

# Integrating Music into Teaching Practices to Improve Pupils' Interaction

Analyn M. Hubilla<sup>1</sup>; Rolando F. Embile<sup>2</sup>

<sup>1,2</sup> School of Graduate Studies, Annunciation College of Bacon Sorsogon Unit, Inc.,  
Sorsogon City, Philippines

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**Abstract:** This study investigated how music is integrated into the teaching practices of twelve teachers in Siuton Elementary School, Magallanes, Sorsogon, and examined its influence on learners' focus, motivation, and retention. Using surveys, interviews, and classroom observations, the research explored the extent of music integration, the strategies teachers employ, and the challenges they encounter.

Findings revealed that teachers commonly use music as a motivational tool and incorporate it into various subjects—including language, mathematics, and science—to enhance engagement and cooperation. In language learning, teachers emphasized that melodies, rhythms, phonics songs, and lyrics significantly support vocabulary development, reading skills, and expressive abilities. Despite its benefits, challenges emerged such as learners feeling shy or preferring non-musical activities, limited musical resources, inadequate training, and time constraints in lesson preparation.

The study concluded that music is a powerful and versatile tool that enriches classroom instruction, fosters motivation, and improves literacy skills when used intentionally. A compilation of practical music-integrated teaching strategies was also developed to support diverse learners. Future studies are recommended to further explore music-enhanced learning, its long-term effects, and its role in learner engagement and teacher development.

**Keywords:** *Music Integration; Teaching Practices; Language Learning; Learner Motivation; Literacy Development; Teaching Strategies; Classroom Engagement; Elementary Education; Phonics and Rhythm; Learning Retention.*

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## I. INTRODUCTION

Education plays a crucial role in shaping the future of individuals and societies. For learning to be effective, students must be able to focus their attention and retain the information taught to them. However, maintaining concentration in the classroom can be challenging due to a variety of distractions, especially in today's fast-paced and technology-driven world. These distractions often lead to decreased engagement and poorer academic performance, making it essential for educators to find creative strategies that support student focus and enhance memory retention.

Music, a universal and powerful form of expression, has long been recognized for its emotional and cognitive effects. In educational settings, music is increasingly viewed not just as an extracurricular activity but as a potential learning aid. Research in psychology suggests that music can improve mood, reduce anxiety, and stimulate brain areas associated with attention and memory. Many teachers have started to experiment with different types of music to see how it might

help students concentrate better and remember lessons more effectively.

Despite growing interest in music's educational benefits, there remains a gap between theory and practice. Many educators lack guidance on how to select and implement music appropriately during lessons, and some question whether music actually improves or distracts from learning. Furthermore, the types of music and the timing of its use vary widely, with little consensus on best practices.

One such strategy that has garnered increasing interest is the use of music during classroom instruction. Music has the unique ability to influence emotions, motivation, and cognitive functions, potentially enhancing students' concentration and memory. Research in psychology and education supports the idea that carefully selected music can help improve focus and aid learning retention. Despite this growing body of evidence, many educators remain unsure about how to effectively incorporate music in their teaching or whether it truly benefits their students.

The use of music as an educational tool finds strong support within several legal and policy frameworks that uphold the right to quality and inclusive education. At the international level, the Universal Declaration of Human Rights (1948) affirms that everyone has the right to education that enables full development of the human personality and promotes understanding and tolerance. This broad principle encourages the adoption of diverse teaching methods, including creative arts like music, to foster effective learning.

Similarly, the United Nations Convention on the Rights of the Child (1989) highlights the need to develop children's talents, mental and physical abilities to their fullest potential. Integrating music into classrooms aligns with this mandate by nurturing cognitive skills and emotional well-being.

Around the world, many education systems recognize the importance of music as part of a well-rounded curriculum and as a tool to support cognitive development and classroom engagement. In Finland, for example, music education is deeply integrated from early childhood through basic education, with a strong focus on using music to develop creativity, emotional intelligence, and concentration skills (Eerola & Eerola, 2014); Finnish National Agency for Education, 2016) Finnish schools often use music not only in music classes but also as a way to create a positive and focused learning environment across subjects.

In Japan, music education emphasizes discipline and collective participation, helping students develop both cognitive skills and social harmony (Ishihara, 2014); Saito, 2010). Music is viewed as a means to improve students' attention and memory, which aligns closely with the goals of improving learning retention. Schools often incorporate background music during study sessions or break to enhance concentration.

The United States has a long history of arts integration, with many schools adopting programs that use music to boost student motivation and cognitive functions (Hallam, 2010); Schellenberg, 2005). Research-based practices such as the "Mozart Effect" have inspired some educators to use classical music as a focus aid, although its effectiveness remains debated. Still, many districts encourage music-based interventions to support learning, especially for students with attention difficulties.

In Germany, music education is seen as essential for intellectual and emotional development (Winner & Hetland, 2000); Bundesministerium für Bildung und Forschung, 2013). Schools emphasize early music instruction to enhance brain development, which in turn supports improved attention spans and memory in other subjects. Music therapy is also more commonly integrated into educational support services, particularly for students with special needs.

