

DE LA SALLE UNIVERSITY

ABSTRACT

The study aimed to investigate the possible effect of music on achievement scores among freshmen and senior students of LSGH. The type of music varied in beat (slow, fast, no music); the year levels varied with two extreme years (first year, fourth year). The result was a 3 (types of music) X 2 (year level) quasi-factorial design. The Stanford Achievement Test was administered in order to evaluate the achievement scores while music was being played.

Three sections per year level were randomly chosen in a cluster sampling of eight sections excluding the two honor classes. The 3 sections were randomly assigned to the group which they would belong. From the 3 sections 90 respondents per year level were randomly chosen to participate in this study.

Results of the weighted means, T-test and the Two-Way Analysis of Variance showed that generally music had a positive effect on the achievement scores. It also showed that the test scores of the soft beat music group had higher achievement scores than fast beat music and no music groups. It further showed that fast beat music elicited better performance and test scores than the no music group. The ANOVA supported all hypotheses except that of the relationship of year level and achievement scores.

It was concluded that music does have a positive effect on the achievement scores and that slow beat music was the best type of music that should be played to elicit higher test scores and better performance level.

