



ASEAN Journal of Educational Research and Technology



Journal homepage: <https://ejournal.bumipublikasinusantara.id/index.php/ajert>

Perceptions of Music and its Effect on the Productivity of Students

Nailah Kahar*, Cris Angel Abalos, Hannah Nicole Manero, Duchess Siena Ross Mosquera, Lenygel Benace Gonzales, Vivialyn Asoy, Joselyn Estrellan, April Mae Marcell

Sultan Kudarat State University, ACCESS, EJC Montilla, Tacurong City, Philippines

Correspondence: E-mail: nailahkahar@sksu.edu.ph

ABSTRACT

This study focused on the students' perceptions of music and its effect on their productivity by using the double-phase, sequential mixed methods approach. The study also aimed to undermine the greatly preferred genre, its influence on prompt academic submissions, its impact on efficient study sessions, its aid in progressive academic tasks, its enhancement on scholastic concentration, the students' perceptions, and whether there is a significant relationship between the preferred genre and the productivity. Out of the genres given which were country, instrumental, pop, rhythm and blues, and rock, the students highly preferred pop to increase their productivity. The ratings on the effects of listening to music on the student's productivity in terms of prompt academic submissions and progressive academic tasks have their highest verbal description of "agree" implying that music greatly aids in the completion of academic tasks or requirements. Efficient study sessions and enhanced scholastic concentration received its highest verbal description of "neutral", meaning medium contribution to not divert their focus while studying. There was no significant relationship found between the preferred genre and the increase in productivity. Overall, the usage of music in the academic productivity of students resonates with music as a way of motivation.

ARTICLE INFO

Article History:

Submitted/Received 12 Sep 2023

First Revised 01 Nov 2023

Accepted 03 Dec 2023

First Available online 05 Dec 2023

Publication Date 01 Mar 2024

Keyword:

Instrumental,
Perception of music,
SKSU students.

1. INTRODUCTION

Music has a significant impact on students' productivity in a variety of ways, including how they study, focus, complete projects, accomplish assignments, and many more academic duties (Hopkins, 2015; Akhmadullina *et al.*, 2016).

There have been numerous studies regarding music and how highly it can affect people's moods and emotions yet there have only been a few studies concerning how it can improve the ability of students in their academic performance. It is also not clear what genre of music is best suited and how excellent it is as a coping mechanism for some. This study focused on how great the impact of music is in the scholastic progression of students and how impactful it is against burdens in learning such as procrastination that decreases their productivity.

The intent of this double-phase, sequential mixed methods study was to determine how impactful listening to music is on the productivity of the SKSU Laboratory High School students. In the initial phase, quantitative types of questions were addressed for the relationship between musical genres and productivity variables with students at Laboratory High School (Labhay). In a subsequent qualitative phase, information from this phase was further examined. In this phase, qualitative interviews were conducted to explore the relationship between productivity and music listening among students at Labhay. To further corroborate and clarify the findings from the quantitative phase, qualitative research was conducted as a follow-up in the second phase.

The study aimed to know the perception of music and its effect on the productivity of the SKSU laboratory high school students. Specifically, we sought to answer the following questions:

- (i) What genre of music is greatly preferred for the increased productivity of the students?
There are Country, Instrumental, Pop, Rhythm' n' blues; and Rock
- (ii) To what extent are the effects of listening to music on the productivity of the students in terms of prompt academic submissions, efficient study sessions, progressive academic tasks, and enhanced scholastic concentration?
- (iii) Is there any significant relationship between the preferred genre of music and its effect on the productivity of the students?
- (iv) What are the students' perceptions of music?
- (v) How do the themes mentioned by the students help to explain how listening to music increases the productivity of the junior high school and senior high school students of SKSU-Laboratory High School?

