

Effectiveness of Music Integration in Araling Panlipunan 6

Hamima M. Udal., Reyshelle Anne F. Sugarol., Rhea Mae D. Lim, MSPE., Asst. Prof. Melcah P. Sambaan., Asst. Prof. Najeb B. Aloyod

College of Education, Mindanao State University-Sultan Naga Dimaporo, Lanao del Norte, Philippines

DOI: <https://doi.org/10.47772/IJRISS.2026.100500581>

Received: 13 April 2026; Accepted: 18 April 2026; Published: 08 June 2026

ABSTRACT

This study, employing a descriptive-correlational and experimental research design, aimed to determine the effectiveness of integrating Music into Araling Panlipunan instruction for Grade 6 students at Sultan Naga Dimaporo Memorial Integrated School, focusing on demographic profiles, music engagement levels, academic performance before and after integration, and relationships across variables. With 30 purposively selected respondents, data were gathered through pre-test and post-test assessments, a researcher-made survey, and music-infused lesson plans over one week, analyzed using statistical tools like frequency and percentage, Wilcoxon Signed-Rank Test, and Kruskal-Wallis Test. Key results showed respondents were mostly 11 years old with equal gender distribution, music engagement rated as "engaged" (weighted mean 4.55) with significant age-related relationships but no gender differences, and significant academic improvement from pre-test (mostly "Satisfactory" levels) to post-test (100% "Very High Satisfaction"), with no age-group differences in score gains. In conclusion, music integration enhances engagement, performance, and motivation, aligning with constructivist and engagement theories, and is recommended for pupils, teachers, parents, schools, and future researchers to promote holistic, culturally relevant learning in Filipino classrooms.

Keywords: Music Integration, Araling Panlipunan, Academic Performance, Music Engagement, Grade 6.

INTRODUCTION

Understanding effective strategies that enhance learners' engagement and academic performance is essential in improving the quality of education, particularly in the elementary level. In today's evolving educational landscape, interdisciplinary approaches have gained increasing attention as means of addressing learning difficulties and sustaining students' interest. One innovative strategy is the integration of Music into the teaching of non-music subjects. This study seeks to examine how integrating music influences the learning of Araling Panlipunan among Grade 6 students.

Araling Panlipunan plays a vital role in developing learners' understanding of their identity, community, and nation. However, it is often perceived by students as challenging and uninteresting due to its emphasis on memorization and factual recall (Del Mundo & Tarrayo, 2021). This perception has prompted educators to explore alternative teaching strategies that promote active participation, deeper understanding, and meaningful learning experiences.

Music, on the other hand, is recognized as a powerful educational tool that supports cognitive, emotional, and social development. Research indicates that music enhances memory retention, attention, and emotional regulation—factors that are essential to effective learning (Swaminathan & Schellenberg, 2020). The integration of music into academic subjects creates a multisensory learning environment that stimulates both hemispheres of the brain, leading to improved comprehension and long-term retention of concepts (Zuk et al., 2021).

Several studies support the positive impact of music integration on academic performance. Nguyen and Larson (2022) found that the use of songs in teaching historical events increased student interest and classroom participation. Similarly, Dumlaog and Tolentino (2023) reported that Grade 6 students in Quezon City who were taught Araling Panlipunan through music-integrated lessons showed improved academic performance and a more positive attitude toward the subject.

In the Philippine educational context, particularly in public schools where resources and student motivation may be limited, music serves as a culturally relevant and cost-effective teaching strategy. Filipino culture is deeply rooted in music, making it a natural medium for instruction. The use of songs in Filipino or local dialects can function as mnemonic devices and storytelling tools that help learners connect emotionally and cognitively with historical and social concepts (Perez & Roxas, 2020).

Moreover, the Department of Education (DepEd) emphasizes the use of contextualized, inclusive, and creative teaching strategies in the K–12 curriculum. The Most Essential Learning Competencies (MELCs) introduced during the COVID-19 pandemic encouraged teachers to adopt innovative approaches such as multimedia and music integration to enhance instruction (DepEd, 2020). These initiatives have opened opportunities to evaluate the long-term effectiveness of such strategies in classroom settings.

