



## ABSTRACT

The main intent of the study was to determine the effectivity of popular and classical music on the academic achievement of Religious Education students of De La Salle University-Dasmariñas, school year 1998-1999. The objectives of the research were to find out:

- the status of the religious education students as revealed in their pre-test scores in a teacher made test in Social Teaching of the Church subject or REED 106;
- the academic achievement of the religious education students when exposed to popular music, classical music, and no music in the classroom as revealed in their post-test;
- whether there was a significant difference in the pre-test and post-test of the experimental groups and the control group;
- whether there was a significant difference between the academic achievement of the experimental groups and that of the control group and which experimental group had higher gain scores.

The data were gathered from the preliminary period to the midterm period of the second semester. The study used the quasi-experimental method, specifically the non-equivalent control design.

An objective test was developed by the researcher to gather the scores needed to answer the problems in this study. Based on the experiment, these were the findings: 1) The status of religious education students as revealed by their pre-test are the following:



experimental group A (who were exposed to popular music) had a mean score of 6.4. Experimental group B (who were exposed to classical music) had a mean score of 6.2727. The control group (who were not exposed to music) had a mean score of 8.175.

2) The academic achievement of religious education students as revealed by their post-test, are the following: experimental group A had a mean score of 49.7428. Experimental group B had a mean score of 49.136. The control group had a mean score of 44.3. 3) All the three groups of religious education students covered by the study had significant difference between their pre-test and post-test mean scores, experimental group A (exposed to popular music) had a mean difference of 43.343. Experimental group B (exposed to classical music) had a mean difference of 42.864. The control group (not exposed to music) had a mean difference of 36.125. 4) There exists a significant difference in the academic achievement of the experimental groups and the control group. 5) The experimental group A (exposed to popular music) had a higher gain score of 43.3428 than experimental group B (exposed to classical music) of 42.86. This result shows that popular and classical music are both effective in enhancing academic achievement of religious education students. With the above mentioned findings, the following conclusions were drawn: 1) Making use of two different kinds of instrumental music: popular and classical, is effective in enhancing academic achievement of students. 2) Music helps students to be alert and to concentrate on what is discussed in the classroom. 3) Students respond differently to music being used in the classroom; some more positively than others. Hence, recommendations were forwarded after the study.