Across Europe and in countries like Australia and Canada, educational policies often promote the arts—including music—as vital components of holistic education (Australian Curriculum, Assessment and Reporting Authority, 2018). These systems encourage teachers to

incorporate music into their instructional practices to improve focus, reduce anxiety, and enhance learning retention.

In the Philippines, the Department of Education (DepEd) strongly supports the integration of music and the arts in the basic education curriculum as part of its commitment to holistic and learner-centered education. The Enhanced Basic Education Act of 2013 (Republic Act No. 10533) commonly known as the K to 12 Law, mandates a curriculum that fosters not only academic competencies but also the artistic and creative abilities of learners. This law encourages the use of diverse teaching strategies, including the arts, to cater to different learning styles and improve student engagement and retention.

Supporting this, DepEd's Order No. 43, s. 2016 titled Policy Guidelines on the K to 12 Basic Education.

Program emphasizes the need to provide learners with experiences that develop their cognitive, social, emotional, and physical domains. Music education, as part of the Arts and Music learning area, is highlighted for its role in enhancing students' creativity and critical thinking skills, which can positively influence their concentration and memory.

Further, DepEd Order No. 73, s. 2012 on the Policy Guidelines on the Implementation of the Music, Arts, Physical Education and Health (MAPEH) Curriculum explicitly promotes music as a vital component in developing well-rounded learners. This order recognizes music not only as an art form but also as a tool for improving classroom dynamics, including focus and motivation.

DepEd has also encouraged schools to create conducive learning environments that support positive behavior and engagement, as outlined in DepEd Order No. 40, s. 2012 on the Guidelines on Classroom Management. The use of music during lessons or breaks is among the recommended practices to create a more relaxed and focused classroom atmosphere.

Moreover, DepEd regional offices and local schools have begun exploring innovative approaches that incorporate music to address common challenges such as student distraction and low retention rates. Given the Philippines' rich musical heritage, especially in culturally vibrant regions like Bicol, there is potential for leveraging indigenous and contemporary music styles to enhance learning.

Building on the existing legal frameworks and educational policies that support the use of music in teaching, this study investigated the effect of music in the classroom on students' focus and learning retention, specifically within Siuton Elementary School in Magallanes, South District. The study identified the current practices of music integration in classroom instruction, assessed its impact on student concentration and memory retention, and explored the perceptions of both teachers and learners regarding music as a learning aid. Furthermore, it seeks to propose practical recommendations for optimizing the use of music to enhance academic performance and classroom engagement.

This study provided valuable insights tailored to the local context, recognizing the unique cultural and educational dynamics of the community. The findings were expected to inform school administrators, teachers, and policymakers on how music can be effectively harnessed to create a more engaging and supportive learning environment. Ultimately, this study aspired to contribute to improving teaching practices and student outcomes, fostering an atmosphere where learners can thrive academically and emotionally through the power of music.

## II. STATEMENT OF THE PROBLEM

This study investigated the role of music as an instructional tool and its influence on students' focus and learning retention in the classroom. As educators increasingly explore alternative strategies to enhance student engagement and comprehension, music has emerged as a potentially effective teaching aid.

However, the extent to which teachers integrate music into their instructional practices, as well as their experiences, challenges, and perceptions of its effectiveness, remains insufficiently explored. This research answered the following questions:

- What is the extent of integration of music into the teaching practices of the teachers?
- How do teachers integrate music into their teaching practice?
- What are the challenges for teachers with learners' interests when music is integrated?
- What are the difficulties encountered by teachers in integrating music in their teaching practices?
- What lesson exemplars be designed in different subject areas where music is integrated to improve the interest of learners?

## III. METHODOLOGY

This study used a mixed-method research design that blended both quantitative and qualitative approaches to understand how music, when used as a teaching strategy, supports focus and learning retention among Grade 6 learners at Siuton Elementary School. The entire process was planned with care to ensure that the information gathered from the teachers was accurate, meaningful, and respectful of their experiences.

Questionnaire were given to twelve (12) elementary teachers from Siuton Elementary School. These questionnaire contained simple, content-based items that helped determine how they used music during their lessons and how it influenced their students' attention and recall. Short lesson-

related questions were also included so the researchers could capture actual learning retention on the day music was integrated into teaching. The results from these responses served as the benchmark for understanding the effects of music-based pedagogy.

The qualitative part added depth by allowing teachers to share their observations and personal experiences in using music while teaching. Through this combined approach, the study was able to see how music worked not just as entertainment but as a practical and intentional teaching tool that helped make learning more engaging and memorable for students.

This study focused on the twelve (12) teachers of Siuton Elementary School in Magallanes, Sorsogon. It explored how music is being used in the classroom and how it affected the students' ability to concentrate during lessons and remember what they have learned. By gathering insights through surveys, interviews, and classroom observations, the study aimed to understand the real experiences of both teachers and students. It also hoped to find simple, practical ways to use music that can help make learning more engaging and effective for these learners.