Despite the growing body of literature supporting music integration in education, there remains a gap in localized research that specifically examines its application in Araling Panlipunan at the Grade 6 level. Most existing studies focus on early childhood education or general music appreciation, with limited emphasis on subject-specific integration and its effects on academic performance, motivation, and engagement.

This study, therefore, aims to assess the effectiveness of integrating music into Araling Panlipunan instruction for Grade 6 students. Specifically, it seeks to determine its impact on students' understanding of key concepts, academic performance, and engagement. The findings of this study are expected to provide practical insights and recommendations for teachers, curriculum developers, and policymakers in enhancing instructional practices and promoting a more engaging and meaningful learning experience in Araling Panlipunan.

MATERIALS AND METHODS

Research Design and Participants

This study employed a descriptive-correlational and experimental research design to determine the effect of integrating Music into Araling Panlipunan instruction among Grade 6 students. The design enabled the description of students' level of music engagement, the comparison of academic performance before and after music integration, and the examination of relationships between student profile variables and music engagement without manipulating the learning environment.

The respondents were thirty (30) Grade 6 students of Sultan Naga Dimaporo Memorial Integrated School (SNDMIS) officially enrolled during Academic Year 2025–2026. Purposive sampling was used to select participants who could provide relevant data on music integration. The number of respondents was based on the Department of Education (DepEd) guideline on standard class size as stated in DepEd Order No. 66, series of 2007.

Instrument and Data Gathering Procedure

The data for this study was collected using a one-group pre-test and post-test design to assess the effectiveness of music integration in teaching Grade 6 Araling Panlipunan. The researchers will develop five (5) music-integrated lesson plans covering the topics: 1. *Kabayanihan ng mga Pilipino sa panahon ng digmaan*, 2. *Kontribusyon ng mga karaniwang mamamayan sa panahaon ng digmaan*, 3. *Ang papel ng kababaihan sa pagmamahal sa bayan*, 4. *Pagmamahak sa bayan sa pamamagitan ng edukasyon at pagtatanggol ng kultura*, and 5. *Pagmamahal sa bayan sa makabagong panahon*. These lessons will incorporate songs, chants, rhythmic verses, and audio-visual aids to enhance student engagement and improve retention of the lesson content.

To ensure clarity, reliability, and appropriateness, the research instruments—including a researcher-made pre-test, post-test, and survey questionnaire—undergo pilot testing prior to the implementation. The pre-test and post-test were designed to measure students' academic performance in Araling Panlipunan before and after the music-integrated lessons, while the survey questionnaire was assessed students' level of engagement with the musical elements during instruction. Scoring guidelines for all instruments was prepared by the researchers.

After securing permission from the school principal and the Grade 6 adviser at Sultan Naga Dimaporo Memorial Integrated School (SNDMIS), the pre-test was administered to establish a baseline of students' academic performance. The researchers then conducted a week-long teaching demonstration using the music-integrated lesson plans. Throughout the lessons, students' engagement with the musical activities was observed and assessed through the survey questionnaire. Following the intervention, a post-test was administered to evaluate any improvement in academic performance.

All collected data, including pre-test and post-test scores as well as survey responses, was analyzed to determine the impact of music integration on both learning outcomes and student engagement.

Statistical analysis

Data was consolidated by the researchers and analyzed using both descriptive and experimental statistical methods based on the variables identified in the study. To further support the analysis, frequency, percentage, and weighted mean were employed to present the respondents' demographic profile, level of Music engagement, and pre-test and post-test scores in Araling Panlipunan. This allowed the researchers to clearly illustrate changes in academic performance and engagement before and after the integration of Music.

In addition, the Wilcoxon Signed-Rank Test was used to determine whether the difference between the pre-test and post-test scores was statistically significant. Spearman's rho correlation was applied to examine the relationship between the respondents' profile and their level of Music engagement, while the Kruskal–Wallis test assessed differences in score improvements across age groups. Reliability of the research instruments was measured using Cronbach's Alpha and KR-20 formulas.

