

MUSIC PREFERENCES AND ITS BENEFITS TO THE ACADEMIC PERFORMANCE AS PERCEIVED BY SELECTED GRADE 11 HUMANITIES AND SOCIAL SCIENCES STUDENTS AT BESTLINK COLLEGE OF THE PHILIPPINES

ABSTRACT

AUTHORS

Cherry Hazel Buenaobra
Franchesca Cativo
Jessica Jorta
Daniel San Miguel
Alyssa Marie Villette

RESEARCH ADVISER

Christopher D. Azares, LPT

AFFILIATION

Bestlink College of the
Philippines

DISCIPLINE

Education

KEYWORDS

*humanities and social
sciences; music preferences;
academic performance; grade
11 students; educational music
integration; learning outcomes*

ARTICLE ID

AASGBCPJMRA-B98537

The music industry has significantly evolved in the 21st century due to technological advancements, which have also influenced the field of education. In response, institutions have increasingly supported the integration of music into the K–12 curriculum, as emphasized in Department of Education (DepEd) Order Memorandum No. 287, s. 2021, and DepEd Order No. 108, s. 1998. These policies highlight the positive impact of music on students' learning experiences. Guided by LeBlanc's Interactive Theory of Music Preference and Piaget's Cognitive Stage Theory, this study explores the benefits of music on academic performance as perceived by selected Grade 11 Humanities and Social Sciences (HUMSS) students. It specifically examines how musical preferences—based on personal interest, genre, and environment—support learning outcomes, daily routines, and social skills. The study also identifies common barriers and proposes an action plan for improved engagement. This study employed a correlational-quantitative research design to investigate the relationship between music preferences and academic performance. A total of 133 Grade 11 HUMSS students from Bestlink College of the Philippines were selected through quota sampling. Data were collected using a structured survey questionnaire, alongside pre-tests and post-tests, to assess students' perceptions and outcomes related to their music listening habits. Findings indicated that students strongly agreed that their personal interests, preferred genres, and listening environments significantly influence their music preferences. These preferences were found to positively impact their learning outcomes, daily routines, and social skills. Students reported several challenges related to music, including language barriers, emotional associations with memories, and the overwhelming variety of available music. The data revealed a clear connection between music preferences and academic performance, with language emerging as the most commonly reported obstacle. The study demonstrated that music preferences, when aligned with personal interest, genre, and environment, can enhance academic performance by supporting cognitive focus, emotional regulation, and social interaction. Language differences were identified as a primary barrier. Based on these findings, the action plan recommends exposure to music in various languages, emotional awareness, and the exploration of diverse musical genres. Additional recommendations include aligning music choices with academic tasks and expanding musical knowledge to further support academic success.

RECOMMENDED CITATION

Buenaobra, C. H., Cativo, F., Jorta, J., San Miguel, D., & Villette, A. M. (2025). Music Preferences and Its Benefits to the Academic Performance as Perceived by Selected Grade 11 Humanities and Social Sciences Students at Bestlink College of the Philippines. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts*, 7(4), 86.