Working Title:

Perceived effect of background music on the productivity and focus of select online SHS students in IPSA

CHAPTER 1

THE PROBLEM AND ITS SETTING

This chapter focuses on giving introduction and context to the background and variables of the study.

A. Introduction and Related Literature

Ever since the pandemic, most institutions have turned to the next best way to deliver education, online classes. Students meeting with teachers through Zoom meetings, doing their homework with tools present on their computers, and many more possibilities. Being isolated in a room, connected to the classroom through a computer has its tolls though. Attention deficit, under-stimulation, and boredom are some of which are known to be byproducts of taking an online course (Farmer & Sundberg, 2021).

Music, on the other hand, has served many purposes to us, primarily and generally entertainment. But music not only provokes mood and body movements, music also allows us to feel nearly or possibly all emotions that we experience in our lives (Galindo, 2009).

It only comes naturally that some students will be listening to music in the background of an online class, whether it be Lo-fi or Pop. In this study, the researcher looks to find any relevant connection between listening to music and the productivity and focus of online students.

Many studies regarding the topic have shown the positive impact of background music in workplace environments or classroom environments. Studies such as that of Fox & Embrey (1972) showed how music raises efficiency in a workplace that is crowded by machinery noise. Landay & Harms

(2019) suggested in their study that music may have a significant role in the workplace, further supporting Fox & Embrey's findings.

Studies have also been done on the effect of background music in the educational environment. Kumar et.al. (2016) showed that music helps students concentrate and especially prevent sleepiness. Boredom is primary factor to this sleepiness, especially in an online environment for classes (Yazdanmehr et.al., 2021). Several studies have supported the theory that music is effective in the background of classes, but each lacking in their own ways such as preciseness, accuracy, and specificity. The earliest known study in this field concluded that there is no significant change in the concentration levels of students in the addition of background music (Sigman, 2005). The researcher also recommended that further investigation should be done due to lack of information. A later study conducted on elementary students showed that music serves to be effective in the elementary classroom, but due to the research being qualitative in nature, there isn't sufficient details on how effective music is, therefore suggesting that even further investigation must be done.

Recent studies have showed better results than those in the previous decade. Cabanac et.al. (2013) showed in his findings that students that study music have better grades in school. Although this doesn't apply directly to the research being conducted as this study aims to find the effect of background music to students, but this still shows the effect that music has on students. Umuzdas (2015) conducted a thorough and detailed research and showed that there is a significant relationship between the type of music that students listen to and their education levels. This is the first study to explore how factors of music affect students. The study being conducted mainly hovers around this topic.

The review above shows how with each new study, knowledge on this topic expands further. The review also shows how there are more factors of music that can be explored. Knowing the studies that have been done on this topic, we can see gaps in the topic that can be conducted studies on, and hence the topic of this research, finding the perceived effect of background music on online students during online studies.

B. Statement of the Problem

The problem that this study seeks to address is the usage of background music during online classes and studies, on whether they are beneficial to the students or not, in terms of their productivity, concentration, and focus. This study also seeks to explore the parameters that will identify music as either a distraction, obstruction, point of disconnection, or a boosting, motivational factor to their studies.

C. Purpose of the Study

The purpose of this descriptive study is to understand how different factors of music can affect the productivity and focus of online senior high school students of IPSA. The result will be a basis for academies that host online studies and for future research on music in the field of education. At this stage in the research, the productivity and focus of online students will defined as how receptive and productive the students are with the aid of background music.

D. Research Questions

The researcher aims to find the answers to the questions stated below:

- What are the factors of music that affect the productivity and focus of online students? The factors of music are in terms of:

  - Tempo

  - Loudness

  - Energy

  - Vocality

- What is the difference of how the factors of music affect the productivity and focus of online students?

E. Research Hypothesis

Null Hypothesis (H₀): There is no significant correlation between the productivity & focus of online students and the background music being played by the students.

Alternate Hypothesis (Hₐ): There is a significant correlation between the productivity & focus of online students and the background music being played by the students.