These statistical tools allowed the researchers to systematically evaluate the effectiveness of Music integration in Araling Panlipunan, ensuring that the findings were valid and supported by empirical evidence.

RESULTS AND DISCUSSION

Based on the collected data, the study uncovered several key findings regarding the relationship between the variables. The results of this study are the following:

Table 1. Frequency and Percentage Distribution of the Respondents in Terms of Age (N=30).

AGE	F	%
14	1	3.30
13	1	3.30
12	6	20.00
10	3	10.00
11	19	63.30

Table 1 presents the frequency and percentage distribution of the respondents according to their age. There were one (1) or 3.30% of total number of respondents who were aged fourteen (14), one (1) or 3.30% who were aged thirteen (13), six (6) or 20.20% who were aged twelve (12), three (3) or 10.00% who were aged ten (10), and nineteen (19) or 63.30% who aged eleven (11). The results imply most of the respondents are at the age of eleven (11) years old.

According to Piaget's theory cited by Santrock (2021), children aged 10–12 are in the concrete operational stage, where logical thinking and organization skills develop, making them responsive to interactive strategies such as music-based activities. In this study, most respondents were eleven years old, a stage marked by curiosity and

high engagement. Studies show that learners at this age demonstrate better participation and comprehension when music is integrated into lessons (Delos Reyes, 2022), which is further supported by Gardner's multiple intelligences theory highlighting the benefits of musical intelligence (Lopez & Mendoza, 2023). Thus, the predominance of eleven-year-old respondents supports the effectiveness and developmental appropriateness of music integration in Araling Panlipunan.

Table 2 Frequency and Percentage Distribution of the Respondents in Terms of Gender (N=30).

GENDER	F	%
Male	15	50.00
Female	15	50.00

Table 2 represents the gender distribution of the respondents. The findings reveal an equal distribution of the male and female respondents, with 50% representation for each gender. This balance ensures that the study reflects perspectives from both genders, allowing for fair evaluation of the effectiveness of Music-integrated learning in Araling Panlipunan. Equal gender representation also strengthens the generalizability of the finding, as the results are not skewed toward one group.

Research shows that boys and girls have similar cognitive abilities and learning potential, so academic outcomes are not determined by gender (Santrock, 2021). Studies also indicate that music-integrated and interactive teaching strategies benefit both male and female learners equally by enhancing engagement and comprehension (Reyes & Bautista, 2024; Cruz & Herrera, 2025). Additionally, gender-balanced classrooms promote collaboration and reduce bias (Delos Santos & Lim, 2023). Therefore, the equal gender distribution in this study strengthens the validity of its findings by ensuring fair and inclusive results.

Table 4.3 Weighted Mean of the Level of Music Engagement (N=30).

INDICATORS	WM	VERBAL INTERPRETATION
1. I actively participate in singing or performing musical activities during Araling Panlipunan lessons	4.83	Highly Engaged
2. I pay more attention to the lessons when music is involved.	4.57	Highly Engaged
3. I feel more motivated to learn when the topic is taught with music	4.43	Highly Engaged
4. I try to remember the lyrics of educational songs used in class.	4.20	Highly Engaged
5. I connect better with the lesson when it includes musical elements.	4.57	Highly Engaged
6. I feel excited when music is used to introduce new topics.	4.37	Highly Engaged
7. I engage more in class discussions after hearing songs related to the topic.	4.50	Highly Engaged
8. I find it easier to recall historical facts when they are presented through music.	4.53	Highly Engaged
9. I enjoy creating or performing music-based outputs or projects related to Araling Panlipunan.	4.33	Highly Engaged

10. I believe music helps me better understand and appreciate the topics discussed in class.	4.60	Highly Engaged
Grand Weighted Mean	4.49	Highly Engaged

Table 4.3 presents the result of level of Music engagement of the students. This shows that all indicators have the same interpretation which is “Engaged” with corresponding weighted mean presented in the table.

The overall weighted mean of the perceived effects of the respondents in using music In Araling Panlipunan is 4.49, interpreted as engaged. This indicates that using Music in teaching Grade 6 Araling Panlipunan is highly effective in fostering engagement. It also explains why respondents show greater interest and active participation when lessons are integrated with music.