2. METHODS

2.1. Respondents of the Study

169 students partook in the survey enrolled in the academic year 2022-2023 at Sultan Kudarat State University- Laboratory High School, including both junior high school and senior high school students. We utilized Calmorin's formula to determine the appropriate sample scope for the survey. It was a requirement for the participants to be currently enrolled in the said school during the stated academic year. Five (5) students were selected as participants for the interview, three (3) of whom were from the junior high school and two (2) from the senior high school. To be eligible, they must currently be enrolled at SKSU Laboratory High School for the academic year 2022-2023 and listen to music while performing school tasks. The students' survey responses were taken into account for the selection process.

2.2. Data Gathering Procedure

In getting the data, a survey was conducted using constructed survey questionnaires handed out to the respondents. After collecting the data, it was interpreted and analyzed. We proceeded to the next phase and conducted an interview. The participants were selected students. The collected necessary information from the participants underwent data analysis. After the analysis of qualitative data, the numeric and qualitative results were interpreted by we and connected.

2.3. Statistical Treatment

Inferential and descriptive statistics, particularly the frequency and percentage were utilized to determine which music genre is greatly preferred in being productive and the mean and standard deviation on the extent of the influence of music on the productivity of the students which helps a lot in their scholastic development. The chi-square test was employed to know if there is any significant relationship between the genre of music and the increase in productivity. A qualitative narrative analysis, particularly, a focus group discussion was utilized on what are the students' perceptions of music.

3. RESULTS AND DISCUSSION

3.1. Genre of Music for Increased Productivity

Table 1 shows the genre of music greatly preferred by the students.

Table 1. Genre of music greatly preferred by the students.

Genre	f	%
Country	14	8.28
Instrumental	42	24.85
Pop	80	47.34
Rhythm's Blues	15	8.88
Country	18	20.65
Total	169	100.00

3.2. Genre of Music for Increased Productivity

Table 2 shows the frequency and percentage of what genre is greatly preferred by the students of SKSU-Laboratory High School. The data shows that it received a total frequency of 169 and 100.00% from the surveyed students. Regarding the genre of music, Pop has the highest frequency of 80 and 47.34% of the total students. This implies that the students mostly and greatly preferred the pop genre to increase their productivity. In contrast, the country has the lowest frequency of 14 and 8.28% of the total students. The genre instrumental, rock, rhythm'n'blues has a frequency of 42, 18, and 15 respectively, 24.85, 10.65, and 8.88%. As per the data, the genre of music that is greatly preferred by the students is Pop in terms of aiding their productivity. Country, on the other hand, is the least preferred genre of the students in increasing their productivity in doing academic-related activities. This is justified through the study of [Schafer et al. \(2008\)](#), it was found that participants' preferred music can enhance their productivity in a task. This suggests that the genre of music preferred by the students can have an impact on their productivity. The same study by [Lee et al. \(2008\)](#) found that participants who listened to music while working on a task completed it more quickly and generated more ideas than those who worked in silence. The study also found that participants who listened to music they enjoyed had higher levels of productivity than

those who listened to music they did not enjoy. In a study by [Luvaas \(1991\)](#), it was found that pop music was the most preferred genre of music among adolescents, which supports the finding that pop music is greatly preferred by students in terms of aiding their productivity.

Table 2. Result on the extent of effects of listening to music on the productivity of the students.

Section	Subsection		Mean	Verbal Description
Extent of Effects of Listening to Music	Prompt	academic	3.41	Agree
	submissions			
	Efficient study sessions		3.25	Neutral
	Progressive	academic	3.68	Agree
	tasks			
	Enhanced	Scholastic	3.09	Neutral
	Concentration			
	Mean		3.36	Neutral

Table 3 shows the extent of the effects of listening to music on the productivity of the students in terms of their prompt academic submissions, including the mean, standard deviation, and verbal description. It is shown to have an overall mean of 3.41 and a standard deviation of 0.13 which is interpreted as agree, implying that the respondents observed a large effect in this parameter when listening to their preferred genre of music. The fourth statement “The music affects how quickly I finish my requirements” received the highest mean value of 3.82 and a standard deviation of 1.13. It resulted in a description of “agree” stating that the students perceive that music contributed largely to their productivity.

