

**EFFECTS OF ENCOURAGING SONGS ON SELECTED
GRADE THREE STUDENTS WITH AVERAGE
TO ELEVATED LEVELS OF ANXIETY**

A Master's Thesis
Presented to
the Faculty of the College of Education Graduate Studies
De La Salle University - Dasmariñas
Dasmariñas, Cavite

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education
Major in Guidance and Counseling

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March 2010

ABSTRACT

Title of the Research: EFFECTS OF ENCOURAGING SONGS ON
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Degree: Master of Arts in Education

Major: Major in Guidance and Counseling

Date of Completion: January 2010

This study was conducted to examine the effectiveness of encouraging songs on grade three students with average to elevated anxiety levels. A quasi-experiment involving fifty-six (56) grade three students divided into two groups of 28 participants each, one for the treatment group and the other for the control group, was implemented in a large private school in Alabang. Anxiety levels of the participants were primarily measured through the administration of the Gillis Children Anxiety Scale before and after a five-session encouraging songs program. Supplementary data from teacher and counselor observation, interview with selected students and a checklist of anxiety symptoms in children were utilized to assess anxiety levels of participants.

The findings of the study showed that both groups have generally average anxiety levels. The difference between the two group's pre-test

anxiety levels is not significant $t(56) = -1.58; p > .05$.

Second, the findings of the study revealed that the posttest anxiety level scores of the participants for both control ($N=28, M=10.21, SD=4.49$) and treatment group ($N=28, M=8.03, SD=3.2$) is lower than pre-test levels.

Third, there are significant differences between pre-test and post test anxiety level scores of both control $t(27) = 2.48, p < .05$ and treatment groups $t(27) = 7.82, p < .05$.

Lastly, there is a significant difference in post test anxiety levels between those who were exposed to regular guidance activities and those who underwent the encouraging songs program $t(54) = 2.07, p < .05$. The encouraging songs program significantly decreased anxiety levels of participants compared with participants who underwent regular guidance activities.

Based on the pre-test scores, average to elevated levels of anxiety were identified to be evident among grade three students. The study showed that the mean level of anxiety of the treatment group and the control group is that of average anxiety.

Given the findings and conclusions of the study, it is recommended that the guidance office integrate the use of encouraging songs in its programs to help reduce anxiety levels of students. Similarly, results suggest that possibly longer exposure (8 to 10) sessions more to encouraging songs would be

more substantial in effect. Finally, the researcher recommends further research in the effectiveness of the use of encouraging songs among different Filipino students from different socio-economic (SES) backgrounds.



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