The Effects of Music on Mental Health, Emotional Expression, Cognitive Function, and Physical Health of Grade 10 Special Program in the Arts

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ABSTRACT

Music plays a vital role in enhancing students' overall well-being, yet few studies have explored its combined effects on mental, emotional, cognitive, and physical aspects, particularly among adolescents in arts programs. This study aimed to determine the effects of music on these four domains among Grade 10 students enrolled in the Special Program in the Arts (SPA) at Iligan City National High School during the school year 2025–2026. Using a mixed-method design, data were collected from thirty-six (36) respondents through survey questionnaires and focus group discussions. Quantitative data were analyzed using frequency, percentage, and weighted mean, while qualitative data were examined through thematic analysis. Results indicated that music positively influences mental health by reducing stress and improving mood, enhances emotional expression through self-awareness and regulation, improves cognitive functions such as focus and creativity, and promotes physical well-being by fostering relaxation and vitality. The study concludes that music contributes significantly to students' holistic development and recommends integrating music-based approaches into educational programs to support learners' mental, emotional, cognitive, and physical wellness.

Keywords: Music, Mental Health, Emotional Expression, Cognitive Function, Physical Health, Special Program in the Arts

INTRODUCTION

In recent years, schools have broadened their focus beyond academics, recognizing that true student success also depends on overall well-being. Mental health, emotional expression, cognitive function, and physical health are now seen as essential components that shape how students learn, engage, and thrive inside and outside the classroom. This is observable through initiatives such as seminars and orientations that address student well-being. However, what is often overlooked is whether extra-curricular programs, particularly those in the arts, also influence students' mental health, emotional expression, cognitive function, and physical health.

Mental health, emotional expressions, cognitive function, and physical health are deeply connected in shaping the overall well-being of students. Very little time is spent in educational settings looking at the interconnectedness of these areas of student well-being, especially within adolescents, who are experiencing pressures that influence student thinking and feelings, in addition to engagement and performance in school. Therefore, it is important to find links between student stress, state of mind, behaviour, cognitive performance (such as ability to pay attention), feelings, emotional expressions, or even physical manifestations of stress such as fatigue or illness.

In this regard, music has the ability to directly influence all four areas of mental health, emotional expressions, cognitive function, and physical health. A thorough review of the literature has indicated that listening to music or actively engaging and participating in music has the ability to ease anxiety and decrease stress hormones, and therefore, improve mental health (Thoma et al., 2013). Music also provides a safe way to release emotion and increase a sense of self-confidence in a way that words cannot explain. Music also has the ability to stimulate

memory, focus attention, and open creativity through dynamics, rhythms, and melodies, which can enhance cognitive function (Diamond, 2013). Even the body responds to music; calming music can enhance relaxation and sleep, while rhythmic beat music can increase energy for exercise and improve vitality (CDC, 2019). Music is one of the most universal means of human expression and communication, and it is present in the daily lives of people of all ages and cultures across the globe (Angel-Alvarado et al, 2020; Varadi, 2022).

By looking at these connections, it becomes clear that music is more than just an art form or a subject in school. For students in the Special Program in the Arts, it can serve as both a creative expression and a source of support for their mental, emotional, cognitive, and physical well-being. This study therefore aims to explore how music interacts with these four aspects among Grade 10 SPA students at Iligan City National High School, highlighting its role in education and personal development.

THEORETICAL FRAMEWORK

This study is supported by Music Therapy (MT) developed by (E. Thayer Gaston, 1944), this can be regarded as a main theoretical background for the support of the effects of music on mental health, emotional expressions, cognitive function, and physical health. Music Therapy (MT) is a clinical, evidence-based practice involving music interventions by a qualified professional to achieve therapeutic goals within a structured relationship [3]. The therapy consists of a variety of techniques, including active music-making, music listening, and music improvisation, to address physical, emotional, cognitive, and social needs. The effectiveness of music therapy lies in its ability to harness the therapeutic potential of music to improve overall well-being and support holistic care.

The general effectiveness of music therapy is well-supported by research. It has been shown to enhance emotional regulation, reduce stress, and improve psychological resilience. For example, Bradt and Dileo [6] conducted a meta-analysis on the impact of music interventions in clinical settings, particularly for patients undergoing surgery. They found that music therapy significantly reduced anxiety and pain, demonstrating its effectiveness in improving patient comfort and well-being during medical procedures.

The use of music therapy in physical rehabilitation is also well-documented. Magee et al. [33] reviewed studies on stroke rehabilitation and found that rhythmic auditory stimulation (RAS), a music therapy technique, helped improve motor function and gait, underscoring the therapeutic role of music in physical recovery and enhancing independence in individuals with movement disorders.

In the area of mental health, music therapy has been widely recognized for its role in improving emotional regulation and promoting social interaction. Cassola et al. [7] reported that music therapy led to significant improvements in emotional well-being for patients with severe mental illnesses, while Mössler et al. [34] found it to be effective in alleviating symptoms of depression and anxiety in individuals with psychosis. These findings emphasize music therapy's value as an intervention for improving psychological health.

Moreover, music therapy is increasingly applied in cognitive health, particularly for individuals with neurodegenerative diseases. A study by Gallego and Garcia [23] demonstrated the positive effects of music therapy on memory recall and communication skills in patients with Alzheimer's disease. This highlights its potential to support cognitive functioning, especially in older populations, and improve their quality of life.

Additionally, music therapy has broader applications in promoting social cohesion and emotional well-being. Fancourt and Finn [16] reviewed community-based music therapy programs and found that group music-making activities fostered social connections, reduced isolation, and improved overall well-being, particularly in marginalized communities.

This study is supported by (jing, Y., 2024) investigates how structured music programs affect students' emotional and cognitive growth in higher education. Based on the theories of cognitive development and emotional regulation, it suggests that regular engagement in musical activities can improve cognitive skills like memory, focus, and problem-solving by activating the neural pathways linked to these processes. The structured quality and emotional expressiveness of music relate to better emotional health. This includes less stress, improved emotional regulation, and greater self-awareness. The research uses a comparative study design to evaluate

cognitive and emotional outcomes through both quantitative tests and qualitative feedback, examining the differences. The study supports the idea that music programs offer broad benefits.

In summary, music therapy is a versatile and evidence-based therapeutic approach, effective across a wide range of domains including emotional, cognitive, and physical health. Recent research consistently supports its ability to reduce anxiety and pain, improve mental health, enhance cognitive function, and facilitate physical rehabilitation. As an interdisciplinary field, music therapy continues to evolve, offering promising interventions for a variety of needs and populations.

Conceptual Framework

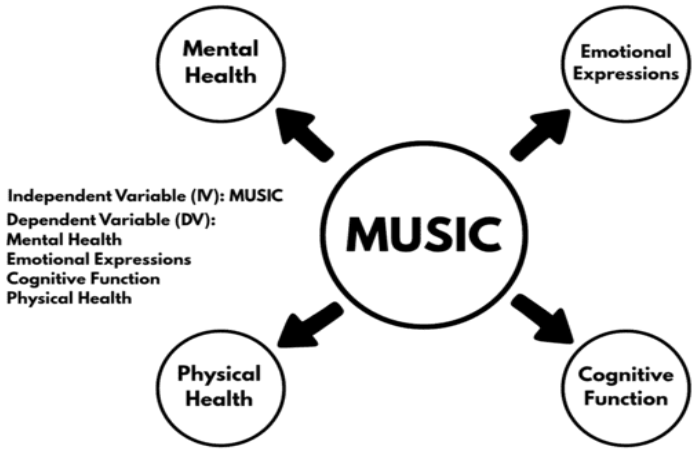

Figure 1.1 Conceptual Framework

Figure 1.1 presents the conceptual framework of the study. It consists of two variables: Music, as the independent variable because it is the factor that is introduced, manipulated in order to see how it influences the outcomes. And Mental Health, Emotional Expressions, Cognitive Function, and Physical Health, as the dependent variables as it shows whether or not music has a positive, negative or no impact on the students. Moreover, the study will investigate how exposure to music influences these aspects among Grade 10 students enrolled in the Special Program in the Arts at Iligan City National High School. The hub-spoke diagram was used to clearly show how the independent variable, Music, directly influences the dependent variables: Mental Health, Emotional Expression, Cognitive Function, and Physical Health**.**

1.4 Statement of the Problem

This study aims to determine the effects of music on the mental health, emotional expressions, cognitive function, and physical health of Grade 10 Special Program in the Arts (SPA) students at Iligan City National High School.

Specifically, it seeks to answer the following questions:

What is the profile of the respondents in terms of:

a. Age

b. Gender

c. SPA Specialization

d. Average listening time per day

e. Frequency of listening to music

f. Preferred music genre

2.How does music affect the mental health of SPA students in terms of stress management, mood improvement, and relaxation?

3.How does music influence students' emotional expressions in terms of expressing feelings, releasing emotions, and regulating moods?

4.In what ways does music affect the students' cognitive function in terms of concentration, creativity, organization of thoughts, and focus?

5.How does music influence the students' physical health in terms of relaxation, energy, breathing, and physical tension?

1.5 hypotheses

1.5.1 Null Hypothesis (H_0):

There is no statistically significant effect of music on mental health, emotional expressions, cognitive function, and physical health among Grade 10 Special Program in the Arts students in Iligan City National High School.

1.5.2 Alternative Hypothesis (H_1):

There is a statistically significant positive effect of music on mental health, emotional expressions, cognitive function, and physical health among Grade 10 Special Program in the Arts students in Iligan City National High School.

1.6 Significance of the Study

This study benefits Special Program in the Arts (SPA) Grade 10 students at Iligan City National High School by deepening the understanding of how music influences their mental health, emotional expression, cognitive function, and physical well-being. It provides valuable insights for educators, students, and researchers to enhance teaching strategies, maximize learning, and further explore the role of music in education and personal development.

For students, the study highlights how engagement with music boosts cognitive processes, supports mental and emotional well-being, and promotes physical health. This awareness helps them use music effectively for self-expression, stress management, and academic success.

For SPA students specifically, the study raises awareness of how their musical experiences impact their overall well-being and academic performance, empowering them to make informed and purposeful choices in music-related activities.

For teachers, the findings offer guidance on how music enhances students' cognitive and emotional development, enabling the creation of more engaging and supportive learning environments. Integrating music into teaching can foster academic growth and personal development.

For program coordinators, the study provides insights for designing curricula and extracurricular activities that incorporate music to support students' mental, emotional, and physical wellness, promoting a holistic educational experience.

For school administrators, the study informs policies and initiatives that encourage music-based learning to support students' well-being, contributing to a more supportive and health-conscious school environment.

For parents and guardians, the study emphasizes music's role in nurturing their children's cognitive, emotional, and personal growth, encouraging active support for music activities at home and school to enhance academic performance and well-being.

For future researchers, this study serves as a valuable foundation for further exploration of the connection between the arts and student well-being across different contexts and disciplines, expanding knowledge on arts integration in education and holistic development.

1.7 Scope and Limitations

This study focuses on the effects of music on mental health, emotional expressions, cognitive function, and physical health among Grade 10 – De Leon students at Iligan City National High School during the school year 2025–2026. It employs a mixed-method approach, combining surveys for quantitative data and a focus group discussion for qualitative insights. Data collection will be conducted within the academic year 2025–2026, and findings will reflect only the experiences of the selected section.

Furthermore, the study is limited to Grade 10 – De Leon students enrolled in Iligan City National High School only, excluding other sections, grade levels, and schools; therefore, the findings may not be generalizable to a broader population. Data will rely on self-reported responses, which may be influenced by recall bias, personal interpretation, or social desirability. The research will also focus solely on the relationship between music and the four variables—mental health, emotional expressions, cognitive function, and physical health—excluding other factors that may affect these areas. Lastly, the study will be conducted within one academic year (2025–2026), and long-term effects of music will not be assessed.

1.8 Definition of Terms

Cognitive Function - Refers conceptually to the mental processes involved in learning, memory, attention, reasoning, and problem-solving (McDaniel et al., 2003). Operationally, it pertains to how Grade 10 – De Leon students report their focus, memory, and problem-solving abilities in relation to music engagement.