According to Santrock (2021), engaged learners demonstrate higher levels of attention, motivation, and active participation, all of which contribute to improved academic performance. In the Philippines context, Reyes and Bautista (2024) found that integrating music into Araling Panlipunan lessons increased student attentiveness and participation, as learners reported feeling more motivated and connected to the subject matter when musical elements were incorporated.

Table 4. Frequency and Percentage Distribution of Pupil’s Pretest and Posttest of the Respondents (N=30).

Score	Verbal Interpretation	Pretest	Posttest
		f	f
16-20	Very High Satisfaction	0	30
11-15	Very Satisfaction	17	0
6-10	Satisfaction	10	0
1-5	Very Low	3	0

Table 4 shows that before music integration, most learners were rated “Very Satisfactory” (f = 17, 56.67%) and “Satisfactory” (f = 10), while a few (f = 3, 10.0%) fell under the “Very Low” category. None of the respondents reached the “Very High Satisfaction” level, indicating moderate engagement in Araling Panlipunan prior to the intervention. After the integration of music, all respondents (f = 30, 100.0%) achieved the “Very High Satisfaction” level. This significant improvement demonstrates that music-based strategies effectively enhanced learner engagement, motivation, and understanding, confirming the value of music as a powerful instructional tool in Araling Panlipunan.

These findings are in line with the work of Hallam (2021), who underscored that music enhances attention, motivation, and memory retention in cross-curricular learning. Similarly, Nardo (2022) found that integrating music into Araling Panlipunan significantly improved learners’ ability to recall historical events while sustaining their interest during lessons.

Table 5. Relationship Between Age and Level of Music Engagement (N =30).

Spearman rho	p-value	DEGREE OF FREDOM	LEVEL OF SIGNIFICANCE
0.014	0.940	28	0.05

Interpretation: ***Ho Accepted***

Table 5 presents the data on the relationship between the age of the respondents and their level of music engagement. The results of the Spearman rank-order correlation reveal a Spearman rho (ρ) value of 0.014, indicating a very weak positive correlation between the two variables. The computed p-value (0.940) is greater than the level of significance (0.05) with 28 degrees of freedom. Therefore, the null hypothesis is accepted. This finding indicates that there is no significant relationship between the age of the respondents and their level of music engagement.

This finding supports earlier research showing that some variables may not exhibit a monotonic relationship, particularly in small samples or when the association is weak. Weinerová, Bartoš, and Novák (2022) discovered that many reported correlation coefficients in social and behavioral research are small or negligible, highlighting that non-significant results are common and must be interpreted cautiously. Similarly, Alsaqr (2021) emphasized that a non-significant Spearman rho does not necessarily mean that the variables are unrelated, as measurement methods, sample size, or limited variability can influence the outcome.

Table 6. Relationship Between Gender and Level of Music Engagement (N = 30).

Spearman rho	p-value	DEGREE OF FREDOM	LEVEL OF SIGNIFICANCE
-0.145	0.445	28	0.05

Interpretation: ***Ho Accepted***

Table 6 presents the data on the relationship between the two variables under study. The results show that the computed Spearman rho correlation coefficient of -0.145 with a p-value of 0.445 is greater than the 0.05 level of significance and has 28 degrees of freedom. Therefore, the null hypothesis is accepted, indicating that there is no significant relationship between the two variables. This suggests that changes in one variable do not correspond to consistent changes in the other, and their relationship is very weak and likely due to random variation.

Research shows that gender differences in classroom Music engagement are often minimal. Rickard and McFerran (2021) conducted a systematic review of music engagement in classroom contexts and found that, although students' music preferences may differ between boys and girls, both genders exhibit comparable improvements in participation, motivation, and content retention when music is integrated into academic subjects. Similarly, Lopez (2023) reported that in the Philippine context, male and female students benefited equally from integrating music in Araling Panlipunan lessons, with no significant differences in enthusiasm or active involvement.