The first statement has the lowest mean value of 3.09 and a standard deviation of 1.04 with a description of “neutral”. This means that the students observed a medium increase in their productivity, however, they sometimes submit late because the allotted time by their teachers is not enough for them. Based on the data presented, music largely aids the students’ productivity because it influences how fast they perform and finish their assigned tasks. Still, the given period given to them also affects how they are punctual with the deadline.

Music affects how the person listening feels, and feelings affect a variety of behaviors, including cognitive performance such as thinking, logical thinking, problem-solving, imaginative thinking, and mental flexibility. [Patel \(2011\)](#) suggested that music listening could potentially be employed to improve academic performance in specific, as well as gain knowledge in general. In addition, moving from a slow to a fast tempo resulted in a higher work rate than in situations with only fast or slow music as stated by [Karageorghis and Priest \(2012\)](#). This could have been a contrast effect, where quick music appeared more stimulating in comparison to the slower selections that came before it. Changes in music speed can boost motivation and output.

Table 4 shows exhibits the extent of the effects of listening to music on the productivity of the students in terms of their efficient study sessions, including the mean, standard deviation, and verbal description. As shown, it has an overall mean of 3.25 and a standard deviation of 0.13, interpreted as neutral. This states that the preferred genre of the respondents resulted in a medium contribution to their productivity in this parameter. Statement two got the highest mean value of 3.85 with a standard deviation of 0.87, having a description of “agree”. This implies that the preferred genre of music of students contributed largely to their productivity while studying, getting them high scores on their tests. However, statement four states that only a small contribution to the students’ productivity was observed with the lowest mean value of 2.35 and a standard deviation of 1.05. Having a description of

“disagree”, means that a long amount of time is still needed for them to study. According to the data, students receive high marks on their exams and quizzes with the strategy of listening to music while studying.

Table 3. Result on the extent of effects of listening to music on the productivity of the students in terms of prompt academic submissions.

Statement	Mean	SD	Verbal Description
I sometimes submit late because the allotted time by our teachers is not enough for me	3.06	1.04	Neutral
I always pass my requirements on/before the deadline	3.70	0.94	Agree
I can finish my requirements within a short time	3.11	1.05	Neutral
The music affects how quick I finish my requirements	3.82	1.13	Agree
Listening to music does not affect my submissions	3.31	1.30	Neutral
Total	3.41	0.31	Agree

Table 4. Result on the extent of effects of listening to music on the productivity of the students in terms of efficient study sessions.

Statement	Mean	SD	Verbal Description
Studying is made easier, and I experience having fun	3.47	1.05	Agree
I get high scores in my quizzes and/or exams when I study	3.85	0.87	Agree
I can easily absorb and understand the lessons given when studying	3.65	0.91	Agree
I only need a short amount of time to study	2.35	1.05	Disagree
I rarely get stressed while studying	2.64	1.19	Neutral
Total	3.68	0.04	Agree

Nevertheless, an ample amount of time is still required for the students to acquire this even with music. [Herrington et al. \(2003\)](#) said that many students nowadays engage in music while studying, given the advances in technology. Their study concluded that music can be used as an alternative motivator. Music is also said to be a beneficial mood changer because it has a favorable perception of the task done. Music's ability to elevate one's mood surely increases one's attention when studying. The study showed that students benefit largely with slow music and as the music became increasingly louder and rapid, their concentration began to decrease. Similarly, [Dillman et al. \(2007\)](#) reported that background music will decrease students' stress levels, as evidenced by substantially higher average test results under the effect of musical accompaniment.