Emotional Expressions - Is conceptually the process of conveying feelings through verbal communication, gestures, facial expressions, or artistic activities (Gross & John, 2003).

Mental Health - Refers conceptually to a state of psychological well-being where an individual can cope with normal stresses, function productively, and contribute to the community (World Health Organization, 2021). Operationally, it refers to students' self-assessed well-being and the role music plays in reducing stress and improving mood.

Music - Is conceptually an organized combination of sounds, including melody, harmony, and rhythm, created for artistic, cultural, or recreational purposes (Chanda & Levitin, 2013).

Physical Health - Is conceptually the overall condition of the body, including the absence of illness and the ability to perform daily activities (World Health Organization, 2021), while, Operationally, it refers to how students perceive their energy levels, bodily well-being, and general fitness as potentially influenced by engagement with music.

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents the relevant literature and studies that the researchers considered in strengthening the importance of the present study.

2.1 Related Literature

Music has long been recognized as a potent medium for emotional expressions and regulation. Research in educational psychology increasingly explores how affective stimuli, such as music, influence emotional responses during learning activities, shaping learners' overall engagement and performance.

According to (Mapua, 2016) listening to music helps us to enhance certain mental skills, and also it will improve our memory and it lessens our anxiety and depression. Furthermore, some music is helpful but there are some individuals that can say music is distracting.

According to (Jasmin Monte, 2016), music is one of the most beautiful things in our world, but some people may not appreciate it. According to (Jasmin Monte, 2016), music brings joy and a unique sense of comfort when people listen to it. She further adds that music provides relaxation, a comfortable feeling, where we can easily follow the rhythm and appreciate the beauty of the song.

Music can be found in many facets of everyday living. People listen to music when driving around town, at their workplaces, and while shopping in the local mall. All human movement seems to be rhythmic in nature and tempo.

Mental health, as defined by the World Health Organization (2022), is a state of well-being that enables people to cope with life's stresses, realize their abilities, learn and work effectively, and contribute to their community. It is an essential component of overall health, supporting decision-making, relationship building, and the ability to shape the world around us.

Building on this broad understanding, (Manwell et al., 2015) explore the evolving concept of mental health, noting that definitions vary across disciplines and cultures. Through an international, interdisciplinary survey of experts, they identified key elements that transcend traditional views, leading to the proposal of a "transdomain" model. This model frames mental health as the dynamic interplay of physical, mental, and social well-being, rather than a singular psychological state or the mere absence of illness. The authors argue that such an integrative approach captures the complexity of human functioning and provides a more inclusive foundation for policy, clinical practice, and education. By emphasizing interconnected domains, the study reinforces the idea that mental health is inherently multifaceted and shaped by the balance among biological, psychological, and social factors.

Further expanding this perspective, the World Health Organization (2018) emphasizes that mental health is influenced by multiple determinants—social (e.g., discrimination, poverty, violence), environmental (e.g., living conditions, work environment), and biological (e.g., genetics, physical illness). The WHO highlights the importance of protecting mental health through integrated strategies such as early childhood support, school-based programs, workplace stress prevention, and anti-discrimination measures. Moreover, the organization underscores that promoting mental health requires coordinated action across sectors, including education, housing, labor, and justice. This comprehensive approach reflects the multifaceted nature of mental health and underscores its central role in individual and societal well-being.

Together, these perspectives affirm that mental health cannot be reduced to a single dimension or narrowly defined as the absence of disorder. Both Manwell et al. 's transdomain model and the WHO's holistic frameworks highlight the importance of recognizing mental health as a complex, interconnected construct influenced by a broad range of factors. This shared view underscores the need for comprehensive strategies that not only address mental illness but also actively promote well-being across all aspects of life.

Emotional expressions is a vital element of human communication, allowing individuals to convey their inner states and respond appropriately to others. (Lange et al., 2022) emphasize that emotional expressions are central to coordinating social interaction through two interrelated processes: (1) perceiving emotions from various expressive channels—such as facial, bodily, vocal, verbal, and symbolic cues—and (2) drawing inferences from those perceived emotions. Their findings suggest that observers can generally interpret emotions accurately, especially when contextual information accompanies the expressions, and that these interpretations guide adaptive behavioral responses. Furthermore, they recommend future investigations into how multiple expressive modalities are integrated and how this integration influences the conclusions people draw about others' emotions.

Other studies reinforce this perspective. For instance, Scherer and Ellgring (2007) found that combining facial and vocal cues significantly improves accuracy in emotion recognition, while Smith and Keltner (2018) demonstrated that the social context in which expressions occur shapes the meaning attributed to those expressions. Similarly, (Matsumoto et al., 2019) highlighted cultural variations in emotional display rules, suggesting that while basic emotion recognition is universal, interpretation can differ across societies. Despite these insights, there remains a research gap in understanding how these processes operate in fast-paced, real-world interactions where emotional signals are often subtle, mixed, or fleeting.

Cognitive function refers to the mental processes that enable individuals to acquire knowledge, process information, and make decisions. It encompasses domains such as memory, attention, perception, learning, language, and problem-solving. These cognitive processes are essential not only for academic and professional performance but also for everyday functioning and adapting to changing environments. Research has shown that cognitive function can be influenced by various factors, including age, education, lifestyle, and health conditions. Understanding these processes is fundamental in fields like psychology, neuroscience, and education, as it provides insights into how humans think, learn, and interact with the world around them. (Kiely, 2014)

Moreover, cognitive function has a direct impact on overall quality of life. Impairments in memory, attention, or decision-making can hinder independence and daily functioning, while maintaining strong cognitive abilities contributes to better mental health, productivity, and well-being. Studies also indicate that certain cognitive functions may decline with age, such as processing speed and short-term memory, while others, like vocabulary and general knowledge, may remain stable or even improve. Recognizing these patterns allows researchers and practitioners to develop interventions and strategies that support cognitive health, ultimately enhancing an individual's capacity to live a fulfilling and functional life. (Kiely, 2014)

Music therapy (MT) has been studied as a potential intervention to improve cognitive functions in patients with dementia. A meta-analysis of randomized controlled trials examined the effects of MT on multiple cognitive domains, including global cognition, attention, executive function, learning and memory, language, and perceptual-motor skills. The analysis included data from six studies with a total of 330 participants, with ages ranging from 78.8 to 86.3 years. Overall, the results indicated that MT did not produce significant improvements across all cognitive outcomes when compared to standard care or non-musical interventions (Sung et al., 2017).

However, subgroup analyses revealed that active MT—where participants engage directly in music-making rather than passive listening—had a small but statistically significant positive effect on global cognition. This finding suggests that engaging with music actively may offer some cognitive benefits for older adults with dementia, even if the overall effects of MT are limited. Despite the modest results, the study emphasizes the importance of continuing to explore MT as a complementary therapy and calls for larger randomized controlled trials to clarify its impact on cognitive functioning (Sung et al., 2017).

(Liu et al., 2021) assessed the cognitive abilities of 499 Chinese children, focusing on spatial imagination, computation, and information processing. They analyzed the relationship between these abilities and the students' academic performance in mathematics and Chinese over two consecutive school years, finding significant correlations between the cognitive skills and academic achievement.

Cognitive functions are fundamental to everyday life, as they encompass the core mental abilities needed for any task. These include attention, memory, learning, perceptual-motor skills, executive functions, and language. Together, they enable individuals to understand their environment, make decisions, and carry out tasks ranging from simple activities like remembering a phone number or brushing teeth to more complex ones like reading a book or navigating the internet. Work activities are also heavily reliant on cognitive functions. Maintaining healthy cognitive functioning is not only essential for job performance but also plays a key role in supporting cognitive health and successful aging after retirement (Cohen et al., 2019). Several factors help preserve cognitive abilities throughout life, including physical activity, social involvement (Ihle et al., 2015), mentally stimulating tasks (such as learning new skills or languages), and leisure activities that challenge the mind (like attending theater performances) (Hultsch et al., 1993; Schooler & Mulatu, 2001). Additionally, having a cognitively demanding job can also contribute to long-term cognitive enrichment, much like these other factors (Stern et al., 1995; Schooler et al., 1999).

Admin (2025) stated that one of the most important parts of leading a healthy life is maintaining excellent physical health. It helps your body work well and boosts your mental health and enjoyment of life. Numerous important elements can influence your well-being, such as your level of physical activity, diet, sleep patterns, stress management, and the quality of your health monitoring through routine check-ups with your doctor. You can help your body feel good, work effectively, and lower your chance of future health problems by concentrating on these areas.

Additionally, Admin (2025) said that physical health can have a significant impact on both our mental and social well-being. Taking care of our physical fitness aligns with our overall well-being. Having excellent physical health can lower our risk of infection and disease.

2.2 Related Studies

In the study " The Effects of Music on Mental Health and Emotional Well-Being " developed by Samantha Hicks (2025), she states that Emotion and music have been tied together throughout history. Either one influences the other to create a codependency that composers, musicians, and listeners rely on to communicate where words are insufficient (Hicks, 2025). Music is a part of everyday life as people interact with the world around them, whether it be through the radio, in the store, or even on television. Each of these instances of music has the possibility of affecting the emotions of those who hear it either through conscious or subconscious means. With this in mind it may be possible to purposefully use music for teaching emotional regulation skills (Hicks, 2025). As focus continues to shift towards mental health conditions and social-emotional learning educators can begin to develop and improve self-regulation and coping techniques for the classroom. Several studies have been conducted across the world in recognizing the impact that music can have on people of all ages and of varying mental health conditions. In each of these studies (Hendricks et. al., 1999, Silverman, 2020, Carlson et. al., 2015), music was seen as having a positive overall effect on participants and their mental health.

(Papinczak, Dingle, Stoyanov, and Hides, 2015) examined how young people use music to support their wellbeing. Using a mixed-methods design, the study first conducted focus groups and identified four main ways music contributes to wellbeing: relationship building, modifying emotions, modifying cognitions, and emotional immersion. These mechanisms show that music helps young people connect with others, regulate their moods, reflect on thoughts, and engage with their emotions.

The second phase, which involved a survey of 107 participants, confirmed that music listening was related to all four mechanisms but did not directly predict overall wellbeing. Instead, the benefits of music were indirect, particularly influencing social wellbeing through these pathways. This highlights that music's value lies not in producing instant wellbeing but in shaping experiences that strengthen relationships and emotional resilience.

The study's strength is its integration of qualitative and quantitative approaches, offering a well-rounded perspective on music's role in youth wellbeing. However, its small sample size and focus solely on music listening limit generalizability. Despite this, the findings emphasize that music plays a vital yet nuanced role in young people's lives, acting as a medium for connection and self-understanding rather than a straightforward cure for distress. (Papinczak et al., 2015)

PACER (Progressive Aerobic Cardiovascular Endurance Run) test in elementary PE classes. For this study, students experienced one of three variations provided by the PACER CD: Version "A" with a high tempo background music, Version "B" with a mild tempo background music, and Version "w/o" that included no music. After completing the PACER test, students filled out a survey regarding the effort they gave, if they enjoyed the music that played during the PACER test, if the music motivated the student during the test, and their rating of their performance. Deutsch and Hetland found that the students generally scored higher on the PACER test when one of the two music versions was played during the test. They went on further to suggest that the female students performed better with the Version "A" (faster tempo) music. The male students performed better in the PACER test with the Version "B" (mild tempo) music. The results from the survey after the PACER test showed that students had a better attitude toward the PACER test when music was played. In another study in a PE setting, (Barney and Prusak, 2015) investigated the effects of music on physical activity of elementary children during PE lessons. For this study, 115 third, fourth, and fifth were playing, the workload intensity increased.

The findings revealed significant variations in emotional expressions, particularly anger and frustration, when students listened to background music. Notably, these emotional changes correlated with enhanced performance in reading comprehension tasks. The researchers suggest that the mediation of a 'confused' emotional state during musical stimulation may serve as an indicator of music's role in helping learners regulate challenging emotional responses. This emotional regulation effect appears to support better cognitive processing and task performance.

