Perceptions of the Intervention of Music in Coping with Academic Stress of All Levels of Student Nurses at ISU-E

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A thesis proposal presented to the faculty of the College of Nursing, Isabela State University, Echague, Isabela

DOI: https://dx.doi.org/10.47772/IJRISS.2025.90300013

Received: 15 February 2025; Accepted: 20 February 2025; Published: 26 March 2025

ABSTRACT

This study investigates the perceptions of nursing students at Isabela State University-Echague on using music as a coping strategy for academic stress. Music has emerged as a potential intervention to alleviate stress and improve cognitive performance. Previous studies suggest that music listening can reduce stress, enhance memorization, and inspire focus, offering psychological and physiological benefits.

Incorporating evidence from the reviews and personal correspondence, this study demonstrates that recognizing music as a natural, cost-effective, and side-effect-free intervention, the research aims to bridge the gap in understanding its role in managing academic stress and enhancing academic performance. By examining how music influences students' emotional and cognitive responses, the study seeks to provide evidence-based insights into the viability of music as a tool for stress relief. The findings aim to contribute to developing supportive interventions for nursing students, empowering them to navigate academic challenges more effectively and fostering well-being throughout their educational journey.

THE PROBLEM AND ITS BACKGROUND

Introduction

Students pursuing a college degree deal with undeniably hard challenges and problems. Everyone who graduated from college or those who attend college can attest that college life is difficult. Especially when your chosen career path is inclined toward medicine, specifically the nursing program. According to Conwi (2021), students involved in medical school are perceived as being stressed because of difficulties in the field. In addition, the academic demands required by institutions increase every year to provide a better and improved quality education. The required width of these improvements is that students must attain to keep up with educational demands, which may cause inevitable stress.

In the study of Alsulami S. et al. in 2018, they defined Academic Stress as the body's response to academic-related demands that exceed the adaptive capabilities of students. An online poll in 2017 by CNN Philippines revealed that out % of the 200 respondents, 23% of them identified studies and work as a primary source of stress. Furthermore, a study by Dy et al. in 2015 determined the top five stressors among college students, which are the academic difficulty of subject matter, workload due to subjects, time management because of subjects, responsibilities due to being on one's own, and time management because of both subjects and organizations. The same study revealed that out of 258 respondents, academic stress related to difficulty in a subject ranked number 1 as one of the causes of stress for Filipino students. If a student cannot cope with academic stress, serious psychosocial-emotional health consequences may result (Arthur, 1998; MacGeorge et al., 2005; Tennant, 2002). These include academic failure, social misbehavior, interpersonal problems, depression, and psychological distress (Steinhardt & Dolbier, 2008) that may cause a student to lose their potential and drop out of college. According to Ho W.C. (2004), music can enhance students' memorization ability. If music is used in teaching and learning, it can support the students by giving them motivation just by listening to their favorite music and enhancing the quality of learning. This is why looking for healthy coping

strategies and possible interventions to manage academic stress and improve students' academic performance is very important to help them in their college journey.

In coping with academic stress, students find various coping strategies; other students may find negative strategies such as avoidance, drinking, and smoking, and `others may find positive ones like peer group support, praying, going out for outdoor activities, and listening to music. In this study, the researchers will determine the perception of student nurses on music as an intervention in coping with academic stress. As defined by the Cambridge dictionary, music is a pattern of sounds made by musical instruments, voices, computers, or a combination of these intended to pleasure people listening to it. *Music* is a natural method that is easy to apply and inexpensive. Moreover, it has no side effects and is essential for physical, psychological, social, emotional, and spiritual improvement. People who experience exhausting days at work or school sometimes play their favorite music to relieve stress physically and emotionally (Moawad, 2021). Through the ordering of tones or sounds to produce compositions, music produces psychological and physiological responses within the human body (Murrock & Higgins, 2009). Listening to music can inspire concentration, provide positive distraction, relieve stress, and help manage personal space (Haake, 2011). A study by Vidas et al. (2021) examined music listening during the COVID-19 pandemic, showing that music listening was among the most effective stress-coping strategies and was as effective as exercise, sleep, and changing location for improving well-being. Music taste does not vary just because of gender, and questions are raised about whether men listen to girlie music and women listen to male music (metallic songs), Green L. (2008). According to Millar B. (2008), gender bias in music preferences is more comprehensive than in women. In this study, it is also argued that gender preferences are essential in defining their music preferences. The importance of music to adolescents N.A.C, Hargreaves D.J., Oneill S.A. (2010) shows that females listen to music more than males because the male does not show their interest in musical activities and indicated that over 50% of respondents are primarily females.

