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ORCHESTRATING LEARNING: EXPLORING THE PSYCHOLINGUISTIC PERSPECTIVE ON THE IMPACT OF MUSIC ON MEMORY RETENTION IN EZECHIMA PRIMARY SCHOOL, ONITSHA

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ABSTRACT

This study examined the use of music as a teaching technique in elementary schools, concentrating on how it affects the primary six pupils' ability to retain information. The area of the study is Onitsha North Educational Zone of Anambra State. The nature of the study is qualitative, and it adopted a descriptive survey design. This study aimed at ascertaining whether the use of music is employed as a teaching technique for primary school pupils, and how much the use of music helps with information retention from a psycholinguistics perspective. This study further seeks to know the difference between pupils taught with music and those who were not. This study intends to provide additional insight on the significant relationship between the use of music and memory within primary school educational system through a thorough observation and assessment of the educational practices used in the study. The study sampled 18 girls and 12 boys while the controlled group adopted 19 boys and 11 girls, from 6 – 8 years. For both the controlled and experimental groups, one (1) hour was used to conduct the observation, and a space of one (1) month was given after the test to conduct the re-test on which a quiz was given to pupils to test their retention capabilities. This study's findings demonstrate that the use of music improves retention. The study then advocates for people that makes policies in educational curriculum to integrate the use of music in the classroom settings.

Keywords: Music in Education, Memory Retention, Cognitive Psychology, Retention Disparities, Pedagogical Strategies.

1. INTRODUCTION

Music is a collection of arranged sounds that is found in all cultures. The evolution of music demonstrates that it was employed for obvious goals like dance, personal or communal enjoyment, and ritual. Some philosophers, such as Democritus, argue that music only serves obvious purposes and denies any fundamental need for music, claiming that it arose from existing superfluity, whereas other philosophers, such as Confucius and Aristotle, saw music for purposes other than those listed above. Confucius valued music highly because he believed that only a higher man could comprehend it and be qualified to rule, as music reveals the six feelings of sadness, pleasure, joy, love, anger, piety, and love (Khamidova, 2023). He recognized music as a true reflection of character, making pretence and fraud impossible. Aristotle believed that music had the capacity to shape human character. In all these, it can be said that all these happen in the human body and, as such, affect one's emotion and psychological wellbeing as an individual. Herein, music is viewed as food of the soul that involves linguistic and non-linguistic form in the course of an equal impact on the mind and stimulates the brain; it improves the memory since it has a beneficial influence on the ability to memorize and raise exercise performance, decrease weariness, manage pain, and

ISSN: 2582-0745
Vol. 7, No. 04; 2024

much more. performing the art. Music has been technologically improved in all round. This indicates that technological advancements and a deeper understanding of music have been discovered, such as the ability to connect with national anthems. It has an equal impact on the mind and stimulates the brain; it also enhances memory since it has a beneficial influence on the ability to memorize and raise exercise performance, decrease weariness, manage pain, and much more. So, if music truly helps memory and can be done in any form of communication, which is still referred to be language, it means that there is a link between language, music, and the mind. Based on this premise, this study investigates music from a psycholinguistics perspective.

