

# Group Singing in Institutions - A Boon, a Therapy and an Intervention

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## Abstract

*Artistic Interventions in managing an organization usually yield good results in the process of Organization Development. This paper presents one such interventional technique – ‘group-singing activities’. A number of studies have brought out the fact that group-singing activities serve as main instruments to drain fatigue, tension, stress etc., of an individual. If, an employee who is participating in group-singing activities in an educational institution could enhance his behavior, attitude and a few attributes subjectively in a positive way, the same can be harnessed for the development of his/her own organization or in this case, an educational institution. This paper tried to examine and evaluate the significant role of behavioural and attitudinal change in the staff of educational institutions, in contributing to the development of the organization. Ten dimensions were identified and evaluated for its significant association with the three profile factors through their perceptions. It was found that all the ten dimensions have significant relationship with the profile factors in influencing the behavior, attitude and such subjective attributes towards Organizational Development.*

**Keywords:** artistic interventional technique, group-singing activities, organisational development.

## Introduction

Stress, Tension and Fatigue are very common with people who continually involve themselves in demanding tasks and also sometimes to those who keep themselves from work or are aimless at work. Particularly, considering the present living styles of people, everybody is subjected to stress, invariably. Usually, now days, people, to free themselves from the above, would opt ‘Dhiyana’ or ‘Yoga’. Particularly, the working people are the most affected one. Even students in the educational institutions are taken care by the faculty and try to engage them in some other artistic activities for a while in order to refresh them to continue their studies. These artistic interventional activities really give them freshness; help regain energy to the physique and mind. This artistic activities help the persons involved in performing such activities not only revamp their energy but also help changing their behavior, attitudes and few important subjective norms towards positive actions. This aspect has been taken to considerations for this study, considering how such artistic interventional activities help

the participants of singing group in educational institutions themselves and in turn to the institution in the effort of its development. In this regard, the authors have reviewed few important studies with regard to “group-singing” in educational institutions and its impact on the Organizational Development that is the development of their own institution.

## Singing as an Artistic Intervention

Though there is limited evidence of singing and wellbeing (Grape et al., 2003), Stacy et al., (2002) have brought out the links between singing and health. It ranges from enhanced respiratory function (and reduced asthma and other bronchial disorders and improvements in consumptive conditions), release of endorphins, improved posture and enhanced mood. In this regard, Carter (1954) has documented workplace choral activity from 1935. Further, Clift and Hancox (2001) have explored the perceived benefits of singing to members of University college choral society. They have discussed with wider debates about arts for health and in particular music for

health, and argue that of all the arts, music may justly claim to have the greatest significance to health and healing. They have further, examined the impact of participating in the choir on perceived physical, emotional, social and spiritual dimensions of wellbeing. This aspect has been taken into account by the researcher in this study. In addition Cliff and Hancox have suggested that singing as a benefit to posture, the lifting of mood, relieving stress, encouraging the release of pain and endorphins, improving circulation, boosting the immune system and exercising respiratory muscles. Though, there is no literature stating singing manages stress in the workplace, it could be an useful method of stress management.

### **Artistic Intervention and its Role in Organization Development**

This research study considered group-singing as one of the artistic interventions and plays a crucial role in the strategic development of an organization (Educational Institutions). In this regard, it is important to discuss first about artistic interventions in general and group singing in particular. The relationship between arts and organizations has been an area of interest to various researchers who have ventured onto mapping its diversity and types. The relationship may involve different forms like dancing, singing, story-telling, acting, and many more that would bring participants into closer interaction. This paved the way to many organizations to seek such interventional activities to solve old problems by connecting artistic skills and processes to workplace issues (Bartelme, 2005). They believed that the intervention of various types of artistic activities in organizations play crucial role in their development. The word "intervention" propounds the implication of artistic activities into work-settings with a sole purpose to intervene in the organization's culturally engrained routines and perspectives. Artistic Interventions as creative strategic tools gained increased interests and importance given its applications in handling complex, chaotic and interactional environments in the global competition (Wadman, Marja Soila and Haselwanterm Oriana, 2013). The organizations, who are looking for new ways of finding strategic advantages largely focus on

creativity (DeFillippi et al., 2007), popularity (Ericsson, 2001; Rylander.2009; Styhre and Sundgren, 2005) to exploit creative skills and exotic mindsets of employees in order to generate economic profit and fame by branding their educational institutions to fetch more admissions of students and to keep themselves on top among similar institutions.

### **Objectives of the Study**

In compliance with the need and scope of the study presented above, few objectives have been framed.