However, despite the studies that showed the efficacy of music listening in improving well-being, uncertainties remain regarding its efficacy as an intervention in managing academic-related stress and improving academic performance because students' study habits vary as they have different methods or techniques for studying. Some individuals find that listening to music enhances their focus, while others prefer a quiet environment for studying. The researchers sought to address this knowledge gap and overcome previous shortcomings by determining the perception of student nurses on music as an intervention in coping with academic stress at Isabela State University-Echague.

Statement of the Problem

This research aimed to determine the student nurses' perceptions of the intervention of music in coping with academic stress among nursing students at Isabela State University - Echague. Specifically, the study sought to answer the following:

1. What is the demographic profile of the respondents in terms of:

    1.1 Sex

    1.2 Year Level

2. What is the perception of the respondents in terms of academic stressors:

    2.1 Heavy Workload

    2.2 Clinical Placement Challenges

    2.3 High Expectations and Performance Pressure

3. What is the length of time of music listening does the respondents spends in a day?

    3.1 Length of time of music listening in a day

ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume IX Issue III March 2025

3.2 Length of time of music listening when studying or working

4. Genre Preferences

4.1 What genre(s) of music do you find yourself listening to the most?

4.2 Do you believe that the genre of music you listen to affects your study or work performance?

5. Is there a significant relationship of the effect of music to the academic stress of the respondents?

Objectives of the Study

The primary objective of this research is to determine the student nurses' perceptions of the intervention of music in coping with academic stress among nursing students at Isabela State University – Echague Campus.

Specifically, this study sought to achieve the following objectives:

1. To determine the respondents' demographic profile, specifically examining key characteristics that may influence the outcomes of the study. This objective includes:

1.1 Sex – To identify the distribution of respondents based on sex, allowing for analysis of potential differences in responses, trends, or behaviors between male and female participants.

1.2 Year Level – To categorize respondents according to their academic year level, providing insight into whether variations in responses or outcomes may be attributed to their level of experience or academic progression.

2. To examine the perceptions of the respondents regarding various academic stressors, focusing on:

2.1 Heavy Workload – To assess how the demands of coursework and assignments impact students' stress levels and overall academic experience.

2.2 Clinical Placement Challenges – To understand students' perceptions of the difficulties they encounter in clinical placements, such as time management, skill application, and adjustment to real-world clinical environments.

2.3 High Expectations and Performance Pressure – To explore how students perceive the pressures of meeting high academic standards and performance expectations, and how these pressures influence their stress levels and motivation.

3. To determine the length of time nursing students spend listening to music daily, with a focus on:

3.1 Length of Time of Music Listening in a Day – To measure the overall daily duration that nursing students dedicate to music listening, providing insight into their general music consumption habits.

3.2 Length of Time of Music Listening When Studying or Working – To assess how much time nursing students spend listening to music specifically during study or work activities, exploring whether music is used as a tool for focus, relaxation, or stress management in academic and clinical contexts.

4. To explore the genre preferences of nursing students and examine the perceived impact of music genres on their study or work performance, focusing on:

4.1 Preferred Music Genre(s) – To identify the genres of music nursing students most frequently listen to, providing insight into their musical preferences.

4.2 Perceived Influence of Music Genre on Study or Work Performance – To investigate whether students believe that their preferred music genres affect their study efficiency or work performance, exploring possible connections between music preferences and productivity or focus.

ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume IX Issue III March 2025

5. To determine the significant relationship between music's effect and the academic stress experienced by the respondents, analyzing how listening to music may influence or alleviate their levels of academic stress.