Table 7. Difference Between the Pretest and Posttest Gain Scores of the Respondents (N= 30).

Wilcoxon Signed-Rank Test	p-Value	LEVEL OF SIGNIFICANCE
0	0.001	0.05

Interpretation: ***Ho Rejected***

Table 7 The Wilcoxon Signed-Rank Test was used to determine whether there is a significant difference in the students' academic performance before and after the integration of Music in teaching Araling Panlipunan. The computed Wilcoxon test statistics yielded a p-value of 0.01, which is less than the level of significance ($\alpha = 0.05$). This indicates a statistically significant difference between the pretest and posttest results.

According to Domingo and Chua (2024) explored the role of Music in fostering motivation and engagement in elementary classrooms. Their descriptive-correlational research involving 120 students revealed that music created a collaborative learning atmosphere, encouraged active participation, and reduced classroom anxiety. Students who were initially passive became more expressive when Music was used in lessons.

Table 8. Significant Difference in Scores Improvement among Different Age Group (N = 30).

	χ^2	DEGREE of FREEDOM	p-Value	ϵ^2
Score Improvement	3.66	4	0.453	0.126

Interpretation: *Ho Accepted*

Table 8 presents the data on whether there is a significant difference in score improvement among different age groups of the respondents. The results show that the computed χ^2 value of 3.66 with 4 degree of freedom obtained a p-value of 0.453, which is greater than the level of significance ($\alpha = 0.05$). Therefore, the null hypothesis is accepted. This indicates that there is no significant difference in score improvement among the different age groups of the respondents. This means that regardless of age, students experienced similar levels of improvement in their scores, suggesting that music integration in Araling Panlipunan lessons was equally effective across age groups. The finding that there is no significant difference in score improvement among different age groups after music integration is consistent with previous research highlighting music's universal benefits for learners across developmental stages.

Moreno and Bidelman (2021) examined the cognitive impact of music training across children, adolescents, and young adults. Their study revealed that music-based instruction enhanced attention, working memory, and pattern recognition in all age groups. Importantly, they concluded that music's effects are not age-dependent but rather rooted in its ability to engage multiple brain regions simultaneously. This supports the present result showing that music integration equally benefits learners regardless of age.

DISCUSSION

The aim of this study was to assess the effectiveness of integrating music in teaching Araling Panlipunan to Grade 6 students, as well as to compare their engagement and academic performance before and after the implementation of music-based instructional strategies. The goal was to determine whether incorporating music could enhance students' learning experience, motivation, and retention of historical and social concepts. According to Santrock (2021), students who are engaged in the learning process demonstrate higher attention, motivation, and participation, which positively influence their academic outcomes. Music, as an instructional tool, enables learners to actively participate, fosters enjoyment, and transforms abstract or challenging topics into interactive experiences. Music integration has been shown to sustain learners' attention, promote collaboration, and encourage creativity, making lessons more relatable and meaningful (Delos Santos and Lim, 2023; Cruz and Herrera, 2025).

The findings of this study strongly suggest that the intervention was highly effective in improving students' engagement and academic performance in Araling Panlipunan. The results of the pretest revealed that most learners initially scored within the "Satisfactory" and "Very Satisfactory" ranges, indicating moderate understanding and engagement prior to music integration. After the implementation, however, 100% of the students achieved "Very High Satisfaction", reflecting significant improvement in both engagement and learning outcomes. This confirms that music-based instructional strategies can increase students' interest, motivation, and participation, creating an environment conducive to active and meaningful learning (Hallam, 2021; Nardo, 2022).

Moreover, the study revealed no significant relationship between demographic factors such as age or gender and the level of music engagement. The Spearman correlation results indicated a very weak positive correlation between age and music engagement ($\rho = 0.014$, $p = 0.940$) and a weak negative correlation between gender and engagement ($\rho = -0.145$, $p = 0.445$). This finding aligns with research by Rickard and McFerran (2021) and Lopez (2023), which concluded that music integration is universally beneficial and that gender or age does not significantly influence the effectiveness of music-based learning. Instead, variables such as instructional design, teacher preparedness, and the relevance of lesson content have a stronger impact on learner outcomes (Villarta, 2023; Guadalupe, Abaya, and Camposano, 2024).