Moreno and Woodruff (2023) contribute to this growing body of knowledge by investigating the impact of background music on middle school students engaged in a cognitively demanding task—reading comprehension. Utilizing automated facial recognition technology, their study offered a real-time analysis of learners' emotional expressions while performing the task accompanied by different musical stimuli.

This study also demonstrates the novel application of facial-emotion recognition technology as a tool for capturing subtle affective responses induced by music during learning (Moreno & Woodruff, 2023). These preliminary findings underscore the potential of carefully selected musical stimuli as an aid for emotional regulation in educational settings, offering a promising avenue for improving learner engagement and success through affective modulation.

In sum, the research by Moreno and Woodruff highlights how background music can play a salient role in managing learners' emotional states, thereby positively influencing their cognitive outcomes. This aligns with broader evidence indicating that music is not only a channel for emotional expressions but also a practical tool for enhancing learning experiences through emotion regulation (Moreno & Woodruff, 2023).f

Graders participated in two Frisbee lessons and two walking activities lessons. One lesson for both activities had music, and the other two lessons had no music playing. Barney and Prusak found that the students were more active (higher step counts) in both lessons with music playing. Another finding from this study was that the students preferred fast tempo music, and when the fast tempo music Finally, in a PE setting, Ward and Dunaway (2015) They found that the students listening to the soft/ slow tempo music generally exhibited a lowered heart rate compared to an exercise group that listened to upbeat/fast tempo music.

Much of the research dealing with the effects of music on physical activity has been conducted in laboratories or in fitness clubs.

Another context in which music research has occurred is the physical education (PE) setting. (Deutsch and Hetland, 2015) examined fourth and fifth grade students' scores and effect of music, perceived enjoyment, and perceived work effort.

The impact of music on ameliorating anxiety, improving mood, and enhancing patient satisfaction has been previously established. Given the heightened importance of mental health services in recent years and the perceived stigma associated with seeking psychiatric treatment, music may play an important role in mitigating negative affective states that would otherwise prevent patients from accessing care. The purpose of the current investigation was to examine the effects of recorded music on patient satisfaction and anxiety among adult consumers awaiting a mental health evaluation. This study employed a two-group, cluster-randomized design to investigate the effects of recorded music on adults in an outpatient mental health clinic. Participants in the experimental condition were exposed to a recorded music program for up to 30 min while completing clinical background paperwork. Those in the control condition completed their paperwork without the recorded music program. Two instruments, a researcher-designed Satisfaction Questionnaire and the Generalized Anxiety Disorder 7-Item Scale, served as the dependent measures. There was a significant effect suggesting that participants in the music group were more satisfied than those in the control condition. There was no such finding for anxiety. This study may provide some empirical support for, and encourage wider spread adoption of, the cost-efficient use of music in mental health settings.

According to Basic Emotion Theory (BET), emotions are a "grammar of social living" that situate the self within a social and moral order; they structure interactions, like scripts in pieces of fiction , in relationships that matter (Eibl-Eibesfeldt, 1989; Oatley, 2004). In more specific terms, within BET emotions are thought of as distinct and brief states involving physiological, subjective, and expressive components that enable humans to respond in ways that are typically adaptive in relation to evolutionarily significant problems, from negotiating status hierarchies to avoiding peril to taking care of vulnerable offspring (Ekman, 1992; Ekman & Cordaro, 2011; Keltner & Lerner, 2010; Shariff & Tracy, 2011; van Kleef, 2016).

A series of comparative experimental studies, regarding the selection of either distraction or reappraisal while being presented a stimulus triggering low or high emotion intensity, indicate that people who have a free choice prefer to apply reappraisal when the emotion intensity is low, and distraction when the emotion intensity is high

(Sheppes et al., 2011, 2014). The same pattern was observed in relation to various stimuli (negative pictures, electrocuting; Sheppes et al., 2011) and in the study where the participants were offered a financial reward for applying the less preferable strategy (Sheppes et al., 2014). Such results probably arise from a difference in the undertaken cognitive effort aiming at changing the emotional arousal. Distraction, as the strategy based on backing out and lack of engagement, requires less cognitive resources than reappraisal. Studies indicate that while making decisions people tend to minimize cognitive effort (Kool et al., 2010; Tversky and Kahneman, 2018), especially in situations connected with a high level of stress and danger (Muraven and Baumeister, 2000).

Engaging in musical activities throughout life has been associated with preserved cognitive functioning in older adults. (Hanna-Pladdy and Mackay, 2016) investigated whether lifelong participation in instrumental music could influence cognitive abilities in aging. Their study included 70 healthy older adults aged 60–83, categorized as nonmusicians, low-activity musicians (1–9 years), and high-activity musicians (>10 years), matched on age, education, and physical exercise history. Results indicated that high-activity musicians outperformed nonmusicians in nonverbal memory, naming, and executive processes, suggesting that extensive musical experience may contribute to better cognitive performance in advanced age. Regression analyses further highlighted that years of musical activity and type of training were strong predictors of preserved cognitive function.

These findings suggest that musical participation can be a modifiable lifestyle factor that supports successful cognitive aging. The study emphasizes that long-term engagement with music may enhance nonmusical cognitive abilities, potentially due to the complex sensorimotor and cognitive demands of musical practice. While the study is correlational and cannot establish causation, it provides evidence that lifelong musical activity may contribute to cognitive resilience in later life. These results are consistent with other research indicating that stimulating, structured activities like music can positively influence memory, attention, and executive functioning across the lifespan (Hanna-Pladdy & Mackay, 2016).

Music lessons have been shown to positively influence cognitive abilities in children, particularly in areas such as executive functions, memory, and attention. (Degé, 2021) explains that this effect can occur through both near and far transfer, where skills learned in music practice extend to nonmusical cognitive tasks. While far transfer is less frequent, it is plausible because music training often involves repetitive practice of small, generalizable elements, such as selective attention and fine motor skills, that can be applied to other tasks (Degé, 2021). Several studies have reported small but significant cognitive benefits of music lessons in children, with effects often lasting over time. These benefits appear to be music-specific, as other extracurricular activities, like sports or art, did not show comparable impacts on cognitive abilities (Degé, 2021; Schellenberg, 2004; Bugos & DeMarie, 2017).

The mechanisms behind these cognitive benefits may involve the highly adaptive nature of music instruction and the structured, feedback-rich environment it provides. Music lessons are often tailored to the student's skill level, allowing learning to occur within the zone of proximal development, where tasks are challenging yet achievable (Degé, 2021; Wygotski, 1978). This adaptability, combined with immediate auditory feedback and incremental skill progression, promotes consistent engagement of executive functions such as working memory, inhibition, and cognitive flexibility (Degé, 2021; Jäncke, 2009). Overall, the literature suggests that music training provides a unique environment for cognitive development, not only through domain-specific skill acquisition but also via generalizable executive functions that can transfer to broader cognitive abilities (Degé, 2021; Schellenberg & Peretz, 2008)

Cognitive function refers to the ability to perform tasks requiring conscious mental effort. Exposure to extreme environments—such as heat, hypoxia, and cold—can alter cognitive performance through various psychological and biological mechanisms. This review discusses:

The current understanding of how these environmental stressors affect cognitive function. The possible mechanisms behind these changes. Potential strategies to preserve cognitive function in such conditions.

Evidence indicates that the effects of environmental stress depend on both the severity of exposure and the type of task. Complex tasks are particularly sensitive to extreme heat, while both simple and complex tasks can be

impaired even at moderate altitudes. Cold stress also appears to hinder both types of tasks, though research here is less extensive compared to heat and hypoxia.

Overall, the review highlights updated knowledge on how extreme conditions affect cognitive performance and the biological factors involved. Tyrosine supplementation may help maintain cognitive abilities under hot, hypoxic, or cold conditions, but further research is necessary to confirm this and explore other potential interventions.

According to Cameron and Shan (2019), the relationship between physical activity and mental health among adolescents reveals that increased participation in physical activities is associated with lower levels of anxiety and depression. This finding highlights the importance of fostering active lifestyles in youth for enhanced mental well-being.

On the other hand, Simpson and Wright (2022) emphasize that exercise plays a crucial role in chronic disease management. Their review notes various studies that demonstrate the significant benefits of physical activity in managing conditions such as diabetes, heart disease, and obesity, ultimately improving health outcomes and quality of life for individuals suffering from chronic ailments.

2.3 Synthesis of the Reviewed Literature and Studies

Music plays a significant role in promoting overall well-being by influencing mental health, emotional expressions, cognitive function, and even physical health. (Mapua, 2016) states that listening to music can enhance memory, sharpen mental skills, and reduce anxiety and depression. Similarly, Monte (2016) emphasized music's ability to bring joy and comfort, reinforcing its value as a tool for psychological support. Hicks (2025) further noted that music improves mood, alleviates anxiety, and increases patient satisfaction, which may help reduce the stigma of seeking professional mental health services. These findings affirm the therapeutic potential of music in maintaining mental health and emotional balance.

The connection between music and emotional expressions is particularly important. Emotions are adaptive responses that help individuals cope with challenges and navigate social interactions (Ekman, 1992; Ekman & Cordaro, 2011; Keltner & Lerner, 2010; Shariff & Tracy, 2011; van Kleef, 2016). Music directly engages these emotional processes, enabling individuals to express, regulate, and transform their feelings in ways that support resilience. Through this capacity, music becomes not only a source of comfort but also a medium for emotional release and adaptive coping.

Beyond its emotional impact, music also supports cognitive function. Hanna-Pladdy and Mackay (2016) found that lifelong participation in instrumental music was associated with preserved cognitive functioning in older adults, while Cohen et al. (2019) highlighted the importance of cognitive health for both professional performance and successful aging. These findings indicate that music may serve as a protective factor against cognitive decline, contributing to mental sharpness across the lifespan.

Finally, while music is most often linked to psychological and cognitive benefits, it also intersects with physical health. Maintaining physical health has been identified as a key factor in overall well-being (Admin, 2025), and research suggests that both physical activity and music can reduce anxiety and depression, particularly in adolescents (Cameron & Shan, 2019). In many therapeutic settings, music is paired with movement or relaxation techniques, illustrating its potential to promote both physical and mental health simultaneously.

Taken together, these findings demonstrate that music is a multifaceted tool that enhances well-being across several domains. It strengthens mental health by reducing stress and improving mood, fosters emotional expressions and regulation, preserves cognitive function across the lifespan, and complements physical health by supporting relaxation and resilience

Research Method

This chapter presents the research methodology to be used in the study, covering the research design, locale of the study, participants/respondents, sampling procedure, data gathering, instruments/tools used, research ethics and statistical techniques to be used for analysis.

3.1 Research Design

This study employs a mixed-method approach to collect and analyze data, aiming to provide a more comprehensive understanding of the research topic. This approach involves structured methods such as surveys and questionnaires to gather both numerical and qualitative data.

A mixed-method design was chosen because it allows the strengths of both quantitative and qualitative approaches to complement each other. Quantitative data provides measurable and generalizable findings, while qualitative data captures deeper insights into participants' perspectives and experiences. Combining these two forms of data enhances the validity of the results and offers a more holistic view of the research problem.

3.2 Locale of the Study

Iligan City National High School (ICNHS), located in Barangay Mahayahay, Gen. Wood Street, Iligan City, Lanao del Norte, Northern Mindanao, is a complete secondary school serving students from various barangays and socioeconomic backgrounds. The school offers general academic programs and specialized initiatives, including the Special Program in the Arts (SPA), which nurtures students' artistic and academic development.

ICNHS has received Kanduri Awards for excellence in learning delivery modalities and is part of the TIST program, which emphasizes technology integration in education. The school was chosen for this study because of its active SPA program, making it an ideal location to examine how participation in the arts affects Grade 10 SPA students, not only in their artistic skills but also in their academic and cognitive development.