Table 5 exhibits the extent of the effects of listening to music on the productivity of the students in terms of enhanced scholastic concentration, including the mean, standard deviation, and verbal description. It is shown that the parameter has an overall mean of 3.41 and a standard deviation of 0.13, with a description of neutral. This says that the preferred genre of the students has a medium contribution to their productivity in terms of their concentration. Statement one got the highest mean value of 3.35 and a standard deviation of 1.01, described as “neutral”. This interprets that a medium contribution of their preferred music is experienced to not divert the students' focus from their activities. Furthermore, the

last statement says that the music steals the students' focus, and has a description of "disagree" having the lowest mean of 2.58 and a standard deviation of 1.22. This means that listening to music helps them focus on their activities. It can be seen from the analysis that the activities of students hold their focus because of listening to music. This does not easily divert their attention to other things, allowing them to focus only on their academic tasks. The study of [Sloboda and Juslin \(2001\)](#) concluded that the choice of music played affects the effect upon concentration. It is suggested that it is preferable to play music that is neither liked nor disliked to benefit from it. In addition, [Kumar et al. \(2016\)](#) stated that the utilization of unfamiliar songs may be regarded as a distraction. [Herrington et al. \(2003\)](#) studied that most students reported that playing music while learning interfered with their focus.

Table 5. Result on the extent of effects of listening to music on the productivity of the students in terms of enhanced scholastic concentration.

Statement	Mean	SD	Verbal Description
My focus is only my activities when doing them	3.35	1.01	Neutral
I can't easily transfer my attention to other things while doing academic activities	3.24	1.00	
The noise from environmental is cancelled so they cannot disturb me	3.34	1.21	Neutral
I often get distracted by music playing	2.95	1.27	Neutral
My focus is on the music rather than my school activities	2.58	1.22	Disagree
Total	3.09	0.13	Neutral

3.3. Significant Relationship Between the Preferred Genre of Music and its Effects on the Productivity of the Students

Table 6 shows the result of the chi-square. With the decision on H_0 @ 0.05 alpha and the p-value of 1.00, the null hypothesis of the current study is accepted since the p-value is greater than 0.05. This implies that there is no significant relationship between the preferred genre of music and the increase in productivity among the students of SKSU-Laboratory High School. This part was centered on the qualitative phase of the study. With this, the data gathered from the quantitative phase was further supported and analyzed. Five participants were selected by we to be interviewed.

Table 6. Chi-square on the significant relationship.

Demographic Profile	Chi-square	df	Critical value	Interpretation
Genre*Extent of Effect	1.68	16	26.30	Not Significant

Participant 1

Claudius (not her real name), 14 years old, is a junior high school student from SKSU Laboratory High School, specifically from the 9th grade. Following the participant's availability, she was approached and consented to interview at 7:59 a.m. on April 5, 2023, inside their classroom. The environment was a little noisy, but the interviewee's movements said otherwise. During the interview, Claudius was comfortable and sure of her words. We started with a greeting, along with the reading of protocols, and signing of consent. She asked for her preferred alias then followed. To acquire a further understanding of how students perceive music and if it affects their productivity, we asked her, "How do you perceive

music?”. She answered “Music is life, music is with me anywhere and anytime. It helps me when I’m not in the mood. I play sad songs when I’m sad and I play jolly music when I’m happy. I use music as an escape from reality whenever I do not like the surroundings”. (“Music is life, it is with me anywhere and anytime. It helps me when I’m not in the mood. I play sad songs when I’m sad and I play jolly music when I’m happy. I use music as an escape from reality whenever I do not like the surroundings.”). Right after, we asked “Does music increase your productivity? How?”. She responded confidently “Yes, it does. I listen to music, specifically metal, whenever there are assignments to finish or even just to study. Whenever I do so I get in this time space where no one can interrupt me. It gets me motivated in a kinda magical way. I get so in the mood where I can finish studying all the topics in one exam. So, yes, I think music increases my productivity somehow”. (“Yes, it does. I listen to music, specifically metal, whenever there are assignments to finish or even just to study. Whenever I do so I get in this time space where no one can interrupt me. It gets me motivated in a way that is kind of magical. I get so in the mood where I can finish studying all the topics in one exam. So, yes, I think music increases my productivity somehow.”). Lastly, for the follow-up question, we asked, “When do you listen to music in your student life?”. She stated “Every time I get a chance. After class, studying, or doing academic activities. 24/7. It helps me focus if I do not listen to music, I feel like I just want to sleep.” (“Every time I get a chance. After class, studying, or doing academic activities. 24/7. It helps me focus if I do not listen to music, I feel like I just want to sleep.”). The interview lasted for 9 minutes and 24 seconds, coming to an end at 8:08 in the same morning. After the interview, we extended their appreciation for the interviewee’s participation.

