



Research Article

Student interest : music or studies in school

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Abstract

The study aims to know which the students are more interested to, either music or their studies. Most of the students are engaged in different interests' music and studies in school. There are some students can be productive in their studies with music but others fail to sustain their academic performance. In relation to this, the researchers intend to assess whether music influence more in the activity of the students in school than studying. The study used quantitative approach descriptive survey design to examine the relationship between the interest of the students music or studies in school. By complete enumeration, 236 students out of 254 students in senior high responded voluntarily to answer the questionnaire. The researchers used sum, frequency, simple percentage, weighted mean and lambda to determine the interest of the students either music or studies. The results shows that music tends to influence their studies by 13.8% because students are actively in school when there is music background. On the other hand, studying tends to influences students' music. Students shall be allowed to play music when they are studying or performing tasks because it is their way of focusing and improving their knowledge when they listen to music.



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Introduction

Music is a combination of sounds with regular patterns. It has a melody to help the mind calm, it is the way to express the feelings or to relieve the stress on a bad day. The word music has changed in different moments in life while studying is the ability to understand and to enhance the knowledge of a person. It is also gain an information and to get more ideas.

Students in the locale are involved in different interests in school like music and studies. Some of the students are having fun either in studying or in listening to music. Students with this listening to music is one of the favorite hobbies of the students. Some of the students are interested to listening to music because it is relaxing. Students who listen to music can feel the message of a song and reflect. It is enjoyable when the students heard about their favorite music. It is important especially to those students who cannot study without listening to music. Students are also interested in purely studying. They can read books to make advances in their lessons. It is their way to develop their own skills and to improve their reading comprehension. Students who are studying can gain more knowledge that make the students to be successful. It is important especially to those students who are maintaining their grades. It also helps the students to improve their grades. Students who keep on studying can ascertain passing in every performance assessment.

In some particular cases, the students' generation nowadays want to listen a music for many hours. According to [Kotsopoulou and Hallam \(2010\)](#), the youthful years, music becomes more important with most teenagers for about three hours a day, it is part of being able to feel in relation to interpret an image to the outside world and fulfill their

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emotional need. Meanwhile some of the teachers see that students who are focusing their studies is the more they appreciate it. According to Abrantes, Seabra and Lages (2016), students who love to study and work on their academic task make them likeable by their teacher. Student interest and student commitment have been found to be important connections to student’s classroom performance (Linvell, 2014). Students attending their school have proven that studies have relationship in participating in high school music programs and student development in social ties, academic achievements and personal value system (Kellet, 2016).

However, the researcher observed the intense likes of students towards music. The researcher thought of into which direction do student attitude leading is. Thus, the study aims to determine which of the two, interest in music and interest in studies is more prevalent among students.

Problem of Study

The study intends to assess student interest in music or studies of the students and the tendency of the attitudes of the students to shift of interest from studies to music or music to studies. To hypothesize, interest in music among senior high students determine their interest in their studies.

- What is level of interest of students towards in music?
- What is the level of interest toward studying?
- Does interest of students in music predict the interest of students in studying?

Method

Research Model

The study is quantitative approach descriptive survey design. It examined the relationship between student interest in music and student interest in studies.

The research study used complete enumeration because there are only 254 students in senior high school. This is regardless of gender, affiliation, belief, economic status, family status. However, it only involved the grade 11 and 12. The total number of Grade 11 and 12 students in Jagobiao National High School is 254, so the researchers distributed the questionnaire to all of them. 236 students willingly and voluntarily responded to answer the questionnaire.

Table 1.