Hypothesis of the Study

A hypothesis outlines your expectations for the results of your investigation. It is an untested, preliminary response to your research question. Therefore, the researchers will use a **non-directional hypothesis:** Listening to music greatly impacts coping with the academic stress of nursing students.

There is no significant difference in terms of the effect of music on their academic stress.

There is no significant relationship between the effects of music and academic stress among the respondents.

Significance of the Study

The study would be useful for the following:

CHED. The study will provide CHED with essential data to track the student's proficiency in developing learning techniques that could improve their learning abilities. Additionally, this study offers insightful information that could aid in developing improved plans for enhancing students' learning abilities.

University Infirmary. This study will improve the quality of care while making it more accessible and efficient.

Nursing schools. This study offers insightful information that could aid in developing improved plans for enhancing students' learning abilities, enabling them to become knowledgeable and fiercely competitive in the future.

Office of the Student Affairs and Services. This study will promote the student's intellectual, emotional, social, and personal growth.

University administrators. This study may assess which teaching methods are beneficial or ineffective for students and teachers. This may also encourage administrators to consider various activities that benefit university students.

Faculty. The faculty can also be significant in this study since they can use research to help students reduce academic stress.

Nursing Students. The study will provide them with more information regarding the perception of music as an intervention in academic stress management that can be used as a method to help nursing students improve their stress management.

Researchers. This study will serve as convincing and strong evidence, along with responses from the respondents. It gradually enhances their research skills.

Parents. This study will be helpful to parents as it will inform them about the effects of music on their children's study habits.

Future Researchers. Future researchers can use this as a reference while conducting their research.

Scope and Delimitations

This study is quantitative research that deals with determining the perceptions of the intervention of music in coping with academic stress among nursing students at Isabela State University – Echague Campus.

Nursing students currently enrolled in the Isabela State University- College of Nursing- Echague Campus were the respondents. In getting the preferred information, the researcher used a close-ended questionnaire based on the needs of the study.

Definition of Terms

This research paper emphasizes the critical role of the operational approach in enhancing precision and clarity when defining key terms. Through a systematic examination, this study demonstrates how the operational approach contributes to establishing a robust and unambiguous framework, ultimately fostering a more productive exchange of ideas and knowledge. This approach not only refines the conceptual foundation of the research but also enhances the overall rigor and coherence of the study.

Academic Stress. The psychological condition of a student as a result of ongoing peer and self-imposed pressure in academia exhausts the student's psychological stamina.

Music Listening. The voluntary act of discerning and interpreting musical sounds for enjoyment, emotional response, or other purposes involves a conscious appreciation of elements like melody, harmony, rhythm, and lyrics.

Music Genre. The classification system classifies music into different styles.

Stress Management. These are methods, approaches, and techniques that lessen stress and the detrimental effects that stress can have on your physical or mental health.

Time Length. This indicates the time the students listen to before completing a cognitive and academic task.

Year. This refers to the student's year level in the course that they have selected.

REVIEW OF RELATED LITERATURE

For numerous nursing students, pursuing a nursing program represents a pivotal transitional period characterized by substantial demands that may lead to academic stress. Academic stress arises when academic demands surpass the adaptive resources available to an individual (Wilks, 2008). This quantitative study aimed to assess nursing students' perceptions of music as an intervention for coping with academic stress, specifically among nursing students at Isabela State University - Echague. The literature review for this study elucidates the following constructs:

Academic Works as a Source of Stress

According to Durgun Ozan et al. (2020), the combination of clinical and academic requirements throughout nursing education often induces stress among students. Nursing students must develop a significant conceptual understanding of anatomy, physiology, pharmacology, nursing theories, and medical procedures. Studying these subjects places a high cognitive demand on students, increasing stress levels. Nursing programs typically uphold high academic standards, requiring students to balance theoretical learning with practical training. The pressure to excel in exams and assignments further intensifies this stress.

Durgun Ozan et al. (2020) also emphasize that nursing students must apply their academic knowledge to actual patient care scenarios to meet clinical requirements. Transitioning from theory to practice can be challenging, as students often experience stress while navigating the complexities of patient care. Psychomotor skills, such as operating medical equipment, dressing wounds, and administering injections, can also be difficult to acquire and master.