Participant 2

Skiers (not his real name), 18 years old, is a senior high school student from SKSU Laboratory High School, specifically from the grade 12 STEM. Following the participant’s availability, he was approached and consented to interview at 10:40 a.m. on April 7, 2023, at his residence. The surrounding was peaceful and free from noise. During the interview, the Skiers were confidently straightforward and used hand gestures. We started with a greeting, along with the reading of protocols, and signing of consent. Asking for his preferred alias then followed. To acquire a further understanding of how students perceive music and if it affects their productivity, we asked him, “How do you perceive music?”. He answered “Well, ummm, I am made of music. I mean, I listen to music and some lyrics hit me like they relate to my life in general. So, I perceive music as pieces of puzzles glued together to form my life or self”. (“I am made of music. I listen to music and some lyrics hit me like they relate to my life in general. So, I perceive music as pieces of puzzles glued together to form my life or self.”). Right after, we asked “Does music increase your productivity? How?”. He immediately responded “Yes. When I’m doing my requirements, I always need my earphones so that I can listen to music peacefully. And ahh, I do not encounter any disturbances during my academics, so I focus intensely and finish them all in just a little less time. Like, you know when the beat starts and I go “Okay, let’s do this” then more and more songs will play so I continue to work also. Uhhh, additionally, having to listen to music while performing academics reduces my stress in a way that makes me calm so I do not panic and make easy tasks more difficult. So, yeah, that’s how it increases my productivity”. (“Yes. When I’m doing my requirements, I always need my earphones so that I can listen to music peacefully. I do not encounter any disturbances doing my academics, so I focus intensely and finish them all in just a little less time. When the beat starts, I go “Okay, let’s do this” and then more and more songs will play so I continue to work. Additionally, having to listen to music while performing academics reduces my stress in a way

that makes me calm so I do not panic and make easy tasks more difficult. That's how it increases my productivity.""). Lastly, for the follow-up question, we asked, "When do you listen to music in your student life?". He enthusiastically replied "Whenever I want and can. Especially when I pull an all-nighter, never forget the music. It helps me to focus on what I'm doing rather than on the noises from outside at 3 a.m. Ah! When having a break, music makes it more enjoyable." ("Whenever I want and can. Especially when I pull an all-nighter, I never forget the music. It helps me to focus on what I'm doing rather than on the noises from outside at 3 a.m. Also, when having a break, music makes it more enjoyable."). The interview lasted for 5 minutes and 18 seconds, coming to an end at 10:45 in the same morning. After the interview, we extended their appreciation for the interviewee's participation.