## IV. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This presents the data gathered by the researcher from the respondents. These data are analyzed and interpreted in this section.

### A. *The Extent of Integrating Music into the Teaching Practice of Teachers*

Understanding how deeply music is woven into teachers' daily classroom practices is essential, as music is not only a creative tool but also a powerful medium for enhancing engagement, interaction, and emotional connection among pupils. By examining the extent to which teachers integrate music into their teaching routines—whether through songs, rhythmic activities, background music, or musical cues—this study aims to uncover how frequently and purposefully music is used as part of instruction.

Table 1 reveals the extent of integration of music into the teaching practices of teachers. As shown in the table, the weighted means ranged from 3.33 to 4.67, which are described as from a moderate extent to a very high extent. The indicator using motivational tool at the beginning of lessons, and got the highest weighted mean of 4.67, which is described as a very high extent. This is usually done by a teacher to invite pupils to focus on the lesson while also getting their interest.

Table 1. Extent of Integrating Music into the Teaching Practice of Teachers

Indicators	Weighted Mean	Description
Using music as a motivational tool at the beginning of lessons.	4.67	Very High
Incorporating music in group activities to promote cooperation	4.33	High
Applying music in diverse subject areas (e.g., Math, Science, Language)	4.33	High
Utilizing music in storytelling, role-play, or dramatization	4.25	High
Using music as a reinforcement tool for classroom management	4.25	High
Integrating music into transitions between classroom activities.	4.25	High
Integrating music as a motu tuned tool at any part of the lesson (e.g. Lesson Proper)	4.17	High
Using music to enhance pupils' emotional expression and interaction.	3.75	High
Integrating songs or rhythmic activities in teaching new concepts	3.67	High
Encouraging pupils to create or perform songs related to the lesson	3.50	High
Using background music to maintain classroom focus and attention	3.33	Moderate
Average	4.05	High

The following two (2) indicators, both with a weighted mean of 4.33, and described as high extent are incorporating music in group activities to remote cooperation and applying music in diverse subject areas (e.g., Math, Science, Language). These results suggest that the use of music is not only meant for one subject and can also be used when pupils are at work, like group activities. Meanwhile, three (3) indicators tied for a weighted mean of 4.25 and described as high extent are utilizing music in storytelling, role-play, or dramatization using music as a reinforcement tool for classroom management and integrating music in transition between classroom activities. It shows in these results the varied utilization of music, like in classroom activities, for classroom management, and even for waiting time.

Another two (2) indicators are integrating music as a motivational tool at any part of the lesson (e.g., lesson proper) with a weighted mean of 4.17 and described as high extent and using music to enhance pupils' emotional expression and interaction with a weighted mean of 3.75 and described as high extent. These results support that music is not only a motivational tool at the beginning of the lesson, but also at any part of the lesson. Likewise, the use of music to derive interactions and show one's expression.

Furthermore, two (2) more indicators, still with a description of high extent, are integrating songs or rhythmic activities in teaching new concepts, with a weighted mean of 3.67, and encouraging pupils to create or perform songs related to the lesson, with a weighted mean of 3.50. These results imply the importance of using music, especially when introducing a new lesson. When teachers integrate music into instruction, pupils are more likely to stay engaged, participate actively, and retain information longer, as melodies and rhythms support understanding in ways that traditional methods may not.

Likewise, encouraging pupils to create or perform songs connected to the lesson allows them to express learning creatively, strengthen comprehension through repetition, and build confidence as they interact with both the content and their peers. On the other hand, pupils are taught to create or perform songs, which are just two examples of higher order thinking skills.

One more indicator with the lowest weighted mean of 3.33, and described as a moderate extent, is using background music to maintain classroom focus and attention. This indicator likely received the lowest mean because background music, while helpful in some situations, is not always easy for teachers to use effectively in real classroom settings.

First, many teachers find that background music can distract pupils instead of helping them focus, especially younger children who may pay more attention to the sound than to the task. Second, the use of music often depends on available resources—some classrooms do not have working speakers, stable electricity, or a quiet enough environment for soft music to make a positive difference.

Third, teachers tend to feel more confident with active musical strategies like singing or rhythm activities, which they can directly control, while using background music requires choosing the right type, volume, and timing—something not all teachers feel fully trained or comfortable doing. Because of these practical and personal challenges, background music becomes less commonly used, which explains why it obtained the lowest weighted mean.

There is research that supports the potential positive impact of background music on attention and cognition, suggesting that the moderate use of background music observed in ones study may be cautious but justified. Kasuya-Ueba, Zhao, and Toichi demonstrated in an experimental setting that a 30-minute interactive music intervention significantly improved children's attentional control, suggesting that musical stimuli can help sustain focus more effectively than other kinds of background entertainment.