Figure 2. Map of Iligan City National High School (Source: Google Maps)

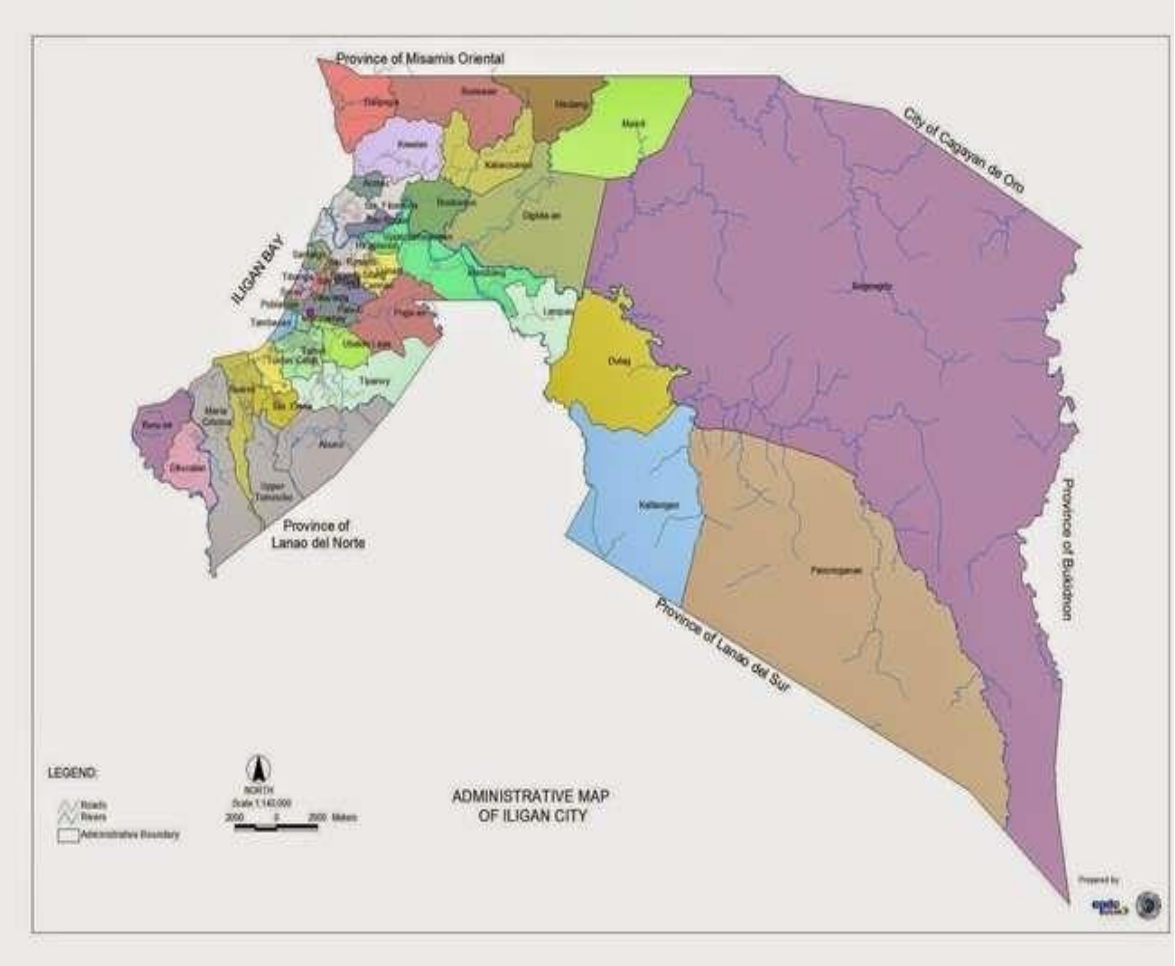

Figure 3 Geographical Map of Iligan City

(Source: LeoMap)

3.3 Participants / Respondents

The target population for this study will be the Grade 10 - De Leon 36 students who are enrolled in Iligan City National High School's Special Program in the Arts (SPA) for the 2025–2026 academic year, who will serve as the study's respondents. These students were chosen because they actively participate in music education as part of the SPA curriculum, making them suitable subjects to examine how music affects different aspects of well-being. The criteria for selection include official enrollment in Grade 10 - De Leon under the SPA program, having music as their chosen specialization, demonstrating regular attendance and active participation in SPA-related activities, and showing willingness to participate by providing honest and reliable responses to the research instruments.

3.4 Sampling Procedure

This study will utilize a purposive sampling method to identify respondents who are actively participating in the Special Program in the Arts. This approach guarantees that the selected participants possess the relevant experience and knowledge to provide insightful and informed answers to the research questions. The criteria for participant selection are as follows:

All Grade 10 students currently enrolled in the Special Program in the Arts at Iligan City National High School for the 2025–2026 academic year.

Since the study used purposive sampling, no statistical formula was applied in determining the sample size. The respondents were deliberately chosen because they met the criteria relevant to the study, specifically Grade 10 Special Program in the Arts (SPA) students at Iligan City National High School.

For the focus group discussion, the sample size was determined using Slovin's formula with a 5% margin of error. Given a total population of 36 Grade 10 SPA students, the computation yielded 5 participants.

$$n = \frac{N}{1+N(e^2)}$$

Figure 1 : Slovin's Formula

$$n = \frac{36}{1 + 36(0.5)^2}$$

$$n = \frac{36}{1 + 36(0.25)}$$

$$n = \frac{36}{1 + 9}$$

$$n = \frac{36}{10}$$

$$n = 3.6 \approx 4$$

Figure 4 : Targeted Focus Group Participants

3.5 Data Gathering

Before data collection begins, consent and approval will first be obtained from the Practical Research teacher. Afterwards, informed consent will also be secured from all participants, ensuring that the data gathered will be used solely for research purposes and will remain strictly confidential.

Data will be collected through survey questionnaires and focus group discussions. The survey questionnaires will be given to the selected Grade 10 SPA students. The survey seeks to find out their effects of music on Mental health, Emotional expressions, Cognitive function, and Physical health.

Moreover, 10 respondents will also be subject to a focus group discussion in order to gain more information on how music can affect their mental health, emotional expressions, cognitive function, and physical health. in more detail. This will aid the researcher in comprehending the effects of music on students on a higher level. Both approaches will assist in gathering necessary information to respond to the research objectives.

After the data is collected, it will be used solely for research purposes and will remain strictly confidential to ensure the privacy and protection of all participants

3.6 Instruments / Tools Used

The instruments to be used in this study are survey questionnaires and a focus group discussion, which will be administered in person to the selected Grade 10 SPA students of Iligan City National High School. The survey questionnaire is divided into five sections.

Section A obtains the respondents' consent to participate, ensuring voluntary participation and confidentiality. It gathers the demographic profile of the students, including :

- Name (Optional)
- Age

- How often they listen to music
- SPA Specialization
- Average listening time per day
- What music genre do they listen to most

Section B assesses the effects of music on the students' mental health which includes both positive and negative impacts of music on mental health. It assesses how music affects the mental health of SPA students in terms of stress management, mood improvement, and relaxation? Adapted and modified from the existing study "Development and Validation of the Brief Music in Mood Regulation Scale (B-MMR)" by Suvi Saarikallio.

Section C assesses how music influence students' emotional expressions in terms of expressing feelings, releasing emotions, and regulating moods, adapted and modified Development and validation of the Healthy-Unhealthy Music Scale - Child and Adolescent Mental Health by Suvi Saarikallio, Christian Gold, Katrina McFerran.

Respondents answering the surveys from Section A, B and C will rate their agreement with statements using a 4-point Likert scale.

Section D, one of the focus group discussion guide assesses the effects of music on the students' cognitive function including the way music affects the students' cognitive function in terms of concentration, creativity, organization of thoughts, and focus.

Section E, one of the focus group discussion guide assesses the effects of music on the students' physical health in terms of relaxation, energy, breathing, and physical tension.

3.7 Research Ethics

The researchers will adhere to the highest ethical standards in conducting this study to ensure the safety, respect, and dignity of all participants. Prior to data gathering, formal permission will be obtained from the participants and, when necessary, from their parents or legal guardians. The purpose, scope, and procedures of the study will be clearly explained to guarantee informed participation.

All data collected will be treated with strict confidentiality, and the identities of the participants will remain anonymous in all research outputs. The study will be designed and conducted in a manner that avoids any potential mental, emotional, or physical harm to the participants. Moreover, all findings will be used exclusively for academic purposes and will be reported with honesty and integrity, without fabrication, falsification, or misrepresentation of data.

3.8 Statistical Treatment of the Data

The data gathered through the survey questionnaire and focus group discussions will be analyzed using a combination of descriptive statistics and thematic analysis.

The quantitative data gathered through a survey questionnaire utilizing a 4-point Likert scale (Strongly Agree, Agree, Disagree, and Strongly Disagree) will be analyzed using descriptive statistics to summarize and interpret the results. Data from the standardized and adapted survey instruments will be analyzed using frequency, percentage, mean, and weighted mean to determine overall trends and levels of the perceived effects of music on mental health, emotional expressions, cognitive function, and physical health. The responses will be systematically organized, and analyzed using the following statistical tools:

Frequency and Percentage, to present and describe the profile of respondents in terms of age, gender, years in the SPA program, and preferred type of music.

This can be expressed as:

$$Percentage = f/n * 100 \qquad \text{(Eq. 3.1)}$$

$Where: f = Frequency$

$$n = \textbf{Total number of values}$$

*Weighted Mean, t*o determine the average rating of respondents on the effects of music on the four identified domains.

This can be expressed as:

$$Weighted\ Mean = \sum(f * w) / N \qquad \text{(Eq. 3.2)}$$

$Where: f = Frequency$
$w = Weight$

$n = Total\ Number\ of\ values$

Verbal Interpretation of Weighted Mean

Table 1: Verbal Interpretation

Range	Verbal Interpretation
4.21 - 5.00	Very High Effect
3.41 - 4.20	High Effect
2.61 - 3.40	Moderate Effect
1.81 - 2.60	Low Effect
1.00 - 1.80	Very Low Effect

For the qualitative data gathered from open-ended questions during the focus group discussion, Braun and Clarke's (2006) six-step process for thematic analysis will be employed:

1. Familiarizing with the data
2. Generating initial codes
3. Searching for themes
4. Reviewing themes
5. Defining and naming themes
6. Producing the report

Thematic analysis will be used to identify, analyze, and interpret recurring patterns or themes in participants' responses, providing deeper insights into their personal experiences, perceptions, and narratives regarding the effects of music on mental health, emotional expressions, cognitive function, and physical health.

Presentation, Analysis And Interpretation Of Data

This chapter presents the analysis and interpretation of the data gathered from the study. The data are organized and displayed in tables, accompanied by corresponding textual explanations and interpretations. All collected data were carefully analyzed to address the research objectives.

Profile of the Respondents in Terms of Demographic Characteristics (Section A)

Table 2: Age Distribution of the Respondents

Age	Frequency	Percentage
14	2	5.56%
15	31	86.11%
16	3	8.33%
Total	36	100&

The table shows that there are five point fifty-six percent (5.56%) of the respondents were above 14 years old and eighty-six point eleven percent (86.11%) of the respondents were above 15 years old. Respondents in 16 years old got eight point thirty-three percent (8.33%).

Table 3: Gender Distribution of the Respondents

Gender	Frequency	Percentage
Female	26	72.22%
Male	9	25%
Others: Prefer not to say	1	2.78%
Total	36	100%

This table shows that the number of female respondents (72.22%) is very far from the number of male respondents (25%) and the others got (2.78%) with a total of 26 for female, 9 for male, and 1 for prefer not to say. Based on the table, the dominated gender among the respondents is female.

Table 4: Frequency of Music Listening Among Respondents

	Frequency	Percentage
Rarely	2	5.56%
Sometime	6	16.67%
Often	4	11.11%
always	24	66.67%
total	36	100%

This table indicates that the majority of respondents, 66.67%, consistently choose to listen to music, 16.67% do so sometimes, and 11.11% do so often. Furthermore, it rarely got the lowest 5.56%.

Table 5: Specialization Distribution of the Respondents

	Frequency	Percentage
Dancing	4	11.11%
Vocals	6	16.67%
Instruments	10	27.78%
Media Arts	2	5.56%
Theater Arts	8	22.22%
Visual	6	16.67%
total	36	100%

Based on the table, the most popular specialization is instrument with (27.78%), followed by the theater Arts (22.22%). Both visuals and vocals have 16.67%, indicating that a moderate number of students are concentrating in this field. Moreover, the dancing got 11.11% and the media arts had the lowest percentage at 5.56%.