Participant 3

Meredith Grey (not her real name), 13 years old, is a junior high school student of SKSU-Laboratory High School, specifically in the 8th grade. Following the participant's availability, she was approached and consented to interview at 11:02 am on April 05, 2023, in front of the high school building. During the interview, Meredith Grey was comfortable and sure of her words. We began with a greeting, along with the reading of protocols, and signing of consent. She asked for her preferred alias then followed. To acquire further understanding of how students perceive music and if it affects their productivity, we asked her, "How do you perceive music?". She answered confidently, "I perceive music as a universal language because even if it's in a different language it redefines emotions and the feelings of people. It follows a melody that symbolizes your emotions, and it also has meaning. Music describes our culture, traditions, feelings, ideas, and thoughts. Also, music has no language barrier because even if we do not understand there are subtitles, we can still feel the music through the rhythm, through the tone, through the artist's message because each song has meaning to it they has its purpose in why they created that music that song they have a special way to show that to someone or people. So, I perceive music as a universal music that symbolizes our emotions, feelings, thoughts, and actions." ("I perceive music as a universal language because even if it's in a different language it redefines emotions and the feelings of people. It follows a melody that symbolizes your emotions, and it also has meaning. Music describes our culture, traditions, feelings, and ideas. Also, music has no language barrier because even if we do not understand we can still feel the music through the rhythm, through the tone, through the artist's message because each song has meaning. So, I perceive music as universal music that symbolizes our emotions, feelings, thoughts, and actions."). Right after, we asked "Does music increase your productivity? How?" She responded, "Yes, for example when you're cleaning, you're just going with the flow with some tunes in the background. I answer my assignments or schoolwork at the last minute but it's very helpful because whenever I do answer it, I listen to music. It adds to my energy just like doing my chores to have much more nice answers. It gives much more inspiration. But for essays, I usually do not listen to music that much because I get distracted, but I guess some people listen to white noise or brown noise." ("Yes, for example when you're cleaning, you're just going with the flow with some tunes in the background. I answer my assignments or schoolwork at the last minute but it's very helpful to listen to music. It adds to my energy just like doing my chores. It gives much more inspiration. But for essays, I usually do not listen to music that much because I get distracted."). Lastly, for the follow-up question, we asked, "When do you listen to music in your student life?". She stated "I get to listen to music whenever I want. I listen to music whenever I do stuff like typing on my laptop for research or something for answering my English assignments. I listen to music there. I do not listen to music when I study." ("I get to

listen to music whenever I want. Whenever I do stuff like typing on my laptop for research or something for answering my English assignments. I do not listen to music when I study."). The interview lasted for 8 minutes and 50 seconds, coming to an end at 11:11 in the same morning. After the interview, we extended their appreciation and gratitude for the interviewee's participation.

Participant 4

Carl (not his real name), 12 years old, is a junior high school student from SKSU Laboratory High School, specifically from the 7th grade. Following the participant's availability, he was approached and consented to interview at 11:14 am on April 5, 2023, inside their classroom. During the interview, he was glad to share his perspective and thoughts. We began by politely greeting the participant, along with the reading of protocols. It was then followed by asking about his preferred alias. To further explain the understanding of how students perceive music, we asked him "How do you perceive music?". He answered, "I perceive music as a way to relieve stress, to..uh..masabi ko na parang mapa-happy mo sarili mo, na parang to relieve stress, to forget all the worries in the world. 'Yun 'yung music para sa akin". (I perceive music to relieve stress. I can say that it can make you happy, like relieving stress. That is music for me."). Right after, we asked him a set of follow-up questions. The first question was "Does music affect your productivity? How?" He responded, "It also depends on the music. If it's a happy-go-lucky beat, I can be happy and active, but if it's slow and mellow, it can make my productivity go down. In my opinion, the music I listen to depends on the type of subject. For example, I tend to listen to sci-fi while doing math, but when I study on APAN, I listen to more classical kinds of music. It makes me write faster and my mind goes to work. It can help me with my focus because, without music, it tends to be a lot harder to focus on some things compared to having music. I study music. Because when it's just studying, I tend to be more focused on other things because when I finish a 5-minute-study session, I tend to have a 10-minute break. So, when I listen to music, I just have to break while studying." ("It also depends on the music. A happy-go-lucky beat can make me happy and active, but a slow and mellow can make my productivity go down. The music I listen to depends on the type of subject since it makes my mind go to work. It helps me focus because, without music, it tends to be a lot harder to focus on some things compared to having music. I study music. When it's just studying, I tend to be more focused on other things because when I finish a 5-minute-study session, I tend to have a 10-minute break. So, when I listen to music, I am having a break while studying.). For the last question, we asked him "When do you listen to music in your academic life?" Carl finally answered, "I listen to music when I often feel stressed, or I often feel bothersome by a lot of worries in my academic performance." (I listen to music when I often feel stressed, or I often feel bothersome with a lot of worries in my academic performance.") The interview lasted for 3:29 minutes, and it all ended at 11:18 on the same morning. After the interview ended, we thanked the interviewee for his responses and cooperation during the said interview.

