefer folk and rock music tend to exhibit higher levels of mental development, leading to better academic

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performance and a stronger focus on career goals. The findings suggest that listening habits, interest, and music preferences play a critical role in shaping high school students' cognitive abilities, concentration, and career development.

**$H_0$3:** Influence of Music would have a significant relationship between girls and boys learners pertaining to their career development at higher secondary school level.

| **Influence of Music on Subjects** | **Level of Mental Development of Learners** | | | | | | | | | | | | **Gain Scores of Learners on Career Development** | | | **Percentage of Gain Scores of Learners on Career Development** | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **No. of Response (Frequency)** | | | **Higher Level** | | | **Average Level** | | | **Low Level** | | | | | | | | |
| | **Girls** | **Boys** | **Total** | **Girls** | **Boys** | **Total** | **Girls** | **Boys** | **Total** | **Girls** | **Boys** | **Total** | **Girls** | **Boys** | **Total** | **Girls** | **Boys** | **Total** |
| a) Science | 57 | 60 | **117** | 27 | 21 | **48** | 30 | 39 | **69** | 0 | 0 | **0** | 2273 | 2356 | **4629** | 32.37% | 33.56% | **65.94%** |
| b)Mathematics | 75 | 27 | **102** | 44 | 06 | **50** | 31 | 21 | **52** | 0 | 0 | **0** | 3041 | 1046 | **4087** | 49.68% | 17.09% | **66.78%** |
| c)Social Science | 207 | 36 | **243** | 64 | 18 | **82** | 143 | 18 | **161** | 0 | 0 | **0** | 8154 | 1431 | **9585** | 55.92% | 10.24% | **65.50%** |
| d) Language | 165 | 171 | **336** | 83 | 92 | **175** | 82 | 79 | **161** | 0 | 0 | **0** | 6709 | 7142 | **13851** | 33.27% | 35.42% | **68.71%** |
| e) Others | 327 | 207 | **534** | 162 | 105 | **267** | 165 | 102 | **267** | 0 | 0 | **0** | 13172 | 8473 | **21645** | 41.11 | 26.44 | **67.55%** |
| | Total No. of Respondents 1332 | | | | | | | | | | | | | | | | | |

Table 3 shows that listening to music positively impacts the mental development of both boys and Girls students across various subjects. The data reveals no significant differences between genders in this regard, emphasizing the universal benefits of music on learning and mental growth.

1. **Science Subjects:**
   - **Boys:** Out of 60 boys students, 21 showed high mental development, and 39 showed average mental development, with a total development level of 65.94% and a gain score of 33.56%.
   - **Girls:** Among 57 Girls students, 27 had high mental development, and 30 had average mental development. Their total development level was also 65.94%, with a gain score of 32.3%.
2. **Mathematics:**
   - **Boys:** Among 37 boys students, 6 showed high mental development, and 21 had average mental development. The total development level was 66.78%, with a gain score of 17.09%.

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- **Girls:** Out of 65 Girls students, 44 exhibited high mental development, and 31 showed average development. The total development level was also 66.78%, with a gain score of 49.68%.

3. **Social Science Subjects:**
   - **Boys:** Of the 36 boys students, 18 showed high mental development, and 18 had average mental development. The total development level was 65.74%, with a gain score of 10.24%.
   - **Girls:** Among 207 Girls students, 64 had high mental development, and 143 showed average mental development. The total development level was 65.74%, with a gain score of 55.92%.
4. **Language Subjects:**
   - **Boys:** Out of 171 boys students, 92 exhibited high mental development, and 79 showed average development. Their total development level was 68.71%, with a gain score of 35.42%.
   - **Girls:** Among 165 Girls students, 83 showed high mental development, and 82 had average development. Their total development level was also 68.71%, with a gain score of 33.27%.
5. **Other Courses:**
   - **Boys:** Of the 207 boys students, 105 showed high mental development, and 102 exhibited average development. The total development level was 67.56%, with a gain score of 26.44%.
   - **Girls:** Out of 327 Girls students, 162 had high mental development, and 165 showed average development. Their total development level was also 67.56%, with a gain score of 41.11%.

The results demonstrate that listening to music benefits the mental development of students across all subjects, with similar effects for both genders.

- In **science and language subjects**, both boys and Girls students achieved comparable mental development levels and gain scores, indicating that music aids in cognitive enhancement for technical and logical subjects.
- In **mathematics and social science subjects**, Girls students showed slightly higher gain scores than boys. This suggests that Girls may experience more pronounced cognitive benefits in areas requiring empathy, creativity, and linguistic skills.
- In **other courses**, both genders showed significant mental development, but Girls had higher gain scores, further highlighting a consistent positive effect of music.

The findings confirm that music positively influences mental development and career development for both boys and Girls students. This improvement in mental development helps students focus better on their studies and career goals. The integration of music into study routines can therefore be a valuable tool for enhancing concentration, cognitive abilities, and overall academic success for all students, regardless of gender. Music plays a crucial role in shaping students' academic and career development.