Demographic Structures of Participants

		N	f	%
Gender	Female	153	143	60.59
	Male	101	93	39.41
Total		254	236	100
Grade	11 th	161	140	59.32
	12 th	93	96	40.68
Total		254	236	100

Data Collection Tools

The researchers used own survey questionnaire. The questionnaire was administered to 20 students in other school after the administration, the frequency were treated using Cronbach’s alpha Questionnaire for music resulted to r=.784 while for study resulted r=.774. The first part of the questionnaire is about the student interest in music with 10 indicators and it is answerable by rating 1(low), 2 (average) and 3 (high). Second is the student interest in studies with 10 indicators and is answerable by rating also 1(low), 2 (average) and 3 (high). To get the individual score of the respondent is to add the ratings of each indicator

Data Analysis

The data will be treated by using the sum, frequency, simple percentage weighted mean and lambda. The sum for students’ interest refers the total of the rating of each indicator of individual respondent which is then categorized into “not at all” with scores from 1-10; “moderately interested” with scores from 11-20; “interested” with scores from 21-30”. The same process shall be done the second variable, interest in studies. Frequency is to count the number of responses in categorized in each category after which the percentage is computed. Weighted mean is used the average rating of each indicator. Lambda is used to get the relationship of both variables as crosstabulated in a contingency table.

Procedure

The researchers needed to make a transmittal letter that is signed by the principal, teacher of practical research 2, and the researcher. After the principal approved the transmittal letter the researcher directly administer the survey questionnaire. The survey questionnaire distributed on September 2019 in Jagobiao National High School to the appropriate respondents in personally. The researchers will give an instruction to all respondents on how to answer and the respondents should be guided by a researcher. After answering the survey questionnaire, the researcher collected the answer sheet of the respondents and it will basis of the researcher in interpreting, analysis, findings, conclusions and the recommendation of this study.

Results And Discussion

Student Interest: Music or Studies in School

The table 2 shows that the overall weighted mean of the student interest in music has 2.53 out of the 10 indicators and it is interpreted as high. The table indicates that students are actively in school when they listen to music because it gives them motivated when they do their school works. Georgieva (2017) expressed that music can develop the individual’s emotional intelligence of the students because they can deliver their feelings through music. Chou (2010) mentioned that students have better results on their reading comprehension when they listen to hiphop music unlike without music. Hogenes, Oers and Diekstra (2014) cited that student who listen music can concentrate on their studies.

Table 2.

Student Interest in Music

	Indicators	WM	Interpretation
1	I listen to music when I'm bored.	2.77	High
2	I can't live without music.	2.17	Average
3	I listen music of any genre/of my favorite genre.	2.68	High
4	I love to listen music anytime of the day.	2.72	High
5	I prefer to listen music than to chitchat with my friends.	2.32	Average
6	I listen to music every time I'm in a bad mood.	2.64	High
7	I always listen to music when I'm doing something.	2.54	High
8	I prefer to listen to music than to argue little things with my classmates.	2.55	High
9	I love to listen music when I'm doing my homework.	2.47	High
10	I prefer to listen music than any other hobby or ativity.	2.42	High
	Overall weighted mean	2.53	High

Legend: 1.00-1.66 (low); 1.67-2.34 (average); 2.35-3.00 (high)

The table exhibits the frequency of the students’ level interest in music and it revealed that 203 out of 236 are interested in music. The table indicates a positive attitude of students towards music since the distribution shows that most of the students are interested in music. This can mean that the sample taken are valid and reliable. The study of Khan and Ajmal (2017) said that, music improves the students’ performance in school because it was energetic than to have no music. Aguirre, Bustinza and Garvich (2016) explained that music influenced the students. It shows that there is changes from the class with no music to the class with background music and most of the students are preferred to listen music while learning in English.

Table 3.

Interest In Music

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	1	.4	.4	.4
	Moderately Interested	32	13.6	13.6	14.0
	Interested	203	86.0	86.0	100.0
	Total	236	100.0	100.0	

The table 4 of the student interest in studying shows that 10 of the indicators had three lowest weighted mean these are 2.12, 2.07 and 1.98 and the overall weighted mean is 2.25 and it is interpreted as average. The table 3 exposed that students participate less in studying without music. One of the most disrupting activities of the students involves social networking among students. Gok (2016) said that students taking science and social courses don't have enough time to study because most of them spend their time in social networking. Talue et al. (2018) mentioned, 20 percent time of the students are using in social networking for their relaxation and at the same time for their upcoming exams.

Table 4.