As cited in Bartlett et al. (2016) and Chernomas and Shapiro (2013), although college students in various fields experience academic stress, nursing education uniquely combines academic coursework with hands-on clinical experiences, creating a particularly demanding environment. Nursing students must seamlessly integrate theory and practice, which requires significant mental exertion and necessitates a quick transition between classroom learning and real-world patient care environments. Beyond their coursework, nursing students actively engage in patient care, which, while beneficial, can be a source of stress as they navigate complex patient relationships, interdisciplinary teamwork, and the broader healthcare delivery system.

Clinical assignments are essential to nursing education, providing experiential learning opportunities (Levett-Jones & Bourgeois, 2015). The critical role of clinical placements in developing nursing competencies has been acknowledged from the traditional apprenticeship model to today's university-based curriculum (Brown et al., 2011). Despite their value, clinical placements can be taxing as students gain experience working within interdisciplinary teams, engaging with patients, and adapting to the healthcare system.

Weurlander et al. (2018) explored student narratives focusing on experiences with patient illness and death, ethical challenges posed by medical staff actions, dilemmas related to treatment, and the importance of treating patients as individuals rather than merely diagnoses. These narratives revealed a spectrum of professional learning, including handling anticipated experiences (e.g., dealing with illness and death) and addressing unprofessional behavior within the healthcare team. Students coped with these experiences by consulting supervisors or trusted peers and adapting to evolving circumstances.

The overarching aim of clinical placements is to cultivate knowledgeable, skilled nurses with a commitment to patient-centered care, positive self-concept, and self-directed learning. The extent to which students are prepared and supported during their placements influences the success of these goals.

Farag and Allari (2017) identified discrepancies between students' expectations and the reality of clinical training, resulting in three main themes: "effective training," "effective instructor," and "effective clinical setting," each viewed as essential to enhancing the clinical training experience. For nursing programs to support students in achieving their learning objectives, initiatives to improve clinical training must be implemented. Academic and professional preparation of instructors and collaborative relationships between college administration, clinical instructors, clinical setting administrators, preceptors, and staff are vital to developing a comprehensive clinical education framework.

Music Listening as a Coping Mechanism

According to Aalbers et al. (2019), music therapy is the clinical and evidence-informed use of music interventions to achieve individualized goals within a therapeutic relationship to meet physical, emotional, mental, social, and cognitive needs. Music therapy has been implemented as a therapeutic intervention in various healthcare contexts, including mental health care, forensic care, nursing homes, rehabilitation, and oncology. Additionally, a study by Son et al. (2019) defined *music therapy* as "listening to calm and slow-tempo music." It has been reported that music can reduce anxiety and promote relaxation by affecting the limbic system, which regulates emotions. The study found that "aromatherapy combined with music therapy was associated with a significant decrease in test anxiety, state anxiety, stress, and increased subjects' fundamental skill performance, as compared with the separate intervention groups." Although this study combined aromatherapy and music therapy, it provides insight into the potential effect of music on reducing anxiety among nursing students.

Furthermore, Edelman and Ficorelli (2005) and Lai et al. (2008) assert that music is a natural, easy-to-apply, and inexpensive intervention with no side effects, contributing to physical, psychological, social, emotional, and spiritual well-being improvements. Music has been utilized not only in healthcare settings but also in educational contexts. A study on nursing students found that listening to music reduces test anxiety. Serpil Ince et al. (2017) reported that their study demonstrated that listening to music decreased anxiety levels in nursing students during their first blood draw experience. Gülcan Eyüboğlu et al. (2021) concluded that music therapy positively affected students' blood pressure but did not impact exam performance or anxiety levels.