1. To understand the significant association of the profile factors with the ten dimensions in enacting positive change and thus influencing the behavior, attitude and few subjective norms towards the development of educational institutions.
2. To arrive at a hypothetical conclusion from the findings, whether the participants of group-singing activities, in fact, actually contributed to the efforts taken by the Top Management of such educational institutions in their development process.

### **Hypotheses**

In accordance with the above objectives, the following null hypotheses have been framed and tested with the findings.

1.  $H_{0\ 1-3}$  : There is no significant association of profile factors with the ten dimensions in enacting positive change and thus influencing the behavior, attitude and few subjective norms towards the development of the educational institutions.

### **Methods**

The Theory of Planned Behaviour as a model is used for the construction of questionnaire. This study being an empirical one, both primary and secondary sources of data have been used. Primary data have been collected from the respondents through a structured questionnaire and secondary data have been gathered from various research studies relevant to the subject. Following methods have been employed for this study.

### Population and the Sample

The population of the study is the number of active participants in group singing activities from educational institutions in South Tamil Nadu. The sample for this study has been drawn from the above population using 'Judgmental Sampling' method. Judgment sampling is a purposive sampling where the researcher arbitrarily selects sample units to conform to some criterion and that criterion is 'group-singing'. In addition, the samples have been stratified based on the nature of their profiles. The targeted size of the sample was 600 and hence 600 questionnaires were distributed to the identified samples. Out of 600, only 500 (83.33%) duly filled in questionnaires were received and accepted for the study. The rate of response was more satisfactory and encouraging and hence with no hesitation the researchers proceeded with the study.

### Data Collection

Three types of profile factors that are; "Teaching Experience", "Hours of Involvement in Artistic Activities" and "Age" were considered for this study. The profile factors have been stratified into sub-groups as detailed in Table 2.

Perception from the profile factors were obtained in Seven point Likert scale and transformed to numerical data to be able to fit into the statistical tools. The data have been fitted to the statistical tool One Way ANOVA in order to evaluate the significant association of profile factors with the dimensions in influencing towards OD. The result has been presented in Tables 2-3.

### Findings and Discussion

Seven point Likert Scale was used to obtain the perceptions of the respondents. The global average score was calculated for each of the scale with regard to the agreements of the respondents in respect of ten variables under the ten dimensions. The scale 1-3 indicates the negativity of the responses, the scale 4 indicates the neutral stand taken and the scale 5-7 indicate the positive responses. Therefore, the scores in the scales were compressed into three stages as negative (1-3), neutral (4) and positive (5-7), accordingly the average of the compressed scores have been presented in Table 3. The

dimensions, CB, JH, MC, PIB and SN were noticed comparatively with higher negative responses. At the same time, the dimensions, CB, NB and SN also scored with comparatively higher neutral stand. Though, all the ten dimensions have higher positive responses, the following dimensions namely, CB (427.7), OE (413.8), PA (423.6) have perceived with comparatively higher average agreement score. Whereas, the remaining dimensions have also perceived with higher average agreement score ranging from 319.30 to 399.9. Therefore, it could be admitted that those ten dimensions have a greater role in influencing the behavior, attitude of the participants towards OD.

The One Way ANOVA result of the data analysis performed on the perception of the profile factor "Teaching Experience" in respect of the ten dimensions has been presented in Table 4. The result clearly showed that all the ten dimensions have been perceived to be significant at 5 percent level and hence presumed that the group-singing activities significantly enhanced the behavior, attitude and few subjective norms of the participants in the way of the ten dimensions. Therefore, the null hypothesis ( $H_{01}$ ) has been totally rejected. According to the result presented in Table 5, the profile factor "Hours of Involvement in Artistic Activities" have perceived the nine dimensions except the dimension "Behavioral Belief" to be significant. Accordingly, the null hypothesis ( $H_{02}$ ) has been mostly rejected. Whereas, the profile factor "Age" of the participants have perceived eight dimensions except the two dimension namely, "Motivation to Comply" and "Power to Influence Behavior" to be significant, hence the null hypothesis ( $H_{03}$ ) has also been mostly rejected. It could be ascertained from the above results, that more over, all the ten dimensions are playing significant role in enhancing the behavior, attitude and few subjective norms of the participants of singing-group.

Further, it was interesting to note that, the Mean Squares - Between Groups (BG), with regard to the dimension "Attitude" has been perceived by the three profile factors to be in low level of presence. At the same time, the Mean Squares (BG) with regard to the dimension "Behavioural Belief" has been uniformly perceived by the

three profile factors comparatively just below the moderate level. Remaining eight dimensions have been perceived by the three profile factors from moderate to high level of Mean Squares (BG).