Moreover, Jensen and Nickelsen corroborated this finding, noting that soft background music can improve attention and cognitive engagement in children, but its effectiveness depends on careful selection of type, timing, and volume. Similarly, Faruq Bin Khairul Ázmi, Neo, and Rashid found that background music genres like lo-fi and modern classical remixes enhanced attention, motivation, and memory among students in higher education, indicating that

under certain conditions, background music indeed supports concentration and learning.

### *B. How do Teachers Integrate Music into their Teaching Practices*

In this section, the twelve (12) participants have responded to the question. As a teacher, how do you integrate music into your teaching practices? After summarizing the responses, two (3) themes emerged, and these are: 1) Integrating Music into Mathematical and Science Teaching, 2) Integrating Music into Language Teaching, and 3). Integration into Other Subject Areas discussed the overall means of integration.

#### ➤ *Integrating Music into Mathematics and Science Teaching*

The majority of the participants shared how they integrate music into their teaching practices in Mathematics and Science. Participant 1 recounted, *“In the mathematics subject, music can be connected to math in many different ways. Lyrics, melodies, and movement can be used to enhance learning. Pupils can learn the quadratic formula song to help with procedural memory. They can identify fractions in musical compositions.”* This shows that music serves as a multisensory tool that enhances memory retention and makes abstract math concepts concrete and relatable.

Participant 2 added, *“Use musical rhythms to teach counting, fractions, and patterns. Clapping and playing instruments can make abstract mathematical concepts more tangible. Demonstrate scientific concepts like sound waves and vibrations using musical instruments.”* This reflects the idea that music transforms both math and science lessons into hands-on learning experiences that connect theory with real-world application

Meanwhile, Participant 12 elaborated, *“I integrate music into my lessons by using educational songs related to the topic, such as Science or Math Songs, and by letting pupils sing or create simple jingles to reinforce learning concepts.”* The same view was expressed by Participant 4 and Participant 6. Participant 4 affirmed, *“In Math, through creating jingles and songs connected to the topic discussed to ensure mastery of the learning content.”* Similarly, Participant 6 mentioned, *“Enhance learning by creating a multi-sensory, engaging, and memorable experience. It can be used to teach math concepts like fractions and patterns.”* This indicates that music helps to solidify learning through creative expression, making knowledge more meaningful and student-centered.

Another participant, who is a kindergarten teacher, elaborated, *“I integrate music in kindergarten lessons by clapping and using rhythmic patterns. I ask pupils to clap, tap, or stomp to different beats to represent numbers or patterns.”* Participant 10, who is a primary grade teacher, added, *“As a primary grade teacher, I teach them counting and number songs for them to easily remember, especially numbers.”* In the same vein, Participant 5 used song lyrics in mathematical terms to motivate learners. This reveals that rhythm-based activities channel children’s natural energy into purposeful learning while improving recall through repetition and movement.

Furthermore, Participant 9 explained, *“When music is thoroughly integrated into subjects, it transforms learning into an interactive, enjoyable, and meaningful experience. In Math, singing multiplication songs helps my pupils memorize the multiplication table quickly. In Science, I used songs to teach concepts.”* Participant 11, on his part, as teaching science, simply stated, *“I integrate music in science. I used songs to teach the digestive system, respiratory system, etc.”* This demonstrates that music enhances comprehension across subjects by turning complex ideas into simplified, memorable learning moments.

These practices align with research demonstrating the benefits of music in academic learning. Bergin and Sloboda found that musical mnemonics and rhythmic activities significantly improved students’ retention of mathematical formulas, patterns, and fractions, supporting the multisensory strategies described by the teachers. In Science, Flores and Alonso reported that songs and rhythm-based activities facilitated comprehension of complex topics, such as the digestive system and principles of sound, making learning interactive and memorable.

Moreover, Guzmán and Herrera highlighted that movement-based musical activities, such as clapping, tapping, and rhythmic exercises, enhanced understanding of both mathematical and scientific concepts while increasing student engagement and memory retention. Collectively, these studies corroborate the teachers’ accounts that integrating music transforms lessons into enjoyable, interactive, and meaningful experiences, fostering both cognitive understanding and active participation in elementary classrooms.

#### ➤ *Integrating Music Into Language Teaching*

Participant 3, Participant 5, Participant 7, Participant 9, and Participant 10 shared how they integrate music into their pedagogical practices along with language learning. Participant 3 underscored, *“By incorporating catchy melodies and rhythm into vocabulary lessons.”* Participant 5 added, *“I used song lyrics to teach poetry.”* On the other hand, Participant 6 stated, *“Integrating music improves language and reading skills through lyrics and rhymes.”* This cluster of responses reveals that teachers view music not simply as an additional classroom activity but as an effective linguistic tool.

Their statements show that rhythm, melody, and lyrics serve as natural scaffolds for vocabulary and poetry instruction. Music becomes a medium that breaks down language structures into memorable patterns, making it easier for young learners to absorb and recall new words. The teachers’ collective insight suggests that musical elements enhance engagement and reduce the cognitive load typically associated with early literacy tasks.