Demand for Listening to Music

According to Stanborough (2020), music is a form of mind-body therapy that benefits mental health. "Neurological researchers have found that listening to music triggers the release of neurotransmitters that play a role in brain function and mental health." These neurotransmitters include dopamine, cortisol, serotonin, oxytocin, and other immunity-related hormones. Music has notable effects on the mind, such as reducing anxiety. One study showed that listening to music causes the body to release lower cortisol levels, a stress hormone. Stanborough also noted that in a recent study, "listening to music before a stressful event doesn't

reduce anxiety; however, listening to relaxing music after a stressful event can help your nervous system recover faster."

Wesseldijk et al. (2019) examined numerous studies on the effect of music interventions, both active (e.g., performing) and passive (e.g., listening), on individuals in clinical settings, such as during medical procedures or in mental health clinics. The researchers reported that "the majority of reviews concluded that music interventions have a positive effect on pain, mood, and anxious or depressive symptoms in both children and adults in clinical settings."

As cited in Chernomas and Shapiro (2012), nursing students experience a unique level of stress and anxiety when beginning their nursing programs. The "three main sources of stress for nursing students are clinical practice issues, academic concerns, and personal matters." In clinical settings, stress arises from the gap between theory and practice, fear of making mistakes, caring for ill or dying patients, and interactions with professors and nursing staff. Outside clinical practice, students face the pressure of testing requirements, weekly lectures, and heavy coursework. "Worrying about grades" is reported as the primary source of stress, and students who receive low grades or fail to meet their goals may experience feelings of inadequacy, placing them at risk for anxiety. Additionally, students encounter personal stressors, including employment, family life, and other responsibilities.

Furthermore, Kumar, Wajidi, Chian, and Vishroothi (2016) found that only 30% of participants reported listening to music when bored, 24% while cleaning, and 18% during exercise. These findings offer insight into how music influences different tasks, while the remaining respondents engaged in other unspecified activities while listening to music.

Effectiveness of Music in Stress Management

A study conducted by Bharadwaj (2017) on the effects of music therapy on stress and anxiety among university students demonstrated the effectiveness of music therapy in reducing stress and anxiety levels. This research offers insights into how music may help address mental health issues not only for psychiatric patients but also within the general population, particularly among students. Additionally, a study by Feneberg et al. (2023) suggested that listening to music may serve as a means to regulate stress and mood during psychologically demanding periods. Individuals facing heightened momentary and chronic stress due to COVID-19 pandemic-related challenges may find music to be an easily accessible tool for managing stress and mood in daily life.

Upper-year students may encounter discipline-specific workloads related to their courses or academic tracks, as Aaskelainen, Lopez-Iniguez, and Lehikoinen noted. These students may experience pressures such as perfectionism, performance anxiety, and career-related stress, with music potentially influencing academic and performance standards. With each advancing academic level, students may experience increased pressure, occasionally resulting in decreased music consumption due to professional demands.

Reid (2001) noted that music can aid students in connecting more deeply to their coursework, enabling them to focus on meaningful aspects of their studies and resulting in a more enjoyable and high-quality learning experience. Music, therefore, provides support for upper-level students facing heavier workloads.

Music has been shown to reduce stress and anxiety, elevate positive mood, and facilitate social connections (Granot et al., 2021). An online questionnaire conducted by Granot et al. (2021) across 11 countries (Argentina, Brazil, China, Colombia, Italy, Mexico, the Netherlands, Norway, Spain, the UK, and the USA; N = 5,619) asked participants to rate the importance of well-being goals during the pandemic and the effectiveness of various activities in achieving these goals. Music emerged as the most effective activity for three well-being goals: enjoyment, venting negative emotions, and self-connection. For diversion, music was equally effective as entertainment, while it was second only to socialization for creating a sense of togetherness. These results were consistent across different countries and genders, with minor age-related effects on specific goals and a notable influence of music's importance in participants' lives.

The Genre of Music to Listen to Reduce Stress

Music has a profound impact on the body and emotions. Faster-paced music, such as Allegro (fast, quick, and bright; 109–132 BPM), Vivace (lively and fast; 132–140 BPM), Presto (extremely fast; 168–177 BPM), and Prestissimo (even faster than Presto; 178 BPM and over), can improve focus and enhance alertness, while upbeat tunes can promote positive feelings (Pennington, 2021). In contrast, softer genres like R&B and Lofi can calm thoughts and relieve muscle tension, helping alleviate daily stress and providing comfort. Sounds of nature, such as rain and thunder, can also have a relaxing effect, especially when combined with genres like light jazz, classical (particularly the "largo" movement), and easy-listening music (Pennington et al., 2021).