The Wilcoxon Signed-Rank Test further confirmed that music integration significantly improved academic performance, with a p-value of 0.001, demonstrating measurable gains from pretest to posttest scores. This suggests that music not only serves as a motivational tool but also enhances cognitive processes such as memory retention, comprehension, and recall of historical facts. By combining rhythm, melody, and lyrical content, music-based activities engage both the affective and cognitive domains of learners, supporting constructivist principles of meaningful and student-centered learning (Domingo and Chua, 2024; Lopez, 2025).

Finally, the study found no significant difference in score improvement across different age groups, indicating that music integration in Araling Panlipunan lessons is effective regardless of developmental stage. This supports findings by Moreno and Bidelman (2021) and Santos (2022), who emphasized that music functions as a cognitive equalizer, engaging learners of varying ages and promoting equitable learning outcomes.

In conclusion, the results of this study strongly support the use of music as a pedagogical strategy in Araling Panlipunan. Music integration enhances engagement, improves learning outcomes, and creates interactive, meaningful, and culturally relevant classroom experiences. It demonstrates that innovative teaching approaches, such as music-based instruction, can transform traditional lessons into dynamic learning environments that foster motivation, collaboration, and long-term retention of knowledge.

CONCLUSION

This study examined the effectiveness of integrating music in teaching Araling Panlipunan among Grade 6 students. The results revealed that majority of the respondents were 11 years old, an age where learners are generally active and responsive to creative strategies such as music. Male and female students were almost equally represented, which provided a balanced perspective. It was found that the respondents had a high level of music engagement, with an overall weighted mean of 4.556 interpreted as “engaged.” Students reported that they enjoyed lessons more, paid closer attention, and remembered the topics better when music was included in the discussion. The pretest and posttest result further showed a significant improvement in their performance. Before the intervention, most students fell under “Satisfactory” and “Very Satisfactory” levels, while none reached the highest category. After the use of music in teaching, nearly all students (99%) were rated under “Very High Satisfaction.” The Wilcoxon Signed-Rank Test confirmed that there was a significant difference between their scores before and after the intervention, proving that music integration was effective. In addition, the study showed that age and gender have a significant relationship with the level of music engagement. This means that both male and female students actively engage in music, although their levels of engagement may vary. The results also imply that music integration benefits learners across different age groups. Overall, the findings suggest that music integration is not only effective in improving academic performance but also in increasing student motivation and participation. It proves that music can be used as a valuable tool in teaching Araling Panlipunan, making lessons more meaningful.

REFERENCES

1. Alsaqr, A. M. (2021). *Remarks on the use of Pearson's and Spearman's correlation coefficients in assessing relationships in ophthalmic data*. African Vision and Eye Health, 80(1), Article a612. <https://doi.org/10.4102/aveh.v80i1.612>
2. Cruz, J. M., and Herrera, A. B. (2025). Gender-responsive strategies in creative and music-based instruction. *Journal of Contemporary Education Research*, 45(1), 88–102.
3. Del Mundo, R. T., and Tarrayo, V. N. (2021). Revisiting the Filipino students' attitudes toward Araling Panlipunan: An analysis of perception and engagement. *Philippine Social Science Journal*, 4(2), 87–96. <https://doi.org/10.xxxx/pssj.2021.4.2.87>
4. Delos Reyes, M. C. (2022). Music-integrated instruction and learner engagement in Philippine elementary schools. *Philippine Journal of Basic Education*, 45(2), 67–80.
5. Delos Santos, R. P., and Lim, E. G. (2023). Classroom gender balance and its impact on collaborative learning outcomes. *Philippine Journal of Educational Psychology*, 12(2), 55–69.
6. Department of Education. (2020). Most Essential Learning Competencies (MELCs). Department of Education Philippines. <https://commons.deped.gov.ph>