### Conclusion

The rejection of the three null hypotheses indicates that the ten dimensions play a key and significant role in changing the behavior, attitude and few attributes of subjective norms of the participants of the group-singing activities. The above findings have made the researchers to come to the conclusion that the group singing activities in educational institution is an important instrument to influentially change the behavior, attitude and few attributes of subjective norms of the respondents who participate in the group-singing activities. The Theory of Planned Behaviour can be useful in devising OD interventions to help employees evolve productive behaviours and to help management formulate implementation frameworks. Several factors induce and enhance Organizational Development. Among those factors, are a few of the personnel attributes. The target behaviour or belief is measured specifically based on a set of ten attributes/variables that could basically form the parametrical scope of contributory skills essential for Organizational Development (OD) (Francis J J et al., 2004). The list of attributes/variables however is not exhaustive: They are: Team work, Tolerance, Interpersonal relationship, Interpersonal communication, Confidence, Social inclusion, Mutual trust, Emotional health, Sense of belongingness, and Overcoming stress, anxiety and depression. The importance and the significance of the above attributes have been evaluated by means of ten dimensions and their mechanism, as advocated in the Theory of Planned Behaviour (TPB). Araine Berthoin Antal, (2012) has studied in detail about artistic interventional process particularly group-singing as an artistic intervention in organizations. It was understood from the analysis that the basis for OD is behaviour, attitude and the attributes of subjective norms which could potentially increase OD by participating in group singing. Few of the studies for example, Prucell and Kagan (2007), have pointed out that singing is a source of enjoyment and an opportunity to collectivism. The benefits they have brought out are

relaxation, confidence building, joy, health and well-being, skill development and raised technical awareness of the physiological aspects of singing, such as its motivating potential. Singing increases levels of trust and cooperation (Anshel and Kipper, 1988). Singing helps reduce tension and increase energetic arousal, positive hedonic tone and heart rate (Valentine and Evans, 2003), improve psychological well-being (Clift et al., 2010) and solve old problems by connecting artistic skills and processes to workplace issues (Bartelme, 2005). Therefore, the OD strategy could easily be implemented.

### Implications

Therefore, the present research study, may be an eye opener to the organizations especially the educational institutions who have thirst for development and are looking for strategies to develop their organization by deploying teams engaged in activities of "Group-singing" from among their employees. This, in future may be of more help in the true efforts of such institutions for their development. The encouragement of the Top Management is very much needed in this process. If possible, the participants may be awarded few relaxations in working hours, a certification and financial assistance. The recognition of group singing and its participants is important, because they help the educational institutions (organizations) in various ways like developing popularity (Ericsson, 2001; Rylander.2009; Styhre and Sundgren, 2005) by exploiting the creative skills and the aesthetic mindsets of employees in order to generate economic profit and fame by branding their educational institutions in order to generate more admission potential and to keep themselves abreast in their competition among similar institutions. Several authors have brought the fact out that the inspirations from art and culture, especially in group-singing as our case is, facilitate in the efforts to increase creativity among a wide range of organizations (Austin and Devin, 2003; Gagliardi, 1996; Guillet de Monthoux, 2004; Ladkin and Taylor, 2010, Linstead and Hopfl, 2000, Strati, 1999). In furtherance to the said, the present study is one more addition to the existing literature in the area.

Table 1: Factor Analysis

Sl.No.	Factors	Dimensions	Loadings	No.of Comp-onents	Eigen Value	% of Variance explained	KMO
1	I	OE, BB PA SEC NB	0.92403 0.87071 0.86477 0.6525 0.59598	5	4.45047	49.4	0.80250
2	II	SN MC	0.90092 0.73724	2	1.41588	15.7	
3	III	CBP	0.91587	1	1.35741	10.5	
4	IV	PIB	0.96216	1	1.31542	5.2	
5	V	CB	0.98102	1	1.00051	3.5	
Total						84.4	

Table 2: Frequency of Profile Factors and its Sub-Groups

Sl.No.	Profile Factor	Sub-Groups	No.of Respondents
1	Teaching Experience	Less than 5 years	35
		6-10 years	76
		11-15 years	222
		16-25 years	79
		More than 25 years	38
2	Hours of Involvement in Artistic Activities	1-5 hours	340
		6-10 hours	71
		More than 10 hours	39
3	Age	24-30 years	35
		31-40 years	181
		41-50 years	148
		51-60 years	86

Table 3: Level of Agreements on Dimensions (Global Average Score)