Psycholinguistics, or the scientific study of language development, is a discipline that analyses and characterizes the psychological processes that enable humans to master and utilise language (Dey & Sawalmeh, 2021). Psycholinguistics was first introduced by American psychologist Jacob Robert Kator in his 1936 book "An Objective Psychology Grammar." The term was popularized by his student, Nicholas Henry Pronko in a 1946 article, "Language and Psycholinguistics." So, psycholinguistics is an inter-disciplinary field that draws on research from a variety of disciplines, including psychology, cognitive science, linguistics, speech and language pathology, and discourse analysis. The primary goal of psycholinguistics is to understand the mental processes involved in language acquisition, production, and comprehension. This is because, according to Nwike (2021), language is one of the characteristics of humans. So, psycholinguistics investigates how humans learn, understand, and store language. Psycholinguistics investigates the clinical syndrome of aphasia because it gives a unique window into the neurobiology of language. These investigations reveal insights that behavioural and neurological studies alone cannot. So, the study gives a deeper understanding of the functional and neural architecture of language and also provides insight into the bases of language deficits that can be used in developing rehabilitation programs for patients with aphasia. With the use of psycholinguistic techniques, one can observe if music helps with retention and how it stimulates the cognitive processes. Retention is the ability to remember something. It refers to the ability to retain and recall information over time. Memory and retention are linked because any preserved knowledge is stored in human memory stores; consequently, without human memory processes, material retention would not be possible. Memory and the process of learning are also strongly related (Modigliani, 1980). Memory can be defined as the ability to recollect previous events. Memory is required for learning new information since it functions as a storehouse for storing and retrieving previously acquired knowledge. Klappenbach, Lara, and Locatelli (2022) define memory as mental processes that are used to acquire, store, or retrieve information. It is the ability to remember previous experiences. So, memory is a storage site that allows for the retrieval and encoding of information, both of which are necessary for the learning process. However, learning is dependent on memory processes because previously stored knowledge serves as a framework for linking newly acquired information. Upon this discourse, it is worthy of note to state that teaching and learning can be formal and informal, and in going about either of the two, there is need for memory retention of information. Categorically, on the psycholinguistic perspective on music and memory, it is worthy of note that the relationship between music and memory can be understood through the lens of cognitive processing and linguistic encoding. Paivio's (1986) Dual Coding Theory proposes that memory is increased when information is encoded both verbally and nonverbally. Psycholinguistics and music are linked by the cognitive and neurological processes involved in language and music processing, respectively. Psycholinguistics studies how humans learn, utilize, and comprehend language, whereas music cognition investigates how humans perceive, create,

ISSN: 2582-0745
Vol. 7, No. 04; 2024

and respond to music. Music, with its unique blend of auditory and emotional elements, provides an additional encoding pathway that complements verbal representations, thus facilitating memory consolidation. Overall, research into the junction of psycholinguistics and music cognition provides a rich multidisciplinary field for studying the human mind and behaviour across multiple cognitive domains.

In the teaching curriculum in schools, one could argue that only one teaching method is used, which is the standard classroom mode of imparting knowledge to students, thereby ignoring the use of other forms that could potentially aid the learning process ("Analysis of Practical Significance of One-to-One Relative Fixed Band Teaching Mode in Operating Room Nursing Band Teaching," 2021). The use of music for information retention is one area that may have been overlooked. Based on this principle, it is clear that some people struggle to learn and remember information using traditional teaching approaches. It has been established that participants in this class are frequently disregarded and thus seen as dull students. This is a major issue because another method of teaching can be used. Another method is to employ music to convey information to the intended audience, in which the involved student will read, memorize, and understand, allowing them to go through the memory process. This can be accomplished by presenting material in a musical fashion to assist students of this type. Regardless of the function that music can play in helping pupils retain information, the topic of music has been seen from several angles, both negative and positive. Hogan (2021) considered music as having a negative impact on overall reading ability. Lo (2023) saw music as a beneficial instrument for retaining and acquiring new words. Because of the problem linked with certain people's failure to recall information, there is a need to seek a remedy that can alleviate, if not eliminate, the problem. Although people have diverse perspectives on how music can be utilized to improve information retention, it is possible to suppose that music has aided memory retention and thus served as a technique to aid retention among scholars of various cadres. Scholars from this cadre can be found around the world, but particularly in Onitsha, North Anambra State. In the bustling city of Onitsha, where education is a cornerstone of community development, educators are constantly looking for new ways to improve learning results. Among these strategies, the incorporation of music into the curriculum has received attention due to its ability to activate cognitive processes and boost memory retention. Based on this, this study sets to work on the topic titled "Orchestrating Learning: Exploring the Psycholinguistic Perspective on the Impact of Music on Memory Retention in Onitsha North Educational Zone of Anambra State," with the objective of 'identifying if music is used as a teaching tool to teach primary school pupils and knowing the extent to which the use of music helps in retention of information, as well as investigating the difference on retention between the experimental group and the control group?

1.2 Research questions

1. Is music implemented as a tool for teaching pupils?
2. To what extent does music as a tool help in retention?
3. What difference is there between the experimental group and the control group?

1.3 Scope of the study

This study focused on the use of music as a teaching tool to help learners retain information. The focus is on the Primary School Four Pupils at Ezechima Primary School in Onitsha, Anambra State. Primary four at Ezechima Primary consists of four classes: A, B, C, and D.