Table 6: Respondents' Average Listening Time per Day

	Frequency	Percentage
Less than 1 hour	7	19.44%
1 – 2 hours	11	30.56%
3 - 4 hours	8	22.22%
More than 4 hours	10	27.78%
total	36	100%

This table shows that most of the respondents listen to audio for 1-2 hours a day, about 30.56%. Around 27.78% listen for more than 4 hours. Furthermore, 22.22 listen for almost 3-4 hours and 19.44% for less than 1 hour.

Table 7: Preferred Genre of the Respondents

	Frequency	Percentage
Pop	9	25%
Classical	3	8.33%
Rock	0	0
Jazz	0	0
RnB	10	27.78%
K-Pop	3	8.33%
Other: anything	5	13.88%
OPM	2	5.56%
Romance	2	5.56%
All of the above	2	5.56%
total	36	100%

The table shows that R&B is the most popular genre among the students with a percentage of twenty-seven point seventy-eight percent (27.78%) followed by Pop that got twenty-five percent (25%). Classical and K-pop got the same percentage of (8.33%). OPM, romance, and all of the above reached five point fifty-six percent (5.56%), while other genres got thirteen point eighty-eight percent (13.88%). Furthermore, none of the respondents chose rock or jazz, with a percentage of zero percent (0%).

How Music Affects the Mental Health of the Respondents from Grade 10 - De Leon Students (Section B)

Table 8: Impact of Music on Recall of Bad Memories

Statement	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Weighted Mean	Average
When I listen to music, I get stuck in bad memories	2	14	16	4	2.39	Disagree

In the first column, most respondents agree that music sometimes reminds them of bad memories, though a slightly smaller group disagrees with this. This suggests that while music can trigger emotional recall, not everyone experiences it negatively—many may associate songs with varied or even positive memories.

Table 9: How Music Makes One Feel Worse

Statement	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Weighted Mean	Average
I like to listen to songs over and over even though it makes me feel worse	1	9	20	6	2.14	Disagree

In the following column, it depicts that a large number of respondents agree that they still replay songs even if it worsens their emotions. This could mean that music serves as an emotional outlet to release what they feel—people process feelings through repetition, even if it's painful.

Table 10: How Music Links to Bad Memories

Statement	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Weighted Mean	Average
It can be hard to stop listening to music that connects me to bad memories	1	15	13	7	2.28	Disagree

In this column, the responses are quite balanced, with many disagreeing but a fair number agreeing. This indicates that some individuals struggle to detach from emotionally significant songs, while others are better at avoiding music that triggers sadness.

Table 11: Impact of Music on Improving Mood

Statement	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Weighted Mean	Average
I feel happier after playing or listening to music	20	0	15	1	2.70	Agree

In this next column, almost everyone agrees or strongly agrees that music improves their mood or what they feel. This shows that music generally has a positive emotional impact and can serve as a strong source of comfort and a sense of happiness.

Table 12: Impact of Music on Boosting Energy

Statement	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Weighted Mean	Average
Music gives me the energy to keep going	21	0	15	0	3.17	Agree

This table shows that all respondents either agreed or strongly agreed that music provides them with the energy to continue moving forward, with 21 strongly agreeing and 15 agreeing. Therefore, this indicates that music plays a vital role in motivation and emotional endurance. It suggests that many individuals rely on music to boost their mood, regain focus, and stay inspired, especially during challenging moments. Moreover, the absence of disagreement further supports that music is viewed as a universal source of encouragement and strength.

Table 13: Impact of Music on Relaxation

Statement	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Weighted Mean	Average
When I'm feeling tense or tired in my body, music helps me to relax	15	1	19	1	2.83	Agree

This table shows that the majority of respondents agreed that music helps them relax when they feel tense or tired, with 15 strongly agreeing and 19 agreeing. In addition, only two participants disagreed or strongly disagreed, showing that most find music an effective way to release stress and calm their body and mind. This

implies that listening to soothing or slow-tempo music helps reduce fatigue and tension, therefore making it a common form of relaxation and emotional relief.

Table 14: Music on Forming Connection with People

Statement	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Weighted Mean	Average
Music helps me to connect with other people who are like me	8	7	20	1	2.61	Agree

This table shows that most respondents agreed that music helps them connect with others, with 20 agreeing and 8 strongly agreeing. However, a smaller number (7 disagreed and 1 strongly disagreed) expressed otherwise. This means that music fosters social connections by bringing people with similar tastes and emotions together. Furthermore, it reflects how shared musical interests can create bonds, enhance understanding, and build a sense of belonging among individuals.

Table 15: Impact of Music on Self Reflection

Statement	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Weighted Mean	Average
Music makes me feel bad about who I am	2	15	7	12	2.19	Disagree

This table shows that most respondents disagreed or strongly disagreed with the statement, with 15 disagreeing and 12 strongly disagreeing. Meanwhile, only a few agreed (7) or strongly agreed (2). This suggests that music generally does not cause negative self-perception among listeners. However, a small number may associate certain songs with unpleasant emotions or insecurities. Overall, the findings reveal that music tends to uplift rather than harm the listener's self-image.

How Music Affects Emotional Expression of the Respondents from Grade 10 De Leon (Section C)

Table 16: Music on Setting the Atmosphere Pleasant

Statement	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Weighted Mean	Average
I usually put background music on to make the atmosphere more pleasant	18	16	2	0	3.44	Agree

This table indicates that half of the respondents (50%) strongly agree, and 44.44% agree that they usually put background music on to make the atmosphere more pleasant. Only 5.56% disagreed, while none strongly disagreed. With a weighted mean of 3.44, the overall interpretation is Agree, suggesting that most students tend to use music as a way to create a more enjoyable and comfortable environment.

Table 17: Music during Household Activities

Statement	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Weighted Mean	Average
When I'm busy around the house and no one else is around, I like to have some music on the background	24	12	0	0	3.67	Strongly Agree

This table indicates that a majority of the respondents (66%) strongly agree, and 33.33% agree that they like to have some music playing in the background when they are busy around the house and no one else is around. None of the respondents disagreed. The weighted mean of 3.67 is interpreted as Strongly Agree, which suggests that most students enjoy listening to background music to keep themselves company and make their environment livelier and more pleasant while doing household tasks.

Table 18: Music To Enhance Enjoyment of Tasks

Statement	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Weighted Mean	Average
I listen to music to make cleaning and doing other housework more pleasant	11	23	2	0	3.25	Agree

This table indicates that the majority of the respondents (63.89%) agreed that they listen to music to make cleaning and doing other housework more pleasant, while 30.65% strongly agreed. A small portion (5.56%) disagreed. With a weighted mean of 3.25 interpreted as Agree, this indicates that most students use music as a way to make household chores more enjoyable and to create a livelier, more positive atmosphere while working.

Table 19: Music as a Mood Booster after a Rough Day

Statement	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Weighted Mean	Average
I listen to music to perk up after a rough day	12	21	3	0	3.25	Agree

This table indicates that most respondents (58.33%) agreed and 33.33% strongly agreed that they listen to music to perk up after a rough day. Only 8.33% disagreed. With a weighted mean of 3.25 interpreted as Agree, this suggests that music serves as an effective mood enhancer for the students, helping them recover from emotional distress and improve their overall well-being after a difficult day.

Table 20: Music as an Energizer When Exhausted

Statement	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Weighted Mean	Average
When I'm exhausted, I listen to music to perk up	12	18	6	0	3.17	Agree

This table shows that half of the respondents (50%) agreed, and 33.33% strongly agreed that they listen to music to perk up when feeling exhausted, while 16.67% disagreed. With a weighted mean of 3.17 interpreted as Agree, this indicates that students generally perceive music as a source of motivation and energy that helps them overcome fatigue and maintain productivity.

Table 21: Music as a Means of Relaxation when Tired Out

Statement	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Weighted Mean	Average
When I'm tired out, I rest by listening to music	10	24	2	0	3.22	Agree

This table shows that 27% of the respondents strongly agreed that music helps them to relax when feeling tense or tired, while 66% of them agreed. Only 5.5% of them disagreed. With a weighted mean of 3.22 interpreted as Agree, this suggests that most students perceive music as an effective way to relax and relieve tension.

Table 22: Music in Providing Remarkable Experiences

Statement	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Weighted Mean	Average
Music has offered me magnificent experiences	12	20	4	0	3.22	Agree

This table shows that 12 of the respondents making up to 33% strongly agreed music has offered them magnificent experiences, while 55% agreed and only a small portion of 11% disagreed. The weighted mean of 3.22 suggests that most students perceive music as a meaningful and enriching part of their lives, providing memorable and positive experiences that contribute to their personal growth and emotional fulfillment.

Table 23: Respondents' Agreement on Feeling Music Entirely

Statement	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Weighted Mean	Average
I want to feel the music in my whole body	13	20	3	0	3.28	Agree

This table shows that 36% of the students strongly agreed that they want to feel music in their whole body, while 55% agreed. Only 8.33% disagreed. With a weighted mean of 3.25 interpreted as Agree, this indicates that most students desire a deep, immersive connection with music, suggesting that they not only listen to it but also enjoy experiencing its rhythm and energy physically and emotionally.

Table 24: Music as a Means to Feel Fantastic

Statement	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Weighted Mean	Average
I feel fantastic putting my soul fully into the music	17	17	2	0	3.42	Agree

The table shows that 47.22% of the respondents strongly agreed and another 47.22 agreed that they feel fantastic putting their soul fully into the music, while only 5.56% disagreed. With a weighted mean of 3.42, interpreted as Agree, this indicates that most students experience a strong emotional connection and sense of fulfillment when they immerse themselves completely in music, highlighting its positive impact on their emotional well-being and self-expression.

Table 25: Music an as Escape

Statement	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Weighted Mean	Average
For me, music is a way to forget about my worries	17	17	2	0	3.42	Agree

This table shows that nearly half of the respondents (47.22%) strongly agreed, and another 47.22% agreed that music serves as a way for them to forget about their worries. Only 5.56% disagreed. With a weighted mean of 3.42, interpreted as Agree, this indicates that most students view music as a form of emotional relief or escape, helping them temporarily set aside stress and negative thoughts.

Table 26: Use of Music as a Coping Strategy

Statement	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Weighted mean	Average
When stressful thoughts keep going round and round in my head, I start to listen to music to get them off my mind	10	26	0	0	3.28	Agree

The table below shows that 27.78% of respondents strongly agreed and 72.22% agreed with the statement, "When stressful thoughts keep going round and round in my head, I start to listen to music to get them off my mind". No respondents disagreed or strongly disagreed. The weighted mean was calculated to be 3.28, which corresponds to an "Agree" rating. This suggests that the majority of respondents use music as a coping mechanism to manage stressful thoughts.

Table 27: Music as a Tool for Emotional Regulation

Statement	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Weighted Mean	Average
When I feel bad, I try to get myself in a better mood by engaging in some nice, music- related activity	12	19	4	1	3.17	Agree

The results show that 33.33% (12 out of 36) of the participants strongly agreed, and 52.78% (19 out of 36) agreed with the statement. A smaller percentage disagreed (11.11%, 4 out of 36), and only 2.78% (1 out of 36) strongly disagreed.With a weighted mean of 3.17, interpreted as "Agree," the data suggests that most respondents use music-related activities as a way to improve their mood when feeling down.

Table 28: Music as a Means to Express Violent Emotions

Statement	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Weighted mean	Average
When I am really angry, I feel like listening to some angry music	0	9	19	8	2.03	Disagree

The table shows that the majority of the respondents disagreed with the statement "When I am really angry, I feel like listening to some angry music." Specifically, 19 respondents (47.5%) disagreed, while 9 respondents (22.5%) agreed, and 8 respondents (20%) strongly disagreed. None of the respondents strongly agreed. With a weighted mean of 2.03, the overall interpretation indicates that most respondents disagree, suggesting that they generally do not prefer listening to angry music when they are upset.

