

INFLUENCE OF MUSIC ON ACADEMIC PERFORMANCE OF GRADE 12 HUMANITIES AND SOCIAL SCIENCES

ABSTRACT

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KEYWORDS

*cognitive performance;
classical music; music in
education; audio quality;
learning enhancement;
popular genres*

ARTICLE ID

AASGBCPJMRA-B20099

This study examines the impact of music on the academic performance of Grade 12 Humanities and Social Sciences (HUMSS) students. Music, whether from songs or ambient sounds, has been shown to influence students' learning experiences. Depending on an individual's cognitive capacity, music can either enhance or hinder brain function and focus. The research is grounded in the Mozart Effect, a theory proposed by Dr. Francis Rauscher in 1993, which suggests that listening to music while studying can improve concentration and soothingly reduce stress. This study specifically investigates how music affects students' concentration, productivity, and ability to memorize information. This study utilized an exploratory research design, with 200 Grade 12 Humanities and Social Sciences (HUMSS) students serving as respondents. A cluster sampling technique was employed to ensure representative data collection. The primary research instrument was a structured survey questionnaire. To analyze the data, the study used various statistical tools, including frequency and percentage distribution, ranking, Likert scale analysis, and weighted mean. The findings reveal that classical music significantly influences students' cognitive performance. Respondents rated its impact as Highly Influential in terms of productivity (weighted mean = 3.38), concentration (3.37), and memorization (3.29), resulting in an overall weighted mean of 3.36. These results underscore the strong positive effect of classical music on academic-related tasks. However, a notable challenge identified by 25% of the respondents was poor audio quality when listening to classical music. Additionally, the study found that pop music is the most commonly preferred genre among Grade 12 Humanities and Social Sciences students. Overall, respondents widely agreed that music enhances their focus, productivity, and ability to retain information. The study offers practical solutions to address the identified challenges, particularly poor audio quality. It recommends promoting the use of music in focused study environments to enhance students' cognitive performance. Collaborating with composers or audio engineers to improve sound quality is also encouraged. To support engagement, schools are advised to incorporate popular music genres into student-centered activities. Furthermore, it is recommended that institutions invest in high-quality sound systems and provide access to high-fidelity recordings to create an optimal auditory experience that supports focus, productivity, and effective learning.

RECOMMENDED CITATION

Belmi, T. N., Gloria, M. L., Jaime, C. J., Piedad, J. D., & Suarez Jr., D. (2025). Influence of Music on Academic Performance of Grade 12 Humanities and Social Sciences. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts*, 7(4), 24.