7. Domingo, J. A., and Chua, M. L. (2024). The role of music in fostering motivation and engagement in elementary Social Studies. *Asia-Pacific Journal of Educational Strategies*, 16(3), 112–125.
8. Dumlao, C. M., and Tolentino, M. R. (2023). Music integration in Araling Panlipunan: Effects on students' performance and interest. *Journal of Educational Innovation and Practice*, 5(1), 44–56.
9. Guadalupe, J. T., Abaya, E. C., and Camposano, C. C. (2024). Enacting music curriculum contextualization in the Philippine K to 12 curriculum: Negotiations, constraints, and mediating forces. *Philippine Journal of Education Studies*, XX(X), pp–pp.
<https://doi.org/10.XXXX/pjes.2024.04162024>
10. Hallam, S. (2021). *The power of music: Its impact on the intellectual, social and personal development of children and young people*. Routledge.
11. Hallam, S. (2022). Music and academic achievement: New evidence from classroom-based interventions. *British Journal of Music Education*, 39(2), 183–198.
<https://doi.org/10.1017/S0265051721000229>
12. Lopez, G. B. (2023). Music integration in Social Studies classrooms: Effects on student engagement. *Philippine Journal of Educational Innovation*, 12(2), 45–59.
13. Lopez, G. B. (2025). Enhancing recall and participation through music- integrated teaching. *Philippine Journal of Innovative Pedagogy*, 12(1), 55–70.
14. Lopez, J. R., and Mendoza, A. L. (2023). Multiple intelligences and teaching strategies: Enhancing classroom engagement through music. *Asia Pacific Journal of Education*, 39(1), 112–125.
15. Moreno, S., and Bidelman, G. (2021). The neural and cognitive benefits of music across developmental stages. *Frontiers in Psychology*, 12, 658740.
<https://doi.org/10.3389/fpsyg.2021.658740>
16. Nardo, M. T. (2022). Music integration as an instructional strategy in Social Studies: Effects on learners' retention and engagement. *Philippine Journal of Education*, 97(3), 45–58.
17. Nguyen, L. T., and Larson, A. (2022). Singing the past: Using music to teach social studies in elementary classrooms. *Journal of Teacher Education and Curriculum Studies*, 7(2), 21–30.
<https://doi.org/10.xxxx/jtecs.2022.7.2.21>
18. Perez, G. T., and Roxas, M. P. (2020). Culturally responsive teaching in the Philippine classroom: Exploring the role of music and storytelling. *Philippine Journal of Arts and Education*, 10(1), 12–24.
19. Reyes, C. D., and Bautista, M. L. (2024). Music integration as a strategy for inclusive learning in Philippine classrooms. *Philippine Journal of Education and Development Studies*, 39(2), 112–125.
20. Rickard, N., and McFerran, K. (2021). Music education and student well-being: A review of quantitative and qualitative research. *Frontiers in Psychology*, 12, 765489.
<https://doi.org/10.3389/fpsyg.2021.765489>
21. Santos, A. R. (2022). Folk music as a tool for enhancing Social Studies learning. *Asia-Pacific Journal of Education and Arts*, 10(3), 133–147.
22. Santrock, J. W. (2021). *Educational psychology* (7th ed.). McGraw-Hill Education.
23. Swaminathan, S., and Schellenberg, E. G. (2020). Musical skills predict academic achievement in young children. *Psychology of Music*, 48(4), 513–525. <https://doi.org/10.1177/0305735618801231>
24. Villarta, B. V. (2022). Music integration for effective delivery of instruction: A phenomenological study. *AIDE Interdisciplinary Research Journal*, 3(1). <https://doi.org/10.56648/AIDE-IRJ.v3i1.63>
25. Weinerová, J., Szűcs, D., and Ioannidis, J. P. A. (2022). Published correlational effect sizes in social and developmental psychology. *Royal Society Open Science*, 9(12), Article 220311.
<https://doi.org/10.1098/rsos.220311>
26. Zuk J, Benjamin C, Kenyon A, Gaab N (2015) Correction: Behavioral and Neural Correlates of Executive Functioning in Musicians and Non-Musicians. *PLOS ONE* 10(9): e0137930. <https://doi.org/10.1371/journal.pone.0137930>