Table 29: Music as a Strategy to Rest

Statement	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Weighted mean	Average
When I'm tired out, I rest by listening to music	10	22	4	0	3.17	Agree

The table shows that 22 out of 36 respondents, or 61.1%, agreed that they rest by listening to music when they are tired, while 10 respondents (27.8%) strongly agreed. Meanwhile, 4 respondents (11.1%) disagreed, and none strongly disagreed. The weighted mean of 3.17 is interpreted as "Agree." This implies that most of the participants consider listening to music as a preferred way to relax and recover when they feel tired.

Table 30: Music as a Means of Expressing Negative Emotions

Statement	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Weighted mean	Average
When everything feels bad, it helps me to listen to music that expresses my bad feelings	10	19	4	0	3.18	Agree

The table shows that 19 out of 33 respondents, or 57.6%, agreed that it helps them to listen to music that expresses their bad feelings when everything feels bad, while 10 respondents (30.3%) strongly agreed. Meanwhile, 4 respondents (12.1%) disagreed, and none strongly disagreed. The weighted mean of 3.18 is interpreted as "Agree." This indicates that most respondents find comfort in listening to music that reflects their emotions during difficult times.

Table 31: Music as a Way to Project Negative Emotion

Statement	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Weighted mean	Average
When I'm angry with someone, I listen to music that expresses my anger	3	12	18	3	2.42	Disagree

The table shows that 12 out of 36 respondents (33.3%) agreed that they listen to music that expresses their anger when they are angry with someone, while 3 respondents (8.3%) strongly agreed. On the other hand, 18 respondents (50%) disagreed and 3 respondents (8.3%) strongly disagreed. The weighted mean of 2.42, interpreted as "Disagree," indicates that most of the respondents do not usually listen to music that expresses their anger when they are upset with someone.

Table 32: Music As a Catalyst of Understanding Oneself

Statement	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Weighted mean	Average
Music helps me to understand different feelings in myself	16	19	1	0	3.42	Agree

The table shows that 19 out of 36 respondents, or 52.8%, agreed that music helps them understand different feelings in themselves, while 16 respondents (44.4%) strongly agreed. Only 1 respondent (2.8%) disagreed, and none strongly disagreed. The weighted mean of 3.42 is interpreted as "Agree." This indicates that most of the participants believe that music plays a significant role in helping them recognize and understand their emotions.

Table 33: Music to Overcome Hard Experiences

Statement	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Weighted mean	Average
Music has helped me to work through hard experiences	15	18	3	0	3.33	Agree

The table shows that 18 out of 36 respondents, or 50%, agreed that music has helped them work through hard experiences, while 15 respondents (41.7%) strongly agreed. Only 3 respondents (8.3%) disagreed, and none strongly disagreed. The weighted mean of 3.33 is interpreted as "Agree." This implies that the majority of participants believe that music serves as an effective coping mechanism during difficult times.

Table 34: Music as Comfort During Difficult Times

Statement	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Weighted mean	Average
Whenever everything feels bad, music understands and comforts me	14	20	1	1	3.31	Agree

The table shows that 20 out of 36 respondents, or 55.6%, agreed that whenever everything feels bad, music understands and comforts them, while 14 respondents (38.9%) strongly agreed. Only 1 respondent (2.8%) disagreed and 1 respondent (2.8%) strongly disagreed. The weighted mean of 3.31 is interpreted as "Agree." This indicates that most of the participants believe that music provides them with comfort and emotional understanding during difficult times.

Table 35: Music as a Source of Comfort When Feeling Sad

Statement	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Weighted mean	Average
When I'm feeling sad, listening to music comforts me	18	17	1	0	3.47	Agree

The table shows that 17 out of 36 respondents, or 47.2%, agreed that listening to music comforts them when they feel sad, while 18 respondents (50%) strongly agreed. Only 1 respondent (2.8%) disagreed, and none strongly disagreed. The weighted mean of 3.47 is interpreted as "Agree." This indicates that the majority of the participants find comfort in listening to music whenever they experience sadness.

Table 36: Music as Solace When Overwhelmed

Statement	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Weighted mean	Average
I listen to music to find solace when worries overwhelm me	14	21	1	0	3.36	Agree

The table shows that 21 out of 36 respondents (58.3%) agreed that they listen to music to find solace when worries overwhelm them, while 14 respondents (38.9%) strongly agreed. Only 1 respondent (2.8%) disagreed, and none strongly disagreed. The weighted mean of 3.36 is interpreted as "Agree." This indicates that most respondents find comfort and emotional relief through listening to music whenever they feel overwhelmed by worries.

Focus Group Discussion: Effect of Music on Cognitive Function (Section D)

Table 37: How does listening to music help you concentrate better on doing your tasks?

Verbatim	Translation	Theme
G1: When I listen to music kay mas maka focus ko and madungog ranako is music and wala koy madungog nga ang other noise sa gawas maonang mas maka focus ko sakong task.	I focus better when I listen to music, and the only thing I can hear is the music. I don't hear any other noise in the background that's why I can focus better on my task.	Music boosts focus and concentration
G2: Mas maka concentrate ko if naay music while ga buhat ko sakong mga buhaton kay	I can concentrate better if I listen to music while doing tasks because it helps me	Music boosts focus and concentration

maka help syag focus sakoa and maka think kog in a creative way using words sa music mga rhythm mga musical naga think pd sya sakoa mga ako ra isa	focus and think in a creative way using words in the music, the rhythms, and melody. It helps me think that I am alone	
dili ko maka concentrate kay mawala ko sakong gibasa like kanang gabasa kog question nya akong ma remember kay ang lyrics sa music ma distract ko	I can't concentrate because I lose focus on what I'm reading. For example, when I'm reading a question, the only thing I remember is the lyrics of the song. The music distracts me	Music is a distraction
if mag study ko and mag listen kog music maka concentrate kay especially if ang kanta bitaw kay kanang naanad ko saiyang vibes like mga slow dili lang ema2 kay dili ko maka consintrate kanang murag maka hatag syag energy para maka study kog more	When I study and listen to music, I can concentrate better– especially if the song has a vibe I'm already used to, like slow or calm music. I can't focus when it's too emotional or loud. I prefer music that gives me energy and helps me study more effectively.	Music boosts focus and concentration
ako kay mura nakog ghimo ang music as a motivation kanang kapoy kayg himo nya naay music maka kuan kog sge mag himo nalang ko ani nindot mn diay ni sya mabagay sya, mag himo kog assignment nga lain kay akong mood murag ako ra isa lain kaayo nya laay kaayo dba mag sulat ka nga ikaw ra isa Wala kay ka storya mag kuan kay music maka kuan btaw sya sa mood mga ay sge mag himo ko	For me, it's like I've made music my motivation. When I'm tired of doing my tasks and I play some music, I feel encouraged to keep going. I start thinking, "Okay, I'll just continue this– it actually feels nice with music." When I'm doing assignments alone, it can feel really boring and quiet. But when I listen to music, it lifts my mood and makes me want to keep working.	Music boosts focus and concentration

The responses reveal that listening to music has both positive and negative effects on concentration. Most participants shared that music enhances their focus and motivation, especially when the songs are calm, familiar, or have a rhythm that matches their studying pace. Participants also expressed how music helps them block out distractions, think creatively, and even lift their mood while doing tasks.

However, one participant mentioned how music can be a distraction, particularly when reading or answering questions. The participant expressed how the lyrics of the music can draw attention away from the tasks, making it difficult to concentrate.

Overall, the responses show that music's effect on concentration depends on the listener's preference and type of music being played. While slow music tends to improve focus, songs with strong lyrics or emotional tones may hinder concentration. Despite this, most participants view music as a positive aid that transforms studying into a more engaging and motivating experience.

Table 38: What types of music help you to think more creatively?

Verbatim	**Translation**	**Theme**
RNB, OPM, Rock and Romance		
OPM		
OPM		

Most participants expressed that OPM and other familiar music genres like RNB, Rock, and Romance help them think more creatively. This suggests that relatable and expressive music can inspire ideas and improve creativity.

Table 39: How does music reduce your distractions?

Verbatim	Translation	Theme
G1:Kanang makasabot ko sa iyang lyrics dayun ang story sa kanta tas sa imong bitaw mga problems ma kuan siya tapos kanang naa ka sa sulod instead nga mag study ka mo higda nalang ka so para ma motivate ko para dili ko mahadlok para Maka concentrate gyud ko nga ma distracted nako akong self mag listen ko ug music	When I understand the lyrics, then the story of the song, then your problems will be solved, then when you're inside, instead of studying, I just lie down so that I can be motivated so that I don't get scared so that I can really concentrate without distracting myself, I listen to music	Music helps problem and boost concentration
G2: kana sya te pag kana bitaw afro ang music tapos naa kay buhaton tapos mo kuan mo tindog ka ug kalit tapos mo sayaw Kay lage mao ang na-andan	when the music is Afro, then you have something to do, then you stand up and suddenly you dance, because that's what's customary.	Music is a distraction
B1: Parehas sa iyaha	Same as hers	Music is a distraction
G3: Wala koy answer	I don't have an answer	none
G4: usahay ma distract ko if kanang mga bug at sa dughan ug same gihapon sa iyaha kanang mga afro bitaw kay hilig man mi mo sayaw maka tindog nalang ka te	Sometimes I get distracted by some heavy beat on my chest, but we like to dance, so we stand up.	Music is a distraction

The responses reveal that listening to music has both positive and negative effects on reducing distractions. Most participants shared that music does not reduce distractions, especially when the music is loud and heavy like Afro music.

However, one participant said that music can help your problems when you listen to the lyrics or the story of the music deeply, and it can also boost your concentration especially when the music is calm and peaceful.

Overall, the responses show that music's effect on reducing distraction depends on the listener's preference and type of music being played. While heavy music tends to distract people because of the loud and heavy beat, calm or soft music tends to help a person's problem. Despite this, most participants view music as a negative impact on reducing distractions, focus, and concentration.

Table 40: What are the reasons why music helps you organize your thoughts more effectively?

Verbatim	Translation	Theme
G1: If mag music ko is akong thoughts kay stay sauna the same bitaw so if mag focus ko ani dira ra gyud ko mag focus other than walay music akong thoughts kay maglihok gyud iya Hala ga answer ka ani tapos naa pay Isa tapos naa pa kanang ma istress naka ma ana ba so ang music is a way pod nga ma focus ka sa usa ka thing	If I play music, my thoughts stay the same, so if I focus on this, that's where I really focus, other than without music, my thoughts move around. Okay, you answer this, then there's another one, then there's that stress, right? So music is also a way to focus on one thing.	Music helps organize thoughts and focus
B1: Wala koy answer	I don't have an answer	none
G2: Wala	None	none
G3:kanang usahay bitaw naay mga types of music kanang same ra sa iyahang answer	Sometimes there are types of music that's the same as his answer, sometimes you	Music is a distraction

usahay malimtan nimo nga daghan gibuhat nga assignment ,activities tapos usahay makalimot pod ko sa sige nako paminaw nakalimot na diay ko nga naa Koy buhaton	forget that you have a lot of assignments, activities, and sometimes I forget because I keep listening to it, I forget that I have something to do.	

The responses reveal that listening to music has positive and negative effects on organizing your thoughts. One participant shared that music can help organize your thoughts and can also boost your focus, while the other participant expressed that music can't help organize your thoughts, rather it is just a distraction.

Overall, the responses show a neutral effect on how music can help you organize your thoughts, sometimes it can help, sometimes it does not.

Table 41: How does listening to music improve your problem-solving skills, while studying/working?