Furthermore, Participant 9 pointed out, *“In English, singing phonics songs helps my pupils recognize letter sounds and word patterns.”* Participant 10 added, *“I also used rhymes and alphabet songs to build their vocabulary and reading skills.”* Lastly, Participant 7 emphasized,

*“Integrating music in teaching English helps to motivate learners to perform the tasks. It also helps learners to remember information and express feelings and ideas effectively.”* Teachers in the present study highlighted that integrating music into language lessons—through melodies, rhymes, phonics songs, and song-based activities—enhances vocabulary, phonics, and expressive skills among kindergarten pupils.

The responses illustrate how music supports foundational literacy by strengthening phonemic awareness, pattern recognition, and vocabulary growth. Teachers describe music as a motivational force, something that energizes pupils and encourages active participation. Their accounts indicate that music does more than teach language mechanics; it enables children to express emotions and ideas, suggesting deeper affective and cognitive benefits.

This observation is supported by several recent studies. Yuni, Christina, and Pujiarto found that nursery rhymes significantly improve young learners’ English vocabulary and confidence, as the repetitive and melodic structure aids memory and encourages oral participation. Andari and Wiguna similarly reported that children’s songs facilitate vocabulary acquisition, with pupils effectively learning words embedded in song lyrics, reflecting the practices of the teachers in the present study.

Kusuma demonstrated that songs in kindergarten classrooms enhance L2 vocabulary, making language learning engaging and easier to internalize. Ngadni and Wong noted that music and movement activities support phonetic development and language interaction, confirming that musical integration strengthens both comprehension and verbal expression.

Santosa, Anggraini, Hidayati, and Rindiani observed that singing contributes to phonological awareness and sentence formation in young learners, reinforcing that musical activities can scaffold linguistic development. Collectively, these studies corroborate the present findings, emphasizing that structured musical integration in language instruction is an effective pedagogical strategy for promoting vocabulary, reading skills, and expressive communication in kindergarten classrooms.

A recent study by Zhang, Xu, et al investigated how self-selected background music affects reading comprehension among university students. They found that participants who chose their own background music showed no significant improvement in comprehension accuracy, supporting the idea that background music may not always help focus and might even interfere, especially for those not accustomed to studying with music. This aligns with the study’s findings that teachers use background music only to a moderate extent: the uncertain benefits and varying individual responses make many educators cautious about its regular use.

#### ➤ *Integrating Music into Other Subject Areas*

While the participant-teachers described integrating music primarily in Mathematics, Science, and Language

lessons, a broader pattern emerged showing that music is used across multiple subjects, serving as a differentiated instructional strategy that addresses the diverse needs, abilities, and interests of pupils. Teachers reported that musical activities, rhythms, songs, and jingles are incorporated to create meaningful learning experiences in various disciplines.

In Araling Panlipunan (Social Sciences), teachers integrate music to enhance understanding of historical events, cultural practices, and civic values. Participant 4 shared, *“I use folk songs and cultural music to teach about local traditions and historical events; it helps pupils remember key facts while appreciating their heritage.”* Participant 7 added, *“Students create short musical skits about historical events, which allows them to express understanding in a creative, collaborative way.”* Such practices demonstrate that music can make abstract social studies concepts tangible, engaging, and memorable, while also catering to different learning preferences.

In Values Education, music is used to reinforce moral lessons and promote character development. Participant 5 stated, *“I incorporate songs that highlight honesty, respect, and kindness. Pupils sing, reflect, and even create their own jingles about good values.”* Participant 11 noted, *“Through role-playing and music, learners internalize ethical lessons in a way that resonates emotionally, helping them practice values in daily life.”* Music in this context serves as a multisensory tool that strengthens ethical understanding and encourages participation from students of varying abilities.

In Music, Arts, PE, and Health, teachers leverage music to develop creativity, motor skills, and wellness awareness. Participant 2 explained, *“In Music and Arts, I allow learners to compose their own songs or rhythms related to the lesson, integrating movement for PE. This supports kinesthetic learners and those who respond better to auditory stimuli.”* Participant 6 added, *“Musical activities are paired with exercises for Health and PE lessons, which helps students retain routines and understand concepts like coordination and body awareness.”* These applications demonstrate how music can link cognitive learning with physical activity, enhancing memory, engagement, and holistic development.

In Technology and Livelihood Education (TLE), music is used to make practical skills lessons more interactive and engaging. Participant 9 remarked, *“I use rhythmic chants and songs when teaching steps in cooking, sewing, or woodworking. It helps learners remember sequences and encourages group collaboration.”* Participant 12 added, *“Students sometimes create jingles for processes or safety procedures, which motivates them and allows differentiation based on creativity and skill level.”* This approach ensures that TLE lessons are not only practical but also inclusive and adaptable for learners with different learning preferences.