Sl.No.	Dimensions	Scale of Agreements (Average for 450)			Total
		Negative (1-3)	Neutral (4)	Positive (5-7)	
1	Behavioural Belief (BB)	4.1 (0.91)	18.20 (4.05)	427.70 (95.04)	450 (100)
2	Control Belief (CB)	67.60 (15.03)	63.10 (14.03)	319.30 (70.94)	450 (100)

3	Outcome Evaluation (OE)	12.10 (2.69)	24.10 (5.35)	413.80 (91.96)	450 (100)
4	Normative Belief (NB)	32.2 (7.16)	57.4 (12.76)	360.4 (80.08)	450 (100)
5	Attitude (PA)	2.4 (0.53)	24.0 (5.33)	423.6 (94.14)	450 (100)
6	Motivation to Comply (MC)	58.4 (12.98)	6.6 (1.46)	385 (85.56)	450 (100)
7	Power to Influence Behaviour (PIB)	65.03 (14.45)	8.4 (1.87)	365.57 (83.68)	450 (100)
8	Subjective Norms (SN)	47.7 (10.6)	61.6 (13.69)	340.7 (76.25)	450 (100)
9	Self Efficacy & Controllability (SEC)	12 (2.66)	38.1 (8.46)	399.9 (88.88)	450 (100)
10	Changing Behavior of Participants Towards OD (CBP)	1.14 (0.25)	24 (5.33)	424.86 (94.42)	450 (100)

Note: Figures in the Parentheses indicate Percentage

**Table 4: Association of Dimensions of Group Singing (Artifacts) in Development of Educational Institutions as Perceived by Profile factor "Teaching Experience"**

SI.No.	Dimensions	Mean Squares-Between Group	F-ratio	Sig
1	Behavioural Belief (BB)	3.5464	4.2354*	0.0022
2	Control Belief (CB)	10.5053	6.8298*	0.0000
3	Outcome Evaluation (OE)	4.7481	7.8985*	0.0000
4	Normative Belief (NB)	3.9660	3.0094*	0.0183
5	Attitude (PA)	2.8170	5.1357*	0.0005
6	Motivation to Comply (MC)	7.2036	4.3624*	0.0018
7	Power to Influence Behaviour (PIB)	3.9195	2.4935*	0.0424
8	Subjective Norms (SN)	11.2679	6.5464*	0.0000
9	Self Efficacy & Controllability (SEC)	5.6189	8.660*	0.0000
10	Changing Behavior of Participants Towards OD (CBP)	22.2062	13.8012*	0.0000

**Table 5: Association of Critical factors of Group Singing (Artifacts) in Development of Educational Institutions as Perceived by Profile factor "Hours of Involvement in Artistic Activities"**

SI.No.	Dimensions	Mean Squares-Between Group	F-ratio	Sig
1	Behavioural Belief (BB)	6.6909	1.9713	0.1405
2	Control Belief (CB)	4.8797	3.0432*	0.0487
3	Outcome Evaluation (OE)	10.2881	17.2936*	0.0000

4	Normative Belief (NB)	13.6708	10.6281*	0.0000
5	Attitude (PA)	2.2557	4.0196*	0.0186
6	Motivation to Comply (MC)	9.5252	5.7183*	0.0035
7	Power to Influence Behaviour (PIB)	17.3018	11.3641*	0.0000
8	Subjective Norms (SN)	11.4435	6.4903*	0.0017
9	Self Efficacy & Controllability (SEC)	10.6357	16.4087*	0.0000
10	Changing Behavior of Participants Towards OD (CBP)	4.4399	8.0518*	0.0004

**Table 6: Association of Critical factors of Group Singing (Artifacts) in Development of Educational Institutions as Perceived by Profile factor "Age"**

Sl.No.	Dimensions	Mean Squares-Between Group	F-ratio	Sig
1	Behavioural Belief (BB)	3.4723	4.1146*	0.0068
2	Control Belief (CB)	9.9883	6.3956*	0.0003
3	Outcome Evaluation (OE)	5.6562	9.3595*	0.0000
4	Normative Belief (NB)	7.7215	5.9463*	0.0000
5	Attitude (PA)	2.5940	4.6729*	0.0032
6	Motivation to Comply (MC)	3.0363	1.7947	0.1474
7	Power to Influence Behaviour (PIB)	2.5514	1.6083	0.1867
8	Subjective Norms (SN)	13.4332	7.7734*	0.0000
9	Self Efficacy & Controllability (SEC)	5.7090	8.6641*	0.0000
10	Changing Behavior of Participants Towards OD (CBP)	10.6357	16.4087*	0.0000

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