Verbatim	Translation	Theme
So Maka focus ko sa if gali for example math dayun murag kuan ma focus ko sa beat tapos naay way nga ma put in nato siya sa brain mao na siya	So I can focus — for example, if it's math, then like, I can focus on the beat, and there's a way that it can be put into the brain — that's what it is	Music helps stimulate the brain
G2: Wala	No answer	No answer
G3: Wala sad	No Answer	No answer
B1: Ako mas ma improve akong self kanang maminaw ko anang music parehas anang jazz tapos naay OPM kanang lingaw nga murag concert mas malingaw ko	I can improve myself more when I listen to music like jazz, and also OPM songs that are fun, like in a concert — I enjoy it more.	Music helps stimulate the brain
G3 : Same answer	I can improve myself more when I listen to music like jazz, and also OPM songs that are fun, like in a concert — I enjoy it more.	Music helps stimulate the brain

The responses highlight how music serves not only as an emotional aid, but also cognitive. Specifically, listening to certain types of music– such as jazz or OPM songs– helps them focus better, especially when performing tasks like studying math. Music appears to engage and help stimulate the brain in a way that facilitates concentration and enjoyment simultaneously in a complex task. The preference for lively or immersive music suggests that the respondents associated positive emotional stimulation with improved productivity.

Focus Group Discussion: Effects of Music on Physical Health (Section E)

Table 42: How does listening to music calm your heart?

Verbatim	Translation	Theme
B1: Maka less ug stress specially sa mga kuan mga problems sa kinabuhi	Music helps lessen stress, especially if there are problems in life.	Music helps in calming
G1: naka remember ko sa grade 7 nga mabuang ko sa mga nahitabo tapos ang gibuhat sakong friend ato kay gipaminaw ko ug music like RnB tapos paghuman ato nawala ko sakong thought na overwhelmed ko	I remembered back in Grade 7 when I got overwhelmed because of everything that was happening, and what my friend did was let me listen to RnB music. After that, the thought of being overwhelmed escaped my mind.	Music helps in calming
G2: kuan te kana bitaw ano naa mi competition tapos ano kulba na kaayo siya kay second to the last mi tapos hapit nami mo compete kulba na kaayo tapos nagpagawas ko ug airpods gipaslak sa	When we had a competition, I was really nervous because we were second to the last to perform and it was almost our turn. I was so nervous, so I took out my AirPods, put them in my ears, and played some	Music helps in calming

dalungan ga pa music dayun makatabang gyud ang music pang ano sa imong heartbeat	music– it really helped calm my heartbeat.	
B2: Para sa akoa te ang music kay importante sakong kinabuhi kay kanang naa kay gibati tapos adto lang ka sa computeran tapos pa sound specially gikapoy naka sa mga activities, family problems mga ing ana para sa akoa importante siya	For me, music is important in my life because when you're feeling something, you can just go to your computer and play some sounds– especially when you're tired from activities or dealing with family problems and things like that. For me, it's really important.	Music helps in calming
G3: if maminaw ko ug music ate kay ang mafeel sakong heart kay ming increase bitaw siya specially naa kay for example kani nga situation karung adlaw kay mawal an ka pamati mawala an kag gana Dli ko ka concentrate tapos if maminaw ko ug music same sa gi ingon ganiha nga maminaw ko ug RnB kay ma lessen akong pamati	When I listen to music, I can feel something in my heart– it's like it increases, especially when, for example, in situations like you lose motivation and energy, you lose concentration but when I listen to music, just like what was said earlier, my feelings are lessened.	Music helps motivate

The responses convey how music serves as an emotional anchor and coping mechanisms. According to the respondents, music is not merely entertainment; it functions as a tool for stress relief, emotional regulation, and mental focus. Participants reported that listening to music enhances motivation and emotional regulation, making it a personal coping mechanism that contributes to overall well-being. The data suggest that music is not only a source of enjoyment but also an effective tool for managing emotions and maintaining mental resilience.

Table 43: What types of music makes you physically relaxed?

Verbatim	Translation	Theme
B1: Jazz		
G1: OPM	Original Pilipino Music (OPM)	
G2: Slow jazz		
B2: OPM	Original Pilipino Music (OPM)	
G3: OPM	Original Pilipino Music (OPM)	

The participants reported that the types of music that make them physically relaxed include Jazz, Slow Jazz, and OPM. Among these, OPM was mentioned most frequently. This indicates a preference for both soothing instrumental music (Jazz, Slow Jazz) and familiar music (OPM) when seeking physical relaxation.

Table 44: How does listening to music make your breathing feel slower and steadier?

Verbatim	Translation	Theme
G1: Maka relax like naay feeling ang music na maka relief sa imong stress ug pakulba and anong maka help sa through everything and anything	So, it's like the music has a relaxing feeling that can relieve your stress and anxiety, and it helps you get through everything and anything	Music has a relaxing effect
G2: no answer	No answer	No answer
G3: no answer pud	No answer	No answer
G1: Akoa te naako na certain music maka relax sa akoa like basta basta ginaahan na ma relax inana ba.	I've noticed that certain music relaxed me, like when I want to relax, just like that	Music has a relaxing effect

Participants reported that listening to music makes their breathing slower and steadier, as it provides relaxation and reduces stress, although 3 out of 5 did not answer this item. This suggests that music can help regulate mental pacing and focus by calming anxiety and allowing participants to process information more steadily. The findings imply that incorporating music in learning may enhance focus, reduce stress, and improve performance.

Table 45: In what ways does music help your physical tension in your body?

Verbatim	Translation	Theme
G1: no answer	No answer	No answer
G2: no answer	No answer	No answer
G3: walan answer pud	No answer	No answer
G2: maka reduce tension if maka up beats bitaw tapos kanang especially if kanang na song hilig ko ate mauna ma kanta na kanta lang ko ma wala na akong kulba	Singing upbeats music reduces my tension, especially when the song is my favorite; as I sing, my nervousness disappears.	Music helps reduce tension

Participants mostly did not answer this item, with 4 out of 5 providing no response; which highlights the limitations of generalization– it shows that music reducing tension may apply only to some participants. One of the respondents reported that singing along to upbeat songs, especially their favorite ones, helps reduce physical tension and nervousness. This suggests that engaging with music actively, such as singing, can relieve bodily tension and anxiety, implying that music could be used as a tool for physical relaxation.

Table 46: How does upbeat music make you feel more energetic?

Verbatim	Translation	Theme
G1: Samoa te, ma up up ang tension	For us, it increases the tension	Music helps energize
G2: katung parehas sa fun run nahitabo naa times mag listen ko sa mga upbeat music masabay sa akoang lihok ang iyang beat.	Just like in fun run, there were times when I would listen to upbeat music, and its beat would match my movements.	Music helps energize
G3: kuan ate everytime mag stretching kami para sa amoang dance mag minaw kami sa amoang upbeat music ate kay aside sa paminaw daun ate kuan pud ma energizena music para ma ballet calmed music na gyud.	Every time we stretch for our dance, we listen to upbeat music because, aside from listening, it also energizes us, and then it becomes ballet-calmed music.	Music helps energize
g4: kuwan ate para sa akoa ang up beat music kay mag gusto ko ang kanta kay murag vibe kaayo vibe na vibe para ma sabay lingau pud.	For me, the upbeat music, because I like the song; it's really vibing, vibing so much that you can dance to it.	Music helps energize
G5:kuan ang up beat music maka give ug energizer tapos if naakay ibuhat bitaw free time mas murag magive nimo na dali ra na unsay na mamingau	Upbeat music can give you an energy boost, and when you have something to do, free time makes you feel like you can quickly focus on whatever you need to do.	Music helps energize

Participants reported that upbeat music makes them feel more energetic by matching their movements, increasing excitement, and enhancing focus, when engaging in physical activities, dance or tasks. Some noted that it provides an energy boost, helping them quickly concentrate on what they need to do during free time. This suggests that the tempo, rhythm, and personal preference of music stimulate both physical and mental energy. The findings imply that upbeat music can be used to enhance motivation, improve performance, and promote engagement in physical activities.

Table 47: Distribution of Key Themes on Cognitive Function: Focus

Theme	Frequency	Percentage
Music boosts focus and concentration	4	80%
Music is a distraction	1	20%

Most respondents (80%) stated that music helps boost their focus and concentration, while a few (20%) find it distracting. This suggests that music generally has a positive impact on students' ability to focus, though its effectiveness may depend on the listener's preferences and the type of music played.

Table 48: Distribution of Key Themes on Cognitive Function: Reducing Distractions

Theme	Frequency	Percentage
Music helps problem and boost concentration	1	20%
Music is a distraction	3	60%
No answer	1	20%

The majority (60%) said that music can be a distraction when trying to reduce distractions while some (20%) felt it helps improve concentration. This indicates that while music can enhance focus for certain individuals, others may find it interferes with their attention, showing that its cognitive effects vary among students.

Table 49: Distribution of Key Themes on Cognitive Function: Organization of Thoughts

Theme	Frequency	Percentage
Music helps organize thoughts and focus	1	20%
Music is a distraction	1	20%
No answer	3	60%

Most participants (60%) did not provide an answer, but some shared that music either helps them organize their thoughts (20%), or distracts them (20). This implies that students have mixed experiences when using music to think clearly, suggesting that its influence on thought organization depends on personal habits and study environments.

Table 50: Distribution of Key Themes on Physical Health: Calming Effect

Theme	Frequency	Percentage
Music helps in calming	4	80%
Music helps motivate	1	20%

Most respondents (80%) shared that music helps them feel calm, showing that it has a soothing effect on their physical state. A few (20%) said it helps motivate them instead, suggesting that while music often brings relaxation, it can also motivate depending on the listener's mood and needs.

Table 51: Distribution of Key Themes on Physical Health: Relaxing Effects

Theme	Frequency	Percentage
Music has a relaxing effect	2	40%
No answer	3	60%

Only a few respondents (40%) mentioned that music has a relaxing effect while more than half gave no answer. This could mean that some students do experience relaxation through music, but others may not associate it directly with physical relief or may not have reflected on that aspect.

Table 52: Distribution of Key Themes on Physical Health: Easing Tension

Theme	Frequency	Percentage
Music has a relaxing effect	4	80%
Music helps reduce tension	1	20%

A majority (80%) agreed that music has a relaxing effect, while some (20%) said it helps reduce tension. This suggests that music's soothing quality can help relieve physical strain or stress, contributing to a sense of ease and comfort.

Table 53: Distribution of Key Themes on Physical Health: Energy Booster

Theme	Frequency	Percentage
Music helps energize	5	100%

All respondents (100%) shared that music helps energize them. THis shows that music can also have an uplifting impact, boosting energy and motivation**.**

Table 54: Computation of Mean and Standard Deviation (SD) of Each Variable

Variable	Weighted Means per Item	Average Weighted Mean	Interpretation	Standard Deviation (SD)	Interpretation
Mental Health	2.70, 3.17, 2.83, 2.61, 2.39, 2.14, 2.28, 2.19	2.54	Moderate Effect	0.36	Responses are consistent
Emotional Expression	3.25, 3.17, 3.22, 3.22, 3.28, 3.42, 3.42, 3.28, 3.17, 2.03, 3.17, 3.18, 2.42, 3.42, 3.33, 3.31, 3.47, 3.36, 3.67, 3.44, 3.25	3.36	High Effect	0.32	Responses are also consistent

The results indicate that music has a moderate effect on the variable Mental Health with a mean of 2.54, and a high effect on Emotional Expression with a mean of 3.36. This suggests that while music moderately helps the SPA students in managing their mental well-being, it plays a stronger role in allowing them to express their emotions. Both responses show low standard deviation, meaning most respondents had similar views about how music affects their mental health and emotional expression. Overall, the findings highlight that music serves as an effective tool for emotional expression and aid in mental health.

Both the interviews and surveys indicated that music has a positive effect on the mental, emotional, cognitive, and physical health of students. Both the surveys indicated that music improves concentration, motivation, and relaxation, which was further substantiated by the interviews detailing that known genres like OPM, RNB, and Rock assist in making students more creative-thinking and emotionally stronger. Respondents also expressed that music serves to calm their minds, ease tension, and give them an energy boost, testifying to its function in relaxation and motivation. Generally, findings from both sources corroborate that music increases creativity, emotional stability, and physical energy, and therefore contributes to the overall growth and well-being of students.

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This chapter provides the summary, conclusions and recommendations based on the collected and interpreted results.