Participant 5

Worbs (not his real name), 16 years old, is a senior high school student from SKSU Laboratory High School, specifically from the grade 11 HUMMS. Following the participant's availability, she was approached and consented to interview at 2:38 p.m. on April 18, 2023, in an open area in front of Laboratory High School. Since it was during class dismissal, the environment was a little loud. During the interview, Worbs was confident and amiable. We began by greeting the participants to ease the atmosphere. They asked for their preferred

alias and if they wanted to be interviewed. To better understand the effects of music on the student's academic performance, we asked him the one grand question, "How do you perceive music?". He answered "I perceive music in a way of listening to them of course. I think the importance of music for me is the way it motivates me and how it helps in my studies because listening to music can greatly help me in studying given that I am into music as well. 'Yun lang". ("I perceive music in a way of listening to them of course. I think the importance of music for me is the way it motivates me and how it helps in my studies because listening to music can greatly help me in studying given that I'm into music as well. That is all"). We then asked a set of follow-up questions. The first question was "Does music increase your productivity? How?". He answered, "Yes it does increase my productivity. I like calm songs when I am studying so yes, of course, ballads or R&B na mga songs. I do not prefer listening to pop songs like rock, and metal kasi masyadong irritating and disturbing. It is bothering me kapag masyadong loud kaya 'di ako makapag focus. If I procrastinate my 'ano? It does help me to kasi yung sabi ko diba kanina is umikot-ikot ko lang ang answer ko na I get inspired, and I get motivated and because of that, 'yun, nagagawa ko mga workload ko nang mas mabilis. Sa concentration, sometimes does not help and it sometimes help like for example may ibang songs na 'ano yun like 'di siya very comfortable sa ears ko and that does not help kasi you know it's disturbing me tapos may times din na soft yung music and it's calm and makafocus ako sa aking mga binabasa, ginamemorize tapos like I said diba na it sometimes help me and sometime it does not hinayaan ko lang naman for me kapag ako ay nagfofocus sa isang task ko. I'll just rather listen to soft and calm music". ("Yes, it does increase my productivity. I like calm songs when I am studying so the genres that I prefer would be ballads or R&B. I do not prefer listening to pop songs because these are too irritating and disturbing for me. It bothers me if the music is loud which is why it does not help me focus academically. Music helps me in my procrastination. My answer I still the same with the aid of music, I get inspired and motivated. With that, I can perform academic workloads much faster. In my concentration, it sometimes does not help, and it sometimes helps. Some songs are not comfortable to my ears, and it's disturbing me. However, if the music is soft and calming, I can focus on what I am reading and memorizing. That's about it"). The last question was "When do you listen to music in your student life?". The participant answered, "Every time I study. Yes of course, nagakinig talaga ako ng music to 'ano for motivation. For a specific time, every night. Mga 7 p.m. to 10 and matutulog ako niyan and then magiging ako ng 3 a.m. and then kasi mas mabilis ang pag 'ano ng mind ko so ganon. When is night? 'Yun." (Every time I study to increase my motivation. To give a specific time, it is every night. About 7 p.m. to 10 p.m. and I will be sleeping after that. I will wake up at 3 a.m. because, by that process, my mind for studying will be much better. That's it"). The interview lasted for 6:20 minutes, and it all ended at 2:44 on the same afternoon. After the interview ended, we thanked the interviewee for his responses and cooperation during the said interview. Based on the answers of the participants, they perceive music as a part of their life, it reflects their thoughts and emotions depending on the music they listen to. It affects their mood to perform academics since they can either be motivated or distracted. Music also helps them in stressful times, especially in their academics. Furthermore, the contribution to the productivity of students highly depends on the genre of music they are listening to. Three (3) of the participants prefer calming and mellow songs in studying, one (1) likes metal, and one (1) does not listen to music when studying. Productivity is not directly affected by the music but also by the mood of students. Music does not ensure a full increase in productivity since it can also decrease it.