The American Music Therapy Association emphasizes that "all styles of music can be useful in effecting change in a client or patient's life." The value of music in people's lives depends on how they use and engage with it, shaped by the context in which they hear it. An exploratory study offers initial data on who listens, what they listen to (and how it makes them feel), and when, where, and why they listen. Studies examining music's role in daily, real-life contexts remain limited.

Pop music is the most commonly heard genre, but preferences vary depending on company, setting, and the level of choice involved in the listening experience. Most participants encountered music incidentally during other activities rather than through intentional listening. Music listening primarily occurred at home, with limited exposure in public spaces, and participants' evaluations of music's importance varied based on the time, place, and company (Moawad, 2021).

People have diverse musical tastes: classical music listeners often seek soothing effects, rap can provide inspiration and motivation, and heavy music may support identity development. McCraty et al. (1998) found that grunge rock increases feelings of hostility, sadness, tension, and fatigue while decreasing relaxation, mental clarity, and vigor. Conversely, designer music—specifically created to elicit specific responses—has boosted relaxation, mental clarity, and vigor while reducing hostility, fatigue, sadness, and tension (McCraty et al., 1998).

Regardless of genre, people may benefit from the advantages of listening to their favorite music, whether Western, OPM, or K-pop. A person's favorite genre is unique to each individual and is widely accessible, affordable, and safe. While music cannot replace medical treatment such as counseling, medication, or surgery, it can be essential to self-care and well-being. Additionally, music may serve as a valuable tool in managing more serious medical conditions (Moawad & Collins, 2021).

Time Length of Listening to Music

Research suggests that individuals who listen to music for extended periods experience lower stress levels, with stated stress levels decreasing as listening time increases. This cumulative soothing effect implies that more prolonged music exposure is essential for meaningful stress reduction (Linnemann et al.; U. M., 2018).

Subido (2019) highlights that Filipinos lead globally in music listening time, with an average of two hours and six minutes daily. This statistic underscores music's cultural importance in the Philippines and its potential mental health benefits, emphasizing the music industry's market potential. Extensive engagement with music may enhance emotional and psychological well-being among Filipino listeners.

Further research suggests that more extended listening periods can positively impact academic performance by helping students relax and focus. The World Health Organization (2013) found that listening to music for one hour per day can effectively reduce distractions, improving students' concentration and academic success. Blanco and Nartea (2020) confirm that music can effectively enhance focus and reduce distractions, ultimately boosting academic performance.

In academic environments, students often incorporate music into study sessions, dedicating around 73 minutes of a three-hour study period to music. This habitual inclusion of music highlights its perceived importance in students' study routines, suggesting that many students believe music aids concentration (Calderwood et al.,

2014). D'Angelo (2022), Robinson (2020), and Spherion Staffing & Recruiting (2022) also advocate for music as a means to increase productivity and cognitive function in professional and educational contexts, supporting the idea that music can enhance focus, motivation, and cognitive performance.

Listening to music during study sessions is a common practice among learners. Studies show that various factors, including age, memory capacity, attention, and emotional state, affect perceived duration. Research by Phillips and Cross (2011) indicates that duration estimates vary based on testing methods and timeframes.

These subjective experiences of music's effects align with research findings. Music with a tempo of around 60 beats per minute can trigger alpha brain waves (8–14 Hz), associated with a calm, alert state. Stanford University researchers suggest that 45 minutes of relaxing music in a comfortable setting can promote rest by stimulating delta brain waves (about five Hz). They noted, "listening to music seems to be able to change brain functioning to the same extent as medication," making music an accessible tool for stress reduction (Pennington et al., 2021).