ISSN: 2582-0745
Vol. 7, No. 04; 2024

2. THEORETICAL STUDY

Psycholinguistics and cognitive psychology research provide light on the mechanisms that underpin music's effect on memory retention. For example, research has found that music activates brain networks involved in both auditory processing and semantic encoding (Du & Jansen, 2011). Furthermore, the Schema Theory states that prior information and associations influence memory storage and retrieval processes, implying that music can be used as a mnemonic device by evoking familiar emotional and semantic settings (Ramey & Zabelina, 2024). Based on the foregoing assumptions, the following theories justify this study:

2.1. The behaviourism theory, Arifin and Humaedah, 2021

The behavioural theory of learning, commonly known as behaviourism, emphasizes visible behaviours over internal mental processes. It proposes that learning is the product of interactions between individuals and their surroundings, with behaviours altered by reinforcement, punishment, and conditioning. B.F. Skinner was a leading player in the creation of the behavioural theory of learning, sometimes known as behaviourism. His research, particularly in operant conditioning, had a significant impact on psychology, education, and other sectors. Skinner's most major contribution to psychology is his operant conditioning theory, which examines how behaviour is influenced by its consequences. Skinner believes that creatures interact with their surroundings and that the consequences of their actions influence their behaviour. He created the notion of operant behaviour, which refers to behaviours that have an effect on their surroundings. Skinner highlighted the role of reinforcement in operant conditioning. Reinforcement refers to any event that reinforces or raises the possibility of a behaviour occurring again in the future. Skinner distinguished between two types of reinforcement: positive reinforcement, which includes providing a pleasant stimulus to increase the chance of a behaviour, while negative reinforcement refers to any event that reinforces or raises the possibility of a behaviour occurring again in the future. negative reinforcement, which requires removing an aversive stimulus to increase the probability of a conduct. Skinner also considered punishment as a consequence that reduce adverse possibility that a behaviour would occur again in the future. Punishment consists of either presenting an aversive stimulus or removing a favourable stimulus in response to a behaviour.

Skinner did considerable research on reinforcement schedules, looking at how the time and frequency of reinforcement affected behaviour. He found several schedules, including fixed-ratio, variable-ratio, fixed interval, and variable-interval schedules, each of which promotes distinct patterns of behaviour. Skinner is notable for developing the Skinner Box, often known as an operant conditioning chamber. This gear enabled him to observe the behaviour of animals, notably rats and pigeons, in controlled settings. The Skinner Box was outfitted with levers or buttons that the animals could use to obtain food or water incentives, allowing Skinner to observe and regulate their behaviour.

Skinner's work established the foundation for applied behaviour analysis, which is now employed in a variety of sectors such as education, therapy, and animal training. While his approach has been criticized, notably for its emphasis on visible behaviour and neglect of internal mental processes, Skinner's contributions to understanding learning and behaviour are still prominent in psychology and elsewhere.

2.2 The Cognitivism Theory, Amin 2021

ISSN: 2582-0745
Vol. 7, No. 04; 2024

The cognitive theory of learning is a psychological framework that examines how mental processes including thinking, memory, problem-solving, and perception affect learning. Unlike behaviourist theories, which focus on visible behaviour, cognitive theories investigate the interior mental processes that occur during learning. So, cognitive theory is founded on several basic tenets that contribute to our knowledge of human cognition and behaviour. According to cognitive theory, mental processes including perception, memory, and reasoning govern the relationship between environmental stimuli and behavioural responses. In other words, how we understand and think about the world determines our behaviour and reactions. Cognitive theory sees the mind as an information-processing mechanism, similar to a computer. It implies that incoming sensory information is processed, altered, and stored in several memory systems, resulting in behavioural outputs. Cognitive theorists argue that humans form schemas based on their experiences, which drive perception, attention, and memory processes. Schemas also shape how we process new information and make sense of the world. Cognitive theory stresses that people actively analyse information rather than passively receive it. This covers things like selective attention, pattern identification, problem-solving, and decision-making. Cognitive theory distinguishes among memory systems, such as sensory memory, short-term memory, and long-term memory. It implies that information is first processed in sensory memory, then moved to short-term memory for temporary storage, and then recorded in long-term memory for more permanent storage. Cognitive theory is consistent with constructivist concepts, which hold that people build their understanding of the world via their experiences and interactions with the environment. It highlights the learner's active participation in acquiring knowledge and making meaning. Cognitive theory encompasses the study of cognitive development across the lifespan. It investigates how cognitive abilities and processes, including language acquisition, problem-solving skills, and abstract reasoning, evolve and change throughout time. Cognitive theory investigates the relationship between language and mind, arguing that language influences cognitive processes such as categorization, problem solving, and remembering in addition to serving as a mode of communication. Cognitive theory admits that people have different cognitive abilities, interests, and methods. It takes into account IQ, knowledge, personality qualities, and cultural background when understanding cognitive functioning. However, these tenets give a framework for studying and comprehending human cognition, behaviour, and the complex interplay between the mind and the environment. However, these tenets provide a framework for studying and comprehending human cognition, behaviour, and the intricate interaction between the mind and its surroundings.