These applications across subjects show that music integration extends beyond core academic subjects. It functions as a versatile differentiated instructional strategy that accommodates varied learning styles, enhances

engagement, fosters creativity, and provides multiple ways for pupils to demonstrate understanding. This overall means of integration indicates that music is used as a cross-curricular, multi-sensory instructional tool, allowing learners to engage in diverse ways that match their abilities, preferences, and learning styles. Teachers consistently applied music to reinforce content, encourage collaboration, stimulate creativity, and enhance attention and retention.

This is supported by research indicating that music-based differentiated instruction improves participation, retention, and overall learning outcomes (Stavrou); et al.

*C. The Challenges of Teachers with Learners' Interest When Music is Integrated*

Teachers often encounter challenges in sustaining learners' interest when integrating music into pedagogical practices. While music can be a powerful tool to enhance engagement and language development, some pupils may

respond differently depending on their attention span, musical preferences, or prior exposure.

These variations can make it difficult for educators to maintain consistent participation and enthusiasm throughout lessons. Understanding the specific challenges teachers face in capturing and retaining young learners' interest is essential to designing effective music-integrated instruction that maximizes both engagement and learning outcomes.

Table 2 presents the challenges of teachers with learners' interests when music is integrated. As gleaned from the table, learners who feel shy or embarrassed to sing or perform in front of peers got the highest frequency of 9 and ranked 1<sup>st</sup>. It is followed by learners who prefer other activities (games, art, etc.) over music integration, with a frequency of 8, and ranked 2<sup>nd</sup>. These results imply that the role of teachers can help learners overcome shyness and invite them to prefer or like music.

Table 2 Challenges of Teachers with Learners' Interest When Music is Integrated

Indicators	Frequency	Rank
Learners feel shy or embarrassed to sing or perform in front of peers	9	1
Learners prefer other activities (games, art, etc.) over music integration	8	2
Lack of interest in music-related activities	6	4
Learners easily get distracted or playful during musical tasks	6	4
Difficulty in following the rhythm, beat, or lyrics	6	4
Different musical preferences among learners cause disengagement	4	7.5
Overexcitement of learners makes the class difficult to manage	4	7.5
Learners associate music only with entertainment, not learning	4	7.5
Learners viewed that cultural and language backgrounds affect participation	4	7.5
Limited attention span of pupils during music activities	2	10

Three (3) indicators tied for rank 4<sup>th</sup> and with a frequency of 6, are a lack of interest in music-related activities. Learners easily get distracted or playful during musical tasks and have difficulty following the rhythm, beat, or lyrics. These indicators pose real challenges for teachers since they directly influence how effectively music can be used in the classroom. When learners show a lack of interest in music-related activities, it can be hard for teachers to keep them engaged, as some children may be reluctant or participate only minimally, which lessens the impact of the lesson.

Similarly, when learners easily get distracted or become playful during musical tasks, it disrupts the flow of the activity, forcing teachers to spend extra time redirecting attention and managing behavior, which can be exhausting and reduce instructional time.

Finally, difficulty in following the rhythm, beat, or lyrics makes coordinated participation tricky; children who struggle with timing or memorization may feel frustrated, and teachers may find it challenging to maintain a positive and productive learning environment.

Furthermore, four (4) more indicators are tied for rank 7.5<sup>th</sup> and with the frequency of 4, different musical preferences among learners cause disengagement,

overexcitement of learners makes the class difficult to manage, learners associate music only with entertainment, not learning, and varied cultural language backgrounds affect participation. These four (4) variables: musical preferences, overexcitement, music as entertainment and not learning, and varied cultural language backgrounds really contributed to the challenges of teachers when it comes to learners' interest in music.

The indicator with the lowest frequency of 2 and ranked 10<sup>th</sup> is the limited attention span of learners during music activities. The limited attention span of learners during music activities is a significant challenge for teachers because attention is essential for learning, engagement, and skill development. Young children, especially in kindergarten, naturally have shorter attention spans, which can make sustaining focus during a musical activity difficult.

When learners are unable to concentrate, teachers face interruptions that reduce instructional time and affect the smooth delivery of the lesson. Additionally, music activities often involve multiple elements—rhythm, melody, lyrics, and movement—requiring sustained focus to follow along correctly. Children with limited attention may miss cues, struggle with synchronization, or fail to participate meaningfully, which can lead to frustration for both students and teachers.

Moreover, these attention gaps can make classroom management more demanding, as teachers must constantly redirect learners and maintain order while ensuring that the educational objectives of musical activity are met. Overall, the limited attention span directly impacts the effectiveness of integrating music into pedagogy, making it a notable challenge for teachers who aim to balance engagement, learning outcomes, and a positive classroom environment.

Several empirical studies support this concern. Kasuya-Ueba, Zhao, and Toichi conducted a 30-minute interactive music intervention with children aged 6–9 and found that, while attention control improved after music compared to a video-game control, sustaining that attentional benefit requires guided, not passive, music engagement — suggesting that mere background or unstructured music may not hold children’s attention effectively.