4. CONCLUSION

The results reveal that the students perceive music as a way of motivation to perform academic tasks efficiently. The effect of music on their productivity has proven to be high resulting in prompt and better execution of academic requirements and activities. Therefore, music does indeed influence students' moods and progress. The overall findings are that without music, students may have never made such progress in their scholastic development without the aid of music all along. There are multiple factors in which students have a hard time dealing with their academic work. Stress, anxiety, procrastination, and being burned out are some. As a result, music can help those who are struggling with these. Music serves as a coping partner that boosts inspiration within students. As an outcome and to improve the study, the following recommendations are hereby made:

- (i) It is recommended that classical, ballad, R&B, and jazz musical genres are listened to for enhanced scholastic concentration in terms of memorizing and reviewing. This will aid students in improving their motivation to complete studious quests.
- (ii) It is suggested that pop, rock, metal, and country musical genres are used in doing academic tasks. This will encourage students to be inspired since fast-paced music aids them in being active.

5. ACKNOWLEDGMENT

We would like to thank Ma'am Vivialyn C. Asoy Lpt, the adviser, for all the valuable comments and statistical help. We would also like to thank Joselyn Estrellan Ph.D. and April Mae Marcella MAT the content validators for the study's survey. We also extend their appreciation to Anamarie Valdez PhD for being part of this study. We would also like to express our immeasurable appreciation and deepest gratitude to everyone who helped and guided them throughout this hardship.

6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

7. REFERENCES

- Akhmadullina, R. M., Abdrafikova, A. R., and Vanyukhina, N. V. (2016). The use of music as a way of formation of communicative skills of students in teaching English language. *International Journal of Environmental and Science Education*, 11(6), 1295-1302.
- Dillman Carpentier, F. R., and Potter, R. F. (2007). Effects of music on physiological arousal: Explorations into tempo and genre. *Media Psychology*, 10(3), 339-363.
- Herrington, J., Oliver, R., and Reeves, T. C. (2003). Patterns of engagement in authentic online learning environments. *Australasian Journal of Educational Technology*, 19(1), 59-71.
- Hopkins, M. T. (2015). Collaborative composing in high school string chamber music ensembles. *Journal of Research in Music Education*, 62(4), 405-424.
- Karageorghis, C. I., and Priest, D. L. (2012). Music in the exercise domain: A review and synthesis (Part I). *International Review of Sport and Exercise Psychology*, 5(1), 44-66.

- Kumar, N., Wajidi, M. A., Chian, Y. T., Vishroothi, S., Ravindra, S. S., and Aithal, P. A. (2016). The effect of listening to music on concentration and academic performance of the student: Cross-sectional study on medical undergraduate students. *Research Journal of Pharmaceutical, Biological and Chemical Sciences*, 7(6), 1190-1195.
- Lee, M. J., McLoughlin, C., and Chan, A. (2008). Talk the talk: Learner-generated podcasts as catalysts for knowledge creation. *British Journal of Educational Technology*, 39(3), 501-521.
- Luvaas, B. (2009). Dislocating sounds: The deterritorialization of Indonesian indie pop. *Cultural anthropology*, 24(2), 246-279.
- Patel, A. D. (2011). Why would musical training benefit the neural encoding of speech? the opera hypothesis. *Frontiers in Psychology*, 2, 142.
- Schäfer, T., Tipandjan, A., and Sedlmeier, P. (2012). The functions of music and their relationship to music preference in India and Germany. *International Journal of Psychology*, 47(5), 370-380.
- Sloboda, J. A., and Juslin, P. N. (2001). Psychological perspectives on music and emotion. *Music and Emotion: Theory and Research*, 2001, 71-104.