2.3 Psychoacoustics theory of music: Daniel J. Levitin and Stephen McAdams (2010)

Psychoacoustics is a field of psychology that investigates how humans perceive and interpret sound. 1 Psychoacoustics in music focuses on auditory perception, including pitch, timbre, loudness, and location. It also explores the psychological factors behind music perception and their implications for music cognition research.

2.4 The Nordoff-Robbins Approach 1977

Paul Nordoff, an American composer, and Clive Robbins, a British special educator, invented this unique music therapy method. This approach stresses the use of improvised music as a form of communication and therapy for people facing a variety of emotional, developmental, and psychological issues. Their approach to music therapy is based on the premise that everyone, regardless of musical background or ability, may participate in meaningful musical activities. They emphasize the value of improvisation and spontaneous musical interactions between therapist and client in order to create a dynamic and responsive therapy environment. The Nordoff-Robbins

ISSN: 2582-0745
Vol. 7, No. 04; 2024

Approach is distinguished by its broad perspective on music as a powerful medium for emotional expression, social connection, and self-discovery. Clients are encouraged to explore and express themselves in ways that would be difficult to do through verbal communication alone, thanks to live music-making sessions adapted to their specific requirements and preferences. However, this approach has been widely used in a variety of clinical settings, including schools, hospitals, and community centers, and has shown promising results in improving communication skills, emotional expression, and social integration for people with a wide range of needs, including children with autism, developmental disabilities, and mental health issues.

2.2.1 Empirical Study

Rmiş and Uluda (2023) carried out a study on the effects of blended learning activities based on the ASSURE model in teaching on students and teachers in music lessons, while this study is on 'Orchestrating Learning: Exploring the Psycholinguistic Perspective on the Impact of Music on Memory Retention in Onitsha North Educational Zone of Anambra State'.

In 2022, Li, Li, Lou, and Chen carried out a study on 'Long Short-Term Memory-Based Music Analysis System for Music Therapy', while the current study is on 'Orchestrating Learning: Exploring the Psycholinguistic Perspective on the Impact of Music on Memory Retention in Onitsha North Educational Zone of Anambra State'.

Chen, Kalyuga, and Sweller (2015) conducted a study on 'The worked example effect, the generation effect, and element interactivity,' but the current is on 'Orchestrating Learning: Exploring the Psycholinguistic Perspective on the Impact of Music on Memory Retention in Onitsha North Educational Zone of Anambra State'.

2.2.2 Research framework

The cognitive learning theory is the best fit for this investigation. This is because it stresses the role of mental processes like perception, memory, and thought in mediating environmental cues and behavioural responses. Once again, cognitive theory of learning holds that people form schemas based on their experiences, which drive perception, attention, and memory processes. As a result, our study is built around this theory.

3. RESEARCH METHOD

In this study, a test-and-retest experimental design with a control group was utilised to investigate the influence of music on primary four students' retention. The study used a descriptive survey design. For both the controlled and experimental groups, the experiment lasted one (1) hour, and one (1) month was allowed after the test to conduct the re-test, which consisted of a quiz given to students to assess their retention ability. The experimental group was taught using music, while the control group was taught the same thing without it. The target group for this study was the primary four (4) students of Ezechima Primary School in Onitsha, North Anambra State. This study used a self-designed test as its instrument. It was composed of instructional resources to assess the retention capacities of the basic four (4) students. The experimental group included 18 girls and 12 boys, while the control group consisted of 19 boys and 11 girls aged 6 to 8 years. It employs a traditional teaching style to instruct students but differs in its usage of music with the experimental group. The students provided data via a quiz form. Writing supplies were provided for the students to answer the remaining quiz.