Synthesis

High academic standards are typical in nursing programs, requiring students to balance theoretical and practical instruction. Nursing students must acquire considerable conceptual knowledge in anatomy, physiology, pharmacology, nursing theories, and medical procedures. As Durgun Ozan et al. (2020) noted in their study, the increased academic workload is a primary source of stress among nursing students. Bartlett et al. (2016) and Chernomas and Shapiro (2013) similarly emphasized that nursing students must integrate theoretical knowledge with practical application, a challenging task often affected by intrinsic and extrinsic stressors impacting clinical and academic performance.

Research demonstrates the effectiveness of music therapy as an efficient and convenient therapeutic intervention. Studies by Ince et al. (2017) and Eyüboğlu et al. (2021) concluded that music therapy positively impacts stress and anxiety, reinforcing its potential for stress relief. Academic stress, often driven by students' grade-consciousness, is a significant factor in nursing students' overall stress levels. Personal stressors such as employment, family obligations, and other responsibilities also contribute to this stress. Kumar et al. (2016) found that while 30% of individuals reported listening to music when bored, others engaged in music listening during various activities, such as cleaning (24%) and working out (18%), illustrating music's diverse applications in daily routines.

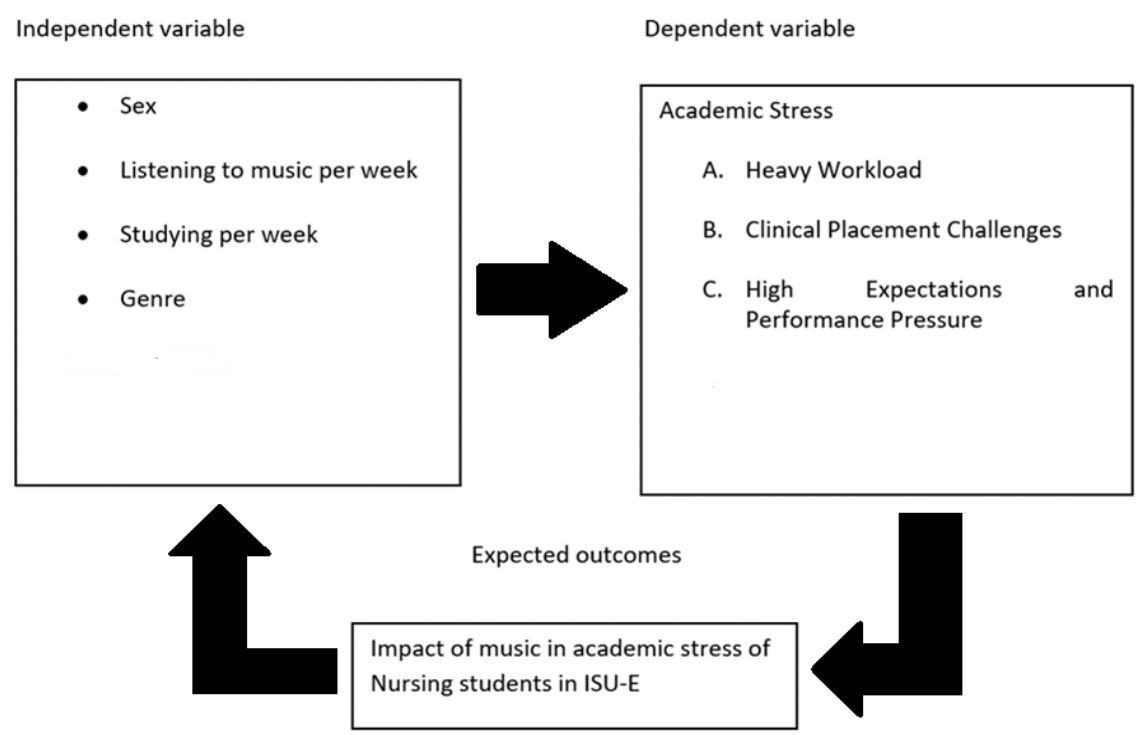
Granot et al. (2021) found that music can reduce stress and anxiety, improve mood, and support social bonding. Music can be beneficial during challenging psychological times, such as recovery periods. Specifically, Granot's study identified music as the most effective activity for three well-being goals—enjoyment, venting negative emotions, and self-connection. Additionally, music was highly effective for diversion and creating a sense of togetherness. The American Music Therapy Association asserts that "all styles of music can be useful in effecting change in a client or patient's life" (American Music Therapy Association, 2021). According to Moawad and Collins (2021), music may play a crucial role in daily self-care routines and well-being and can even support managing more serious medical conditions.

