

# DE LA SALLE UNIVERSITY

THE EFFECTS OF SEX AND MUSIC TYPE  
ON THE PERFORMANCES OF  
ELEMENTARY SCHOOLCHILDREN  
IN VARIOUS SCHOLASTIC ABILITIES

SARLO

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## V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The problem in the study was to determine and evaluate the effects, if any, of various types of music and sex, on three scholastic abilities, namely, concentration, memory-retention and learning. The independent variables are music types and sex, while the dependent variable is performance in the tests.

The hypotheses were formulated in such a manner that took into account the performance of specific abilities as well as the overall performance in the combined abilities under conditions of various types of music and no music.

The review of literature was divided into three sections: 1) past studies on auditory stimuli, aside from noise and music, 2) noise and 3) music. This was so that the various effects of rhythms, tones, distractive and dissonant sounds, noises and music could be individually determined based on past researches.

The experimental approach was utilized with three experimental groups and a control group. Certain tests were then given to the subjects, elementary schoolchildren at San Beda Alabang School, under exposure to various types of music (classical, jazz and heavy rock), and no



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music and the performances between groups were compared.

Based on the findings of the experiment, it was concluded that jazz music is not conducive to concentration as it reduces the concentration level of the subjects significantly. Also while it was discovered that the ideal condition for memorizing is silence, jazz and heavy rock music tend to inhibit the student from memorizing. If, while memorizing he listens to jazz or heavy rock music, he will not be able to recall as much as compared to if he were memorizing in a silent place. Jazz is also harmful to learning behavior. It reduces the ability of the student to learn by means of repetition. Classical music, though, increases learning ability significantly. In fact, if total performance were to be measured by summing the subjects' scores on all tests, the best type of music would be classical music, while jazz and heavy rock music are equally distractive to students taking scholastic tests. However, it was established that whether music is present or not, there will be no significant difference in over-all performance levels of the students. Sex also does not play any significant role with regards to total performance levels, although when heavy rock music is subjected to girls and boys, the girls perform significantly better than boys.



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In the present study, only certain variables were touched and the researchers feel that future studies that will be made on the effect of music must take into consideration other variables and situations. The following recommendations are therefore made:

- 1) A comparison between over-all scholastic performances of elementary schoolchildren, high school students and college-level students subjected to music can be made in order to determine the susceptibility of each level to music.
- 2) If past researches have shown that auditory stimuli have no significant effect on scholastic performance, why then do schools attach so much importance and attention on reducing noise levels? A study can be made on this.
- 3) A comparison between over-all scholastic performance of students subjected to music with a rapid beat and to music with a slow beat can be made.
- 4) A study on the advantages and disadvantages of open-type, hall-system classroom structures can be made. This structure is gaining wide acceptance in the Philippines as it is used in line with the I. T. or Individualized Instruction educational set-up. This is however, more related to noise than to music.



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- 5) The effects of various music types on industrial workers, such as factory assembly workers, in relationship with their production can be studied.