Another relevant study by Mendes, de Paula, and Miranda compared children’s attentional networks with and without background music and found that music reduced error rates but did not significantly change reaction times in attention tasks, indicating that background music’s influence on attention may be limited or variable.

In addition, a study of 4- to 6-year-old children by Li, et.al showed that the tempo of music matters: when children listened to slow-tempo music, their reaction times in executive attention tasks were faster than with fast-tempo music, suggesting that not all musical settings equally support sustained attention — and fast or inappropriate musical stimuli may not help very young learners maintain focus.

*D. Difficulties Encountered by Teachers in Integrating Music into Their Teaching Practices*

Integrating music into teaching can be a powerful way to enhance learning, engagement, and creativity in the classroom, yet teachers often face several difficulties in putting these practices into action. Challenges may arise from

learners’ varying attention spans, differing musical preferences, limited resources, or a lack of training in music-based pedagogy. These obstacles can make it hard to consistently use music as a teaching tool while maintaining focus, participation, and lesson objectives. Understanding the specific difficulties teachers encounter is crucial for developing strategies and support systems that make music integration more effective, enjoyable, and sustainable in the classroom.

Table 3 is about the difficulties encountered by teachers in integrating music into their teaching practices. As revealed in the table, lack of available musical resources (instruments, audio materials) had the highest frequency of 10 and ranked 1<sup>st</sup>. This result suggests that the school to provide needed instruments like guitar, ukulele, piano, cassette, etc., coming from the school MOOE and benefactors. Following closely are two (2) indicators, both with a frequency of 7 and a rank of 2.5<sup>th</sup> which indicate insufficient training or knowledge on integrating music in teaching and limited time to prepare and integrate music into lessons. These two (2) variables are essential in integrating music for teaching as mastery in anything that teachers do, and enough time comes side by side to attain the objectives.

Meanwhile, two (2) other indicators, both with a frequency of 4, tied for the rank of 4.5<sup>th</sup> are overloaded curriculum leaves little room for music, and technical issues with equipment or technology use. These two indicators are considered difficult for teachers because they directly limit the practical implementation of music in the classroom.

When the curriculum is overloaded, teachers often have strict schedules and learning objectives to meet, leaving little flexibility to incorporate music-based activities. Even when teachers recognize the educational benefits of music, time constraints and packed lesson plans can prevent them from including songs, rhythms, or musical projects without sacrificing other essential content.

Table 3 Difficulties Encountered by Teachers in Integrating Music into Their Teaching Practices

Indicators	Frequency	Rank
Lack of available musical resources (instruments, audio materials)	10	1
Insufficient training or knowledge in integrating music for teaching	7	2.5
Limited time to prepare and integrate music into lessons	7	2.5
Overloaded curriculum leaves little room for music integration	4	4.5
Technical issues with audio equipment or technology use	4	4.5
Learners' varied learning abilities make interaction challenging	3	6.5
Difficulty aligning music activities with learning objectives	3	6.5
Large class size makes managing music activity difficult	1	8.5
Lack of administrative or institutional support	1	8.5

Similarly, technical issues with equipment or technology, such as malfunctioning speakers, outdated devices, or software problems, can disrupt planned music activities, frustrate both teachers and learners, and reduce the overall effectiveness of the lesson. Together, these factors make integrating music more challenging, as teachers must navigate both structural constraints and practical hurdles

while trying to maintain an engaging and well-managed classroom environment.

On a similar note, two (2) more indicators, both with a frequency of 3, tied for the rank of 6.5<sup>th</sup> are learners' varied learning abilities, making integration challenging and difficulty aligning music activities with learning objectives. These results suggest how the teacher handles the varied

learning abilities of the learners by grouping them into groups with high, average, and low levels of learners in a group. On the other hand, the teacher has to study how to align music activities with learning objectives ahead of the lesson.

Furthermore, two (2) indicators got the lowest frequency of 1 and ranked 8.5<sup>th</sup>, which are large class size makes managing music activities difficult, and a lack of administrative or institutional support. The challenges of large class sizes and a lack of administrative or institutional support require thoughtful solutions to make music integration more feasible. For large classes, teachers can implement small-group rotations or partner activities that allow students to participate actively without overwhelming the teacher or the classroom space. Using peer leaders or student helpers can also encourage engagement while keeping the group manageable.

In terms of administrative support, schools can play a crucial role by providing resources, training, and encouragement for music-based pedagogy, such as investing in portable instruments, ensuring functional audio equipment, or allocating time in the schedule for musical activities. Collaborative planning between teachers and administrators, alongside professional development sessions focused on integrating music effectively, can further empower teachers. By addressing both structural and institutional barriers, these strategies make it possible for music to be a regular, meaningful part of the classroom experience, benefiting both teachers and learners alike.

Teachers in the present study reported two major difficulties: having an overloaded curriculum that leaves little space for music and encountering technical or institutional barriers. These concerns are echoed in existing research. Nguyen and Sæther conducted a meta-narrative review and found that many generalist early-childhood teachers face limited training, low self-efficacy, and inadequate institutional support for music teaching; the authors argue that music is frequently marginalized in the curriculum because of competing academic priorities.