Student Interest in Studying

	Indicators	WM	Interpretation
1	I study hard so that I can get higher grades.	2.49	high
2	I prefer study in advance and recapitulate what I had study so that I cannot forget it easily	2.14	average
3	I like to search more words that I don't understand so that it can add my vocabulary.	2.40	high
4	I prefer to study than to hang out with my friends.	2.12	average
5	I study hard so that I can pass in every assessment that we have.	2.42	high
6	Studying can make me knowledgeable.	2.66	high
7	I prefer to study than to chitchat with my classmates	2.14	average
8	I always doing advance studies to have more ideas.	2.08	average
9	I prefer to study than to ding the household chores	2.07	average
10	I prefer to study than to use the social media or use my gadgets for Facebook, Twitter, Instagram and others.	1.98	average
	Overall weighted mean	2.25	average

Legend: 1.00-1.66 (low); 1.67-2.34 (average); 2.35-3.00 (high)

The table shows a positive indication that the responses of the student-respondents indicate that they are qualified to be included in this study. The distribution of the level of interest of the students apparently concentrated towards to a more positive response towards studying. Mabborang- Caban (2016) said that, student improves their academic performance when there is a music, they learn more because they are interested in music and studies.

Table 5.

Interest In Studies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	1	.4	.4	.4
	Moderately interested	65	27.5	27.5	28.0
	Interested	170	72.0	72.0	100.0
	Total	236	100.0	100.0	

When the data related to interest in studies and interests in music are crosstabulated, the table shows the concentration of the ratings of the respondents. More student-respondents are interested to both, music and their studies. This table indicates that the data gathered can be considered more ideal. It can create a deeper meaning of the inquiry about which of the two variables has more tendency to be influential or to play a bigger role in the activities of the students in school. Anthony, Priya & Gayathri (2018) mentioned, parents would not advice to their children to listen music when they are studying because using gadgets that they used to listen can distract them, however, music can help the students to clear their mind and focused their studies

Table 6.
*Interest In Music * Interest In Studies Crosstabulation*

		Interest In Studies			
	Count	Not at all	Moderately interested	Interested	Total
Interest In Music	Not at all	0	1	0	1
	Moderately Interested	1	19	12	32
	Interested	0	45	158	203
Total		1	65	170	236

When the data related to interest in studies and interests in music are crosstabulated, the table shows the concentration of the ratings of the respondents. More student-respondents are interested to both, music and their studies. This table indicates that the data gathered can be considered more ideal. It can create a deeper meaning of the inquiry about which of the two variables has more tendency to be influential or to play a bigger role in the activities of the students in school. Anthony, Priya & Gayathri (2018) mentioned, parents would not advice to their children to listen music when they are studying because using gadgets that they used to listen can distract them, however, music can help the students to clear their mind and focused their studies.

Table 7.
*Interest In Music * Interest in Studies Directional Measures*

Lambda value	Value	Asymp. Std. Error ^a	Approx. T _b	Approx. Sig.
Symmetric	.132	.027	4.743	.000
Student Interest in Music	.138	.035	3.719	.000
Student Interest in Studying	.126	.035	3.502	.000

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.
- c. Based on chi-square approximation

Recommendations

The level of interest of student in music portrayed is high while the level of student in studying showed an average interest. Some of the student wants to strive harder in their studies because they want to learn more.

There is a significant correlation between level of interest in music and level of interest in studying. Interest in music predicts more than the interest of students in studying. With music, students tend to be more interested in studying. But with studying, students tend to be less interested in music.

Students must show their interest in studying by listening music because it boost their knowledge and sharpen their minds. Music should help the mind of students to concentrate in doing their task. In that way, students listening to music should motivate them to aim better academic achievement. Parents should also help the students to understand especially in their individual ways of studying. Parents must assist the students on how to manage their different aspect in school. The teachers should give ideas of the students on how to balance their personal interest like music and studies when it comes to academic performance. Applicants share a positive opinion to the students to either in studying or listening to music for the sake of learning. They can encourage the students on how to improve their capacity eventhough they have different interest in studying. For the future researchers, they can also gain importance of the activities of students that can help them in their studies. The students interest' may not just be towards music but also towards online games and social media. This can help the future researchers for expansion and inclusion of other student interests which can help them learn better.

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