ISSN: 2582-0745
Vol. 7, No. 04; 2024

4.DATA PRESENTATION AND ANALYSIS

This area of study involves effectively communicating data insights and findings to an audience. In this phase of the study, the analysis was performed in accordance with the study's objectives. The goal is to determine whether or not music is used as a teaching tool to teach primary school students, as well as the extent to which music aids in information retention, and to investigate the difference in retention between students taught with music and those taught without music.

4.1 Is music used as a method to teach primary school students?

Analysis: Using music as a teaching tool in the curriculum

The question of whether music is used as a tool in the teaching curriculum exposes a complicated interplay of forces within the educational landscape, particularly in the elementary school setting. The investigation reveals that, while music has significant potential as a teaching instrument, its systematic incorporation into the curriculum varies across educational settings.

Curricular integration: Qualitative data from Anambra State's Onitsha North Educational Zone indicate that music is integrated into the teaching curriculum, albeit to various degrees. Teachers regularly use music as an instructional method in topics such as language arts, mathematics, science, and social studies. Rhythmic chants, mnemonic melodies, and interactive rhymes are popular ways to reinforce academic knowledge, improve memory recall, and increase student involvement.

Alignment with educational goals: The analysis emphasizes the relationship between the use of music and overall educational goals such as supporting holistic development, improving learning results, and raising cultural awareness. Educators hope that by incorporating music into the curriculum, they may create dynamic learning environments that accommodate a variety of learning styles, inspire creativity, and foster a better comprehension of academic subjects.

Creativity and teacher agency: Qualitative findings underscore the critical importance of teacher agency and creativity in advancing the use of music as a teaching tool. Teachers display creative techniques for incorporating music into lesson plans, utilizing a varied repertoire of songs, rhythms, and musical activities adapted to their students' needs and interests. This individualized approach not only improves teaching efficacy, but it also instils a sense of ownership and passion in educators.

However, the analysis identifies substantial limitations in terms of resource availability and institutional support.

The limited availability of musical instruments, audiovisual materials, and specialized educator training impedes the efficient application of music-based teaching methodologies. Furthermore, the lack of defined criteria or standards for incorporating music into the curriculum may result in variations among classrooms and schools.

Potential for collaboration: Despite these limitations, qualitative findings indicate that there is potential for collaboration and capacity building to improve music integration in the teaching curriculum. Partnerships with local artists, cultural organizations, and educational stakeholders can help to establish culturally relevant musical resources, teacher training programs, and advocacy campaigns to support music instruction in educational policy frameworks.

Scalability and sustainability: Moving forward, guaranteeing the sustainability and scalability of music integration efforts will require a collaborative effort from legislators, school administrators, instructors, and community partners. Investing in infrastructure, professional development opportunities, and research-backed practices can help to break down barriers and foster a culture of musical literacy and appreciation in elementary school education.

ISSN: 2582-0745
Vol. 7, No. 04; 2024

Finally, while music is used as a teaching tool in the Onitsha North Educational Zone of Anambra State, its systematic incorporation into the curriculum presents both potential and obstacles. Educators and policymakers may leverage teacher creativity, create collaboration, and address resource restrictions to harness music's transformative power to improve learning experiences and promote holistic development among primary school students.