In another study, Villarta used a phenomenological design to explore teachers' lived experiences of integrating music into classroom instruction, and she found that teachers specifically reported a lack of resources, lack of supportive leadership, and limited training as major barriers.

Lastly, a study by Luo et al. (represented by Teacher Support and Pre-Service Preschool Teachers' Piano Skill) showed that preschool teachers' low confidence in their own musical abilities (such as playing piano) and limited institutional support negatively affected their motivation to plan and lead music activities in class.

#### *E. Lesson Exemplars That Incorporate Music Effectively to Improve the Interest of the Learners*

This lesson exemplars that incorporate music to improve learners' interest are grounded in the results of the present study, which demonstrate that music serves as a multi-sensory tool capable of enhancing engagement, motivation,

and learning outcomes. This is based on the findings that when teachers integrate rhythm, melody, and song into lessons, learners exhibit higher attention, greater participation, and improved memory retention. Music was shown to make abstract concepts more tangible and meaningful, particularly in subjects like Mathematics and Science, where students could connect numerical patterns, formulas, or scientific phenomena to melodies, rhythms, and jingles. Additionally, music-based strategies enabled pupils to express their understanding creatively, interact with peers, and sustain focus during lessons, reflecting the high extent to which teachers use music to enhance emotional expression, motivation, and classroom interactions.

The specific objectives of the lesson exemplars are: (1) provide teachers with structured, practical models for systematically integrating music into lesson delivery, enhancing learner engagement and understanding; (2) encourage the use of music as a tool for promoting creative expression, emotional interaction, and collaborative learning among pupils; and (3) build teachers' instructional confidence by offering strategies that effectively connect musical activities to lesson objectives, ensuring meaningful learning interactions and improved academic performance.

The exemplars serve as a reference to guide educators in creating interactive, student-centered lessons that promote active participation, reinforce understanding, and encourage creative expression. Moreover, they aim to build teachers' confidence in using music as an instructional tool, ensuring that its implementation leads to meaningful learning interactions and improved overall academic performance.

These exemplars serve as a practical reference for educators, guiding them in the design and implementation of interactive, student-centered lessons that reinforce understanding, motivate learners, and encourage creative expression. They also aim to strengthen teacher confidence in using music as an instructional tool, providing clear, adaptable strategies that ensure effective learning experiences. By aligning musical activities with lesson objectives, the exemplars not only improve engagement and understanding but also foster holistic development—enhancing cognitive, emotional, social, and creative growth.

Furthermore, the exemplars are intended to encourage innovation in pedagogy, showing that music can transform traditional lessons into dynamic learning experiences. Teachers can adapt these models to their classroom context, modify the complexity of musical activities based on learners' levels, and integrate cross-curricular connections to enrich both academic and practical learning. Ultimately, these lesson exemplars aim to make learning more meaningful, interactive, and enjoyable, demonstrating that music is a powerful pedagogical tool that supports both academic achievement and learners' overall development.

## V. CONCLUSION AND RECOMMENDATION

The following conclusions were drawn from the present endeavor:

- The extent of integration of music into teaching practice of teachers is high.
- Teachers integrate music into teaching practice by using different strategies, like using educational songs and musical rhythms, creating jingles, and integrating melodies.
- The challenges of teachers with learners' interest when music is integrated are feeling shy or embarrassed to sing or perform in front of peers, preferring other activities, lack of interest, being easily distracted, and difficulty in following rhythm, beat, or lyrics.
- The difficulties encountered by teachers in integrating music into teaching practice are lack of available musical resources, limited time, and insufficient training or knowledge of teachers.
- Lesson exemplars in different subject areas where music is integrated to improve the interest of learners are proposed.

The following recommendations were necessary to the present study:

- The use of musical activities such as songs, rhythmic exercises, and pupil-created music be fully encouraged and integrated into daily teaching practices.
- Music-based strategies to support vocabulary, literacy, numeracy, and reading development be consistently implemented across language lessons and other subject areas.
- Creative and engaging musical activities that maintain pupils' focus and motivation be designed and applied to address attention and participation challenges.
- Adequate resources, technical support, and administrative backing be provided to enable teachers to effectively integrate music into lessons.
- The proposed lesson exemplars in different subject areas to improve the interest of the learners be utilized by the teacher.
- The following topics be considered in future research:
  - Exploring the Impact of Music-Enhanced Learning on Pupils' Engagement and Motivation in Early Childhood Classrooms
  - The Role of Rhythm and Songs in Developing Language and Literacy Skills among Kindergarten Learners.
  - Strategies for Sustaining Learner Attention during Music-Integrated Pedagogical Practices
  - Overcoming Classroom Challenges in Implementing Music-Based Teaching: Teacher Experiences and Insights
  - The Effectiveness of Teacher Training Programs on Integrating Music into Curriculum for Holistic Child Development

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