## Discussion

The data indicates that various learners have different tastes in music, with participants mentioning rock. Nonetheless, the impact of rock music on mental achievement seems to be relatively less significant when compared to other genres. Conversely, the data does not include the number of responses for folk music, making it impossible to draw definitive conclusions regarding its preferences or its influence on mental achievement based on the available information. In contrast, classical music is greatly favoured by the participants, demonstrating a high percentage of mental achievement. Classical music is frequently linked to relaxation, concentration, and emotional richness, positively affecting mental well-being. (Stewart et al. , 2019). Participants also indicated "other" as their favoured type of music. Without detailed information about specific genres, it is difficult to make accurate conclusions. Nonetheless, the elevated percentage of mental achievement implies that these participants experience satisfaction and positive emotions with their chosen "other" music. Participants likewise expressed that none of the listed genres were their preferred type of music. Although their choices do not correspond with the

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options provided, they still derive some level of mental satisfaction or enjoyment from their chosen music styles. Regarding listening devices, music systems and mobile devices emerged as popular selections with high mental achievement percentages. Caravans and FM recorders showed lower usage and may provide less stimulating experiences. Laptops/desktops were linked to high mental engagement, whereas FM recorders were correlated with a lower mental achievement percentage. From the responses, it is evident that the percentages of mental achievement fluctuate based on individual perspectives on the effect of music on studying. Prolonged listening durations and the diversity of music genres also impacted mental achievement (Collingwood, 2016). The devices utilized for music listening had a considerable effect on mental achievement. Furthermore, music played a role in shaping study habits and mental achievement among learners. The impact of music as a learning style on mental achievement was observed across multiple subjects. No notable differences were detected among learners in various academic disciplines. Consequently, the findings imply that music, when employed as a learning style, can positively influence mental achievement among higher education learners. These results hold particular significance as they suggest that the beneficial effects of music are not confined to particular fields of study, underscoring its potential as a universally applicable educational strategy. The distinctiveness of music preferences among learners further highlights the necessity of acknowledging individual music choices to enhance the effect on mental achievement. Thus, music listening aids high school students in mastering specialized subjects with proficient skills, which assists them in cultivating healthy careers.

**Educational Implications**

Good content writing improves comprehension and assists in effectively conveying messages to the intended audience. Below are several educational implications of incorporating music as a resource for career enhancement:

- **Integration into Curriculum**: Music education can be integrated into the curriculum to support cognitive, emotional, and social development. Schools may provide specialized courses in music theory, composition, and performance to prepare students for music-related careers.
- **Skill Development for Future Careers:** Music fosters transferable skills like creativity, discipline, teamwork, and communication, which are advantageous in many professions outside the arts. Students involved in music programs develop stronger time management, problem-solving abilities, and resilience.
- **Enhanced Academic Performance:** Research shows that music increases brain activity, memory, and concentration, resulting in improved performance in other academic areas such as mathematics and languages. Music can act as a teaching tool to make learning more captivating and efficient across various subjects.
- **Support for Emotional and Social Well-being**: Music provides a channel for self-expression, helping students cope with stress and build emotional resilience, both critical for successful careers. Collaborative music activities, such as choirs or bands, encourage teamwork, leadership, and social skills.
- **Career Pathways in the Music Industry:** Music education opens doors to careers in performance, composition, sound engineering, music therapy, teaching, and more. Guidance counselors can use music programs to discover and cultivate students with potential for careers in music.
- **Inclusivity and Holistic Development:** Music education supports students with diverse needs and capabilities, fostering an inclusive environment where every learner can succeed. It encourages holistic development by balancing intellectual and creative growth.
- **Use of Music as a Therapy Tool:** Implementing music therapy programs can assist students encountering mental health challenges, improving their readiness for career options and work environments.

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- **Promotion of Cultural and Creative Industries:** Music education can ignite interest in cultural heritage, entrepreneurship, and innovation within the creative industry. Students can be educated in fields such as music production, event management, and marketing for sustainable career prospects.
- **Collaboration with Industry Professionals:** Schools can collaborate with musicians, producers, and other industry experts to provide mentorship and insights into careers in music. Internships and workshops can bridge educational experiences with professional practices.
- By recognizing music as a multifaceted resource, educators can enhance students' mental, emotional, and career readiness while supporting their personal and professional growth.

## Conclusion

Based on the preceding discussion, it can be inferred that since music is an essential component of our lives, it can be incorporated at the higher education level. Numerous universities and colleges provide music programs and courses as elements of their curriculum. These programs might encompass a broad spectrum of topics within music, such as music theory, composition, music history, performance, and music technology, while ethnomusicology significantly contributes, like music therapy, to our daily lives, aiding high school students in establishing their careers and skill enhancement. Nonetheless, at the higher education level, music programs are frequently structured to offer students a thorough comprehension of music as an academic field and to enhance their practical skills and artistic talents. Students seeking degrees in music may have chances to engage in ensembles, recitals, concerts, and collaborative endeavors. Besides independent music programs, music can also be woven into other academic fields. For instance, in areas such as music therapy, music education, or sound engineering, music holds a pivotal position within the curriculum. In summary, music can serve as a significant and enriching element of higher education, enabling students to delve into their musical passions, cultivate their abilities, and expand their knowledge of the art form. Additionally, further investigation with larger sample sizes and more thorough analysis is suggested to reinforce these conclusions and articulate the connection among music, study habits, and mental achievement in career growth.

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