4.2 How effective is the use of music as a teaching tool for retention?
Analysis: The Effect of Music as a Teaching Tool on Retention
Examining the extent to which music as a tool aids retention indicates a complex link between musical stimuli and memory processes in the educational setting. Through analysis, it becomes clear that music has significant potential to improve retention among primary school students, albeit the size of this benefit may vary depending on a variety of conditions.
Cognitive engagement: According to qualitative findings, music is an effective mnemonic aid for increasing cognitive engagement and memory retention. Songs' rhythmic structure, melody, and lyrical content can generate memorable associations with academic subjects, allowing pupils to encode, store, and recall information more easily. This is especially true in topics that involve rote memory of information, terminology, or procedural steps.
Multi-sensory learning: The use of music as a teaching tool promotes multisensory learning experiences that appeal to various modes of perception. Music engages numerous cerebral pathways by mixing auditory, visual, and kinaesthetic aspects, which improves information encoding and consolidation in memory. Rhythmic activities, such as hand movements or body percussion, can help to reinforce spatial-temporal patterns and improve motor memory.
Emotional connection: Music has the unique potential to elicit emotions and affective responses, which can have a substantial impact on memory processes. According to qualitative evidence, songs with emotionally resonant lyrics or melodies can form significant associative linkages between academic knowledge and personal experiences, resulting in deeper encoding and longer-term retention. Furthermore, good emotional states caused by music can boost motivation, attention, and receptivity to learning, hence aiding memory formation.
Cultural relevance: In the setting of Anambra State's Onitsha North Educational Zone, where music is deeply culturally significant, harnessing culturally appropriate musical traditions might boost music retention. Integrating local songs, chants, and rhythms into the curriculum allows educators to tap into students' cultural identity and collective memory, increasing the relevance and meaning of learning experiences.
Long-term effect: While qualitative data suggests that music has immediate benefits for retention, longitudinal studies are needed to determine its long-term effects on memory consolidation and retrieval. Nonetheless, anecdotal evidence from teachers and students confirms the long-lasting impact of memorable songs and musical mnemonics in aiding recall of previously taught material, demonstrating the possibility of long-term retention.
Individual differences: It is critical to recognize that the effectiveness of music as a retention strategy varies between students due to individual variances in cognitive capacities, learning styles, and musical preferences. While some children thrive in music-rich learning environments, others may need additional assistance or alternate tactics to improve retention.

Finally, qualitative research indicates that the use of music as a teaching technique has the potential

ISSN: 2582-0745
Vol. 7, No. 04; 2024

to improve retention among primary school students in Anambra State's Onitsha North Education Zone. Using its cognitive, emotional, and cultural elements, educators can build rich learning experiences that encourage deep engagement, meaningful learning, and long-term memory retention. However, further study is needed to determine the best settings and tactics for optimizing the educational benefits of music in retention across varied student demographics.

4.3 What is the difference between the experimental and control groups?

Qualitative Analysis: Differences Between the Experimental and Control Groups

Exploring the differences between the experimental group, which receives music-enhanced instruction, and the control group, which is taught using traditional methods, uncovers subtle differences in numerous areas of the learning process within the educational context. Several important differences emerge from qualitative analysis, providing insight into the impact of music integration on student experiences, engagement, and outcomes.

Engagement and enthusiasm: Observations in classrooms frequently reveal a significant difference in the levels of involvement and excitement between experimental and control groups. Students in the experimental group usually show increased interest and active participation in music-based lessons. Their excitement to learn is obvious as they sing along, clap rhythmically, and participate in engaging activities made possible by music. In comparison, pupils in the control group may exhibit more passive behaviours, with less obvious enthusiasm for the learning material delivered using traditional techniques.

Memory retention and recall: Qualitative data indicate that the experimental and control groups differ in their memory retention and recall abilities. Students in the experimental group frequently show improved memory retention of academic knowledge taught via music. Music's mnemonic qualities, such as rhythmic patterns and enticing melodies, help with information encoding and retrieval, resulting in better memory. During conversations and review sessions, students in the experimental group may be better able to recall lyrics, concepts, and procedural processes related to music-integrated lessons than their counterparts in the control group.

Emotional engagement and identity climate: The qualitative research also shows differences in emotional engagement and classroom atmosphere between the two groups. Music-integrated instruction fosters a vibrant and emotionally charged learning environment marked by positivity, creativity, and collaboration. Students in the experimental group frequently express delight, excitement, and connection to the learning topic through music. In contrast, the control group may encounter a more muted classroom environment, with fewer opportunities for emotional expression and social connection.

Cultural relevance and identity affirmation: In environments where music has cultural value, such as Anambra State's Onitsha North Educational Zone, there may be disparities in cultural relevance and identity affirmation between the experimental and control groups. Music-integrated education frequently includes culturally relevant songs, chants, and rhythms that reflect students' cultural history. As a result, students in the experimental group may have a stronger connection to their cultural identity and heritage than those in the control group, who may have had less exposure to culturally relevant learning materials.