Summary

The primary objective of this research was to investigate the effects of music on Mental Health, Emotional Expression, Cognitive Function, and Physical Health among Grade 10 SPA Students. The study sought to determine how music influences various aspects of students' well-being and daily functioning. Quantitative and qualitative research designs were both employed, utilizing both a survey questionnaire and focus group discussions as the main data-gathering instrument. The respondents consisted of 36 students from Grade 10 - De Leon under the Special Program in the Arts, whose responses were analyzed and interpreted using statistical tools such as frequency, percentage, and weighted mean for the quantitative data while utilizing thematic analysis for qualitative data. The gathered data provided insights into the relationship between music and the identified facts to achieve the specific objectives:

1. What is the profile of the respondents in terms of: a. Age, b. Gender, c. SPA Specialization, d. Average listening time per day, e. Frequency of listening to music f. Preferred music genre
2. How does music affect the mental health of SPA students in terms of stress management, mood improvement, and relaxation?

3. How does music influence students' emotional expressions in terms of expressing feelings, releasing emotions, and regulating moods?
4. In what ways does music affect the students' cognitive function in terms of concentration, creativity, organization of thoughts, and focus?
5. How does music influence the students' physical health in terms of relaxation, energy, breathing, and physical tension?

Conclusion

The results of this study show there is a statistically significant positive effect of music on mental health, emotional expressions, cognitive function, and physical health among Grade 10 Special Program in the Arts students in Iligan City National High School. Music serves as an effective emotional outlet that helps students manage stress, express feelings more freely, and maintain focus during various tasks. It also contributes to their overall sense of motivation and balance, supporting both their mental and physical states. The findings suggest that consistent engagement with music fosters emotional stability and enhances well-being, highlighting its vital role in promoting a healthy and expressive lifestyle among students. The study confirms that music can positively affect different aspects of the students' well-being, fulfilling the objectives set at the beginning of the research.

Recommendations

Based on the results of this study, the following recommendations were made:

Music Therapy Programs

Implement music therapy sessions at Iligan City National High School to help students manage stress, improve their emotional well-being, and support their overall mental health**.**

Music Education

Integrate music more deeply into the school curriculum to enhance students' cognitive skills, boost creativity, and encourage healthy emotional expression through various forms of musical learning.

Stress Management

Promote the use of music as an effective tool for relaxation and stress relief. Regular listening activities or mindfulness sessions with calming music can help reduce anxiety among students**.**

Creative Outlets

Provide more opportunities for students to participate in music-related clubs, performances, or workshops where

they can express themselves artistically and develop their talents in a supportive environment.

Further Research

Encourage future studies to examine the long-term impact of music on students' mental health, academic performance, and overall well-being to better understand its lasting benefits.

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The Problem and Its Settings

This chapter includes the introduction, conceptual framework, theoretical framework, statement of the problem, hypotheses, scope and limitation, conceptual framework, significance of the study and the definition of terms used.

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APPENDICES

Appendix A: Research Instruments / Tool

Appendix B: Sample Survey

Appendix C: Documentation

Appendix A

Section A: Demographics

Section A: Demographics

We are conducting a study on The effects of Music on Mental Health, Emotional Expressions, Cognitive Function, and Physical Health among Grade 10 Special Program in the Arts in Iligan City National High School. Your participation is voluntary and your responses will be kept confidential. You may skip any question you do not wish to answer.

I agree to participate in this study □

1. Name (Optional) :

_____

2. Age: ___years

3. Gender
□ Male
□ Female
□ Prefer not to say

4. How often do you listen to music?
□ Rarely
□ Sometimes
□ Often
□ Always

5. What is your SPA specialization?
□ Dancing
□ Vocals
□ Instruments
□ Media Arts
□ Creative Writing
□ Others (Please specify)

_____

6. Average listening time per day
□ Less than 1 hour
□ 1-2 hours
□ 3-4 hours
□ More than 4 hours

7. What music genre do you listen to most?
□ Pop
□ Classical
□ Rock
□ Jazz
□ R&B
□ K-Pop
□ Others (Please specify)

_____

Section B: Mental Health

Adapted and Modified from**:**

Saarikallio, S., Gold, C., & McFerran, K. (2015). Development and validation of the Healthy-Unhealthy Music Scale. Child and Adolescent Mental Health, 20(4), 210–217. https://doi.org/10.1111/camh.12109

Section B: Mental Health

Instructions: Please indicate the extent to which you agree with each of the following statements by shading the appropriate circle.

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
When I listen to music, I get stuck in bad memories	○	○	○	○
I like to listen to songs over and over even though it makes me feel worse	○	○	○	○
It can be hard to stop listening to music that connects me to bad memories	○	○	○	○
I feel happier after playing or listening to music	○	○	○	○
Music gives me the energy to keep going	○	○	○	○
When im feeling tense or tired in my body, music helps me to relax	○	○	○	○
Music helps me to connect with other people who are like me	○	○	○	○
Music makes me feel bad about who I am	○	○	○	○

Thank you for taking the time to complete this survey. Your feedback is valuable and will help us improve.

Section C: Emotional Expressions

Adapted and Modified from**:**

Saarikallio, S. (2012). Development and Validation of the Brief Music in Mood Regulation Scale (B-MMR). Music Perception: An Interdisciplinary Journal, 30(1), 97–105. https://doi.org/10.1525/mp.2012.30.1.97

Section C: Emotional Expression

Instructions: Please indicate the extent to which you agree with each of the following statements by shading the appropriate circle.

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
I usually put background music on to make the atmosphere more pleasant				
When I'm busy around the house and no one else is around, I like to have some music on the background				
I listen to music to perk up after a rough day				
When I'm exhausted, I listen to music to perk up				
When I'm tired out, I rest by listening to music				
Music has offered me magnificent experiences				
I want to feel the whole music in my whole body				
I feel fantastic putting my soul fully into the music				
For me, music is a way to forget about my worries				
For me, music is a way to forget about my worries				

When stressful thoughts keep going round and round in my head, I start to listen to music to get them off my mind	○	○	○	○
When I feel bad, I try to get myself in a better mood by engaging in some nice, music-related activity	○	○	○	○
When I'm really angry, I feel like listening to some angry music.	○	○	○	○
When I'm tired out, I rest by listening to music	○	○	○	○
When everything feels bad, it helps me to listen to music that expresses my bad feelings	○	○	○	○
When I'm angry with someone, I listen to music that expresses my anger.	○	○	○	○
Music helps me to understand different feelings in myself.	○	○	○	○
Music has helped me to work through hard experiences.	○	○	○	○
Whenever everything feels bad, music understands and comforts me.	○	○	○	○
When I'm feeling sad, listening to music comforts me.	○	○	○	○
I listen to music to find solace when worries overwhelm me.	○	○	○	○

Thank you for taking the time to complete this survey. Your feedback is valuable and will help us improve.

Section D: Cognitive function

Adapted and Modified from**:**

Budson, A. E. (2020, October 7). Why is music good for the brain? - Harvard Health. Harvard Health. https://www.health.harvard.edu/blog/why-is-music-good-for-the-brain-2020100721062?fbclid=IwY2xjawMuXrxleHRuA2FlbQIxMABicmlkETFwR3lrQ3ZIR2haS3kzNGJkAR5iv1LWx-EP4q9U21JdFiJiadTBZqeaqn76sPKiJyXTIbeZlS4K5VMeUr5IJQ_aem_YVADlazx3LuW2lnVD62Yhw

Section D: Cognitive Function

We are conducting a focus group interview about the effects of music on cognitive function among Grade I0 Special Program in the Arts students at Iligan City National High School. Your participation is voluntary, and your answers will be kept confidential. You may skip any question you do not wish to answer.

Instructions for Participants:

- Participation is voluntary.
- Your responses will be kept confidential.
- You may skip any question you do not wish to answer.

I agree to participate in this focus group interview ☐

.....

1. How does listening to music help you concentrate better on doing your tasks?

2. What types of music help you to think more creatively?

3. How does music reduce your distractions?

4. What are the reasons why music helps you organize your thoughts more effectively?

5. How does listening to music improve your problem-solving skills, while studying/working?

Section E: Physical Health

Adapted and Modified from:

https://www.health.harvard.edu/newsletter_article/using-music-to-tune-the-heart?fbclid=IwY2xjawMuXylleHRuA2FlbQIxMABicmlkETFwR3lrQ3ZIR2haS3kzNGJkAR5Woi1mNCDP-SJq8C9KeSfnBGTlCZD3Zen4lCWFrxLBqWm7HkMdnYV5GdzKRQ_aem_BzakuKCaNzkllQ2aV4sUMw

Section E: Physical Health

We are conducting a focus group interview about the effects of music on phusical health among Grade I0 Special Program in the Arts students at Iligan City National High School. Your participation is voluntary, and your answers will be kept confidential. You may skip any question you do not wish to answer.

Instructions for Participants:

- Participation is voluntary.
- Your responses will be kept confidential.
- You may skip any question you do not wish to answer.

I agree to participate in this focus group interview ☐

.....

1. How dos listening to music calm your heart?

2. What types of music makes you physically relaxed?

3. How does listening to music make your breathing feel slower and steadier?

4. In what ways does music help reduce your physical tension in your body?

5.How does upbeat music make you feel more energetic?

Appendix B: Sample Survey

Section A: Demographics

We are conducting a study on The effects of Music on Mental Health, Emotional Expressions, Cognitive Function, and Physical Health among Grade 10 Special Program in the Arts in Iligan City National High School. Your participation is voluntary and your responses will be kept confidential. You may skip any question you do not wish to answer.

I agree to participate in this study ☐

1. Name (Optional) :

_____

2. Age: 16 years

3. Gender
☐ Male
☑ Female
☐ Prefer not to say

4. How often do you listen to music?
☐ Rarely
☐ Sometimes
☑ Often
☐ Always

5. What is your SPA specialization?
☐ Dancing
☐ Vocals
☑ Instruments
☐ Media Arts
☐ Creative Writing
☐ Others (Please specify)

_____

6. Average listening time per day
☑ Less than 1 hour
☑ 1-2 hours
☐ 3-4 hours
☐ More than 4 hours

7. What music genre do you listen to most?
☐ Pop
☐ Classical
☐ Rock
☐ Jazz
☑ R&B
☐ K-Pop
☐ Others (Please specify)

_____

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Section B: Mental Health

Instructions: Please indicate the extent to which you agree with each of the following statements by shading the appropriate circle.

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
When I listen to music, I get stuck in bad memories	○	○	●	○
I like to listen to songs over and over even though it makes me feel worse	○	○	●	○
It can be hard to stop listening to music that connects me to bad memories	○	●	○	○
I feel happier after playing or listening to music	○	○	○	●
Music gives me the energy to keep going	○	○	○	●
When im feeling tense or tired in my body, music helps me to relax	○	○	○	●
Music helps me to connect with other people who are like me	○	○	○	●
Music makes me feel bad about who I am	●	○	○	○

Thank you for taking the time to complete this survey. Your feedback is valuable and will help us improve.

Section C: Emotional Expression

Instructions: Please indicate the extent to which you agree with each of the following statements by shading the appropriate circle.

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
I usually put background music on to make the atmosphere more pleasant				●
When I'm busy around the house and no one else is around, I like to have some music on the background				●
I listen to music to perk up after a rough day				●
When I'm exhausted, I listen to music to perk up				●
When I'm tired out, I rest by listening to music				●
Music has offered me magnificent experiences			●	
I want to feel the whole music in my whole body			●	
I feel fantastic putting my soul fully into the music			●	
For me, music is a way to forget about my worries				●
For me, music is a way to forget about my worries				●
When stressful thoughts keep going round and round in my head, I start to listen to music to get them off my mind				●
When I feel bad, I try to get myself in a better mood by engaging in some nice, music-related activity				●
When I'm really angry, I feel like listening to some angry music.		●		
When I'm tired out, I rest by listening to music				●
When everything feels bad, it helps me to listen to music that expresses my bad feelings				●
When I'm angry with someone, I listen to music that expresses my anger.			●	
Music helps me to understand different feelings in myself.				●
Music has helped me to work through hard experiences.				●
Whenever everything feels bad, music understands and comforts me.				●
When I'm feeling sad, listening to music comforts me.				●
I listen to music to find solace when worries overwhelm me.			●	

Thank you for taking the time to complete this survey. Your feedback is valuable and will help us improve.

Appendix C: Documentation