

literature_review.docx

by

Submission date: 09-Nov-2021 10:43AM (UTC-0600)

Submission ID: 1697877600

File name: literature_review.docx (23.98K)

Word count: 775

Character count: 4556

Mozart Effect and performance Improvement

Name

Institution

Instructor

Course

Date

Mozart Effect and performance Improvement

Music plays a vital role because it makes society active and dynamic. Society is modeled through music and causes individuals to have their identities. Furthermore, music plays an essential role because it acts as a source of amusement. Individuals listen to music such as classical and Mozart to entertain themselves and improve their reasoning and feelings. Students and adolescents attend to music to increase the emotional impacts of anxiety and apprehension when involved in complex intellectual dispensation, including reading. The Mozart effect is the theory that states that when people listen to Mozart music, they will be more intelligent. Mozart effect is essential in improving intelligence; however, several studies do not support it because it is viewed as a product of heightened arousal and mood and distracts reading performance.

Mozart Effect improving intelligence

Mozart's effect significantly gained support from different studies on the role it plays in enhancing the intelligence of individuals. Taylor & Rowe (2012) investigated the actual relationship between the Mozart effect and mathematical performance. The study found out that the Mozart effect had significant impacts on learning mathematics in different ways, such as decreasing anxiety. The scholars improved their achievement when Mozart was playing during the evaluation. Therefore, the student's intelligence improved when the assessment environment was altered when doing their trigonometry test. Similarly, it was essential to understand the impacts of music on the academic performance of both musicians and nonmusicians. Patston & Tippet (2011) performed a study and found out the musician's performance was adversely affected by background music than silence when processing language. Nevertheless, the performance was not influenced when doing visuospatial roles. Also, the nonmusicians were not

impacted by both kinds of music in the background of silence. Therefore, incorrect piece affects musicians' intelligence because the system that processes language and music is interconnected.

Mozart Effect as a product of heightened arousal and mood

There is an increase in controversy about the Mozart effect because while several researchers believe the theory increases cognitive abilities, others have a different opinion. For instance, Thompson et al. (2001) claimed that the Mozart theory results from mood or stimulation. Therefore, it is misleading that the exposure to Mozart music results in a short-term improvement in nonmusical skills but through the pleasant inducement encouraging positive effects and increased arousal leading to performance enhancement. Nevertheless, Cassity et al. (2007) stated that the Mozart effect disappeared in actual-world conditions because it depends on individuals' music preferences. Consequently, this results in a similar conclusion that the Mozart effects result from increased excitement and attitude and not Mozart music.

Distraction in Reading performance

Performance is associated with intellectual ability. Therefore, the Mozart effect should provide a positive impact on reading performance. However, Anderson & Fuller (2010) stated that listening to music diverts adolescents reading performance. Similarly, Bridgett & Cuevas (2000) emphasized that hearing Mozart and Bach music during the mathematical test did not enhance the student's performance. The study's contradiction appears when Bridgett & Cuevas (2000) states that Mozart has no impact on performance on spatial roles, and Taylor & Rowe (2012) conclude on the support for the Mozart theory.

In summation, the Mozart effect is essential in improving intelligence; however, several studies do not support it because it is viewed as a product of heightened arousal and mood and

distracts reading performance. The mathematics students' abilities improve when the environment changes, and musicians have a significant effect when exposed to music in the background. On the other hand, some studies do not support the Mozart effect, arguing that it produces increased attitude and stimulation. The hypothesis of the study is Mozart effect will not improve individuals' intelligence because it is a distraction.

References

- Anderson, S. A., & Fuller, G. B. (2010). Effect of music on reading comprehension of junior high school students. *School Psychology Quarterly*, 25(3), 178.
- Bridgett, D. J., & Cuevas, J. (2000). Effects of listening to Mozart and Bach on the performance of a mathematical test. *Perceptual and Motor Skills*, 90(3_suppl), 1171-1175.
- Cassity, H. D., Henley, T. B., & Markley, R. P. (2007). The Mozart effect: Musical phenomenon or musical preference? A more ecologically valid reconsideration. *Journal of Instructional Psychology*, 34(1), 13-18.
- Patston, L. L., & Tippett, L. J. (2011). The effect of background music on cognitive performance in musicians and nonmusicians. *Music Perception*, 29(2), 173-183.
- Taylor, J. M., & Rowe, B. J. (2012). The "Mozart Effect" and the mathematical connection. *Journal of College Reading and Learning*, 42(2), 51-66.
- Thompson, W. F., Schellenberg, E. G., & Husain, G. (2001). Arousal, mood, and the Mozart effect. *Psychological science*, 12(3), 248-251.

ORIGINALITY REPORT

1 %	0 %	0 %	1 %
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to University of St Andrews Student Paper	1 %
---	--	-----

Exclude quotes	Off	Exclude matches	Off
Exclude bibliography	On		