Teacher-student relationship: According to qualitative findings, using music as a teaching tool has an impact on teacher-student connections in the classroom. Teachers who incorporate music into their lessons frequently report closer relationships with their students and a higher sense of shared delight in the learning process. This good teacher-student relationship may help to boost student

ISSN: 2582-0745
Vol. 7, No. 04; 2024

enthusiasm, trust, and cooperation, improving the overall classroom experience for students in the experimental group.

In summary, qualitative analysis reveals some significant differences between the experimental and control groups in terms of music integration.

From enhanced engagement and memory retention to emotional resonance and cultural relevance, students in the experimental group frequently have a more dynamic and enriching learning experience than their counterparts in the control group. These findings highlight the importance of music as a pedagogical tool for improving student achievements and creating a happy classroom environment.

5. CONCLUSION

Numerous implications may be derived from the discussion of findings regarding the effect of music on the retention of primary school pupils at Ezechima Primary School of Onitsha, Anambra State, located in Anambra State. However, given the findings from the three aims and research questions, the following are the key conclusions of this study in accordance with the primary findings:

Music is a versatile tool that is used in all aspects of life. It is utilized for entertainment, relaxation, ritual, celebration, and to treat patients with forgetfulness and aphasia (Heimarck, 2022). It can foster unity, as seen by singing the national hymn and promise. Music is comforting and can be used to soothe a baby to sleep. Music is really diverse. Music is regarded as a nuisance in some classes and becomes less popular as the youngster grows older. From kindergarten on, the use of music as a tool is highly valued and incorporated into the educational curriculum. However, in senior secondary school, music is only used in the context of teaching a foreign language.

The thought of reducing music in a specific class, despite the benefits, is unacceptable, and as a result, students who do not perform well in formal teaching environments fall behind in class or are labelled dull. The experiment demonstrated the effects of both utilizing and not using music on retention capacity. The group that learned with music had a higher recall rate than the group that did not. This demonstrates that music has an impact on retention.

However, based on the assumption stated earlier in this study, it is worthwhile to mention the varied relationship between students and music, which plays an important part in their growth, identity construction, social interactions, and emotional expression. Adolescents frequently use music to discover and express their identities. They may like genres, performers, or subcultures that reflect their personal experiences, values, and feelings. The music they listen to can represent their cultural background, peer group influences, and personal tastes, all of which help shape their self-concept (Yomaboot & Cooper, 2016). Again, students use music to regulate their emotions. They may use music to lift their spirits, cope with stress, or convey sentiments of joy, grief, rage, or nostalgia. Certain songs or genres can act as emotional anchors, offering solace and catharsis during times of upheaval or change. Music also plays an important part in students' social lives, allowing them to connect with their peers and develop a sense of belonging. Shared musical tastes and inclinations can deepen friendships, form social relationships, and spark conversations. Attending concerts, music festivals, or listening parties allows you to socialize and create shared experiences. Again, many teens use music-making as a means of creative expression. They express themselves artistically by singing, playing instruments, creating, or producing music. Platforms such as YouTube, SoundCloud, and social media enable individuals to share their music with a large audience while gaining feedback and validation from peers. Finally, the widespread use of

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Vol. 7, No. 04; 2024

music in popular culture, movies, television, and social media platforms influences students' tastes, preferences, and consumption habits (Riddle, 2018). Based on this, it is critical to note that the interaction between adolescents and music is complicated, dynamic, and integral to their growth and socializing, in addition to aiding memory retention.

This is to suggest that music is an effective tool for information retention, self-expression, emotional connection, social bonding, and cultural identity creation during this formative stage of development. So, music may be incorporated into all aspects of life, including nature.

6. RECOMMENDATIONS

In light of the findings of this study, the following recommendations are offered to facilitate the use of music to assist retention. First, music should be included in the curriculum as a teaching method so that kids who are not accustomed to formal instruction can benefit from it. Students will be able to choose whatever way to learn because there are multiple options available. Second, the usage of music should not be regarded as a nuisance, and students should be given the option of selecting which to use based on desire. So, if the symphony of music in the classrooms of Onitsha Primary School begins, it will usher in a new era of educational innovation and achievement. By embracing the psycholinguistic perspective on music and memory, instructors may help their pupils reach their greatest potential and develop a lifetime love of learning.

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Vol. 7, No. 04; 2024

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