F. Conceptual Framework

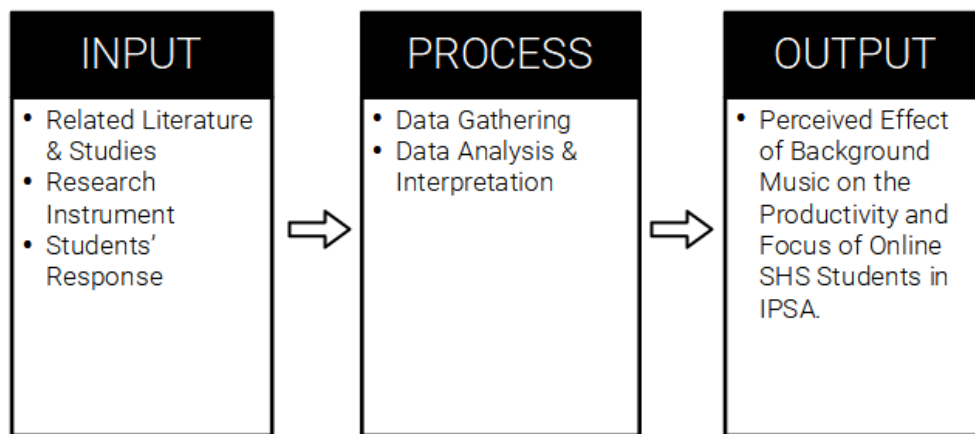| INPUT	PROCESS	OUTPUT
• Related Literature & Studies • Research Instrument • Students' Response	• Data Gathering • Data Analysis & Interpretation	• Perceived Effect of Background Music on the Productivity and Focus of Online SHS Students in IPSA.

Figure 1: Conceptual Framework

The IPO model presented above shows the input, process, and output that the researcher needs to conduct the research. The input section lists all the materials and instruments that the researcher requires. Analysis and review of various related literature about music and its roles in education and workplace environments should present what is already known around the field of the topic and the gap that the researcher aims to fill in. The researcher will prepare a survey/questionnaire that will also serve as an instrument to acquire data from the population which is the Senior High School students of IPSA.

The process section of the conceptual framework model shows the procedures that the researcher must perform to conduct the research. After gathering the data through the use of the research instrument, the data will be organized in an Excel spreadsheet for convenience. The survey is mostly composed of

Likert scale questionnaires, and so the relevant formulas will be used to calculate for weighted means to show data that will point to the relevant topic.

G. Scope and Limitation/Delimitation

This study utilizes the correlational design and focuses on Senior High School students in IPSA since the researcher aims to find the correlation of the background music being played by students, to the productivity and focus of students during classes. The data gathering method used was a survey questionnaire which used a 4-point Likert scale and was strongly based on the research question, as was used in a questionnaire conducted on students as well by Sigman (2005). The population consists of Grade 11 and 12 students from IPSA and the research sample will be segregated with the use of a pre-survey.

The research's participants are delimited only to online students who listen to background music during online classes. There are 163 senior high school students in IPSA excluding the researcher, and since the platform for taking the survey is Google Forms which is online, voluntary response has to be the sampling method used.

H. Research Locale

The research was conducted in Al Khobar, Kingdom of Saudi Arabia, and specifically in the International Philippine School in Al Khobar during the S.Y. 2021-2022.

I. Significance of the Study

The benefiters of this study are the following:

- The School Management

  - The output of this research may help teachers, and school staff have an insight at the how background music affects students' productivity during classes. With the data gathered from this study, teachers may allow students to play background music or play background music themselves for the students to listen to during classes or while doing schoolwork.

- The Students

  - The students, especially online students, will benefit the most from this study. This paper may allow students to get an insight on how the use of background music may or may not prove to be useful in their studies as the new normal becomes online classes.

- The Future Researchers

  - This paper will hopefully provide data and insight that will be useful to future researchers. The data and output of this research will provide a background, and a resource for their study related to this topic.

J. Definition of Terms

The following words are conceptually and operationally defined as:

- Lo-Fi – of or employing sound reproduction of a lower quality than hi-fi. Generally incorporated with calm and soothing music.

- Tempo – the speed at which a passage of music is being played.

- Loudness – how loud the music is.

- Energy – how dance-able, bouncy, or upbeat the music is.

- Vocality –the quality of the music to have vocals.