Research suggests that prolonged exposure to music corresponds with reduced stress levels, highlighting music's cumulative soothing effects (Linnemann et al., 2018). Moreover, investing an hour daily in listening to music has decreased distractions, enhancing students' concentration and academic performance (World Health Organization, 2013; Blanco & Nartea, 2020). Beyond academia, music has been recognized for its capacity to boost productivity and cognitive function in various settings, making it a versatile tool for focus and stress reduction.

According to Pennington et al. (2021), spending at least 45 minutes in a comfortable position while listening to relaxing music can promote rest, with studies suggesting that "listening to music seems to be able to change brain functioning to the same extent as medication." This accessibility underscores music's value in stress management. Music listening habits vary according to individual routines and preferences, as some people prefer listening in the morning to set a positive tone, while others find it beneficial before sleep.

ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume IX Issue III March 2025

Research Paradigm



The research paradigm shows the relationship between independent and dependent variables. The independent variable was composed of digitized instructional materials in terms of accessibility, active engagement, advocacy for inclusion, and accountability while the dependent variable was composed of self-regulated in terms of its general, goals, environment, time, and resource-seeking related factors. Lastly, the last box will be the expected outcomes.

RESEARCH METHODOLOGY

This chapter presents the operational framework of the study. It consists of (1) Research design, particularly the research methods and techniques to be used, (2) the locale of the study, (3) respondents of the study, (4) data gathering instrument, (5) data gathering procedure, and (6) statistical treatment of data.

Research Design

Research design is the strategy for answering a research question using empirical data. It involves planning and preparing to complete and achieve the research goal. In this study, the researchers employed a descriptive research method. Descriptive research aims to accurately and systematically describe a population, situation, or phenomenon. This research design can use various methods to investigate one or more variables (McCombes, 2019).

According to Dr. Y.P. Aggarwal (2008), descriptive research gathers information about prevailing conditions or situations for description and interpretation. This approach involves collecting and tabulating facts and includes analysis, interpretation, comparisons, and identifying trends and relationships (IJTBM, 2012). Consequently, the researchers utilized a descriptive survey design. Survey research involves applying the scientific method through critical analysis and examination of source materials, as well as data analysis, interpretation, and arriving at generalizations and predictions (IJTBM, 2012). Surveys collect data from a sample or population through standardized questionnaires or interviews. This method allows for describing a group's attitudes, opinions, behaviors, or demographic characteristics and can be conducted in person, by phone, or online (Hassan, 2023).

The researchers chose a descriptive research design to identify and analyze data regarding students' perceptions of music intervention in coping with academic stress at Isabela State University-Echague. A major

concern among students, particularly those in nursing programs, is academic stress. Determining the potential advantages of using music as an intervention was pertinent to nursing students' academic performance and general well-being. A multidisciplinary approach was used in this study to examine music's effects, integrating insights from psychology, medicine, and the arts. The researchers were interested in exploring the benefits of an interdisciplinary approach to enhance the overall health of nursing students. As a non-invasive, easy-to-implement solution in educational settings, music could offer a practical, affordable method of stress management if proven beneficial. Positive outcomes from this study could inform the development of support networks or interventions for nursing students.

Locale of the Study

The locale of the study includes the Isabela State University-Main Campus, located at San Fabian, Echague Isabela. Isabela State University is a public university that caters to forty-two programs accredited by the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP). The study was conducted in the College of Nursing. The researchers chose the place of implementation because it gave the researchers the necessary information for nursing students who utilize music to alleviate stress in their academic work. The place gave an advantage to the researchers because of the accessible respondents, the time, and the cost-effectiveness of the study. The study was conducted in the academic year 2023-2024.

Respondents of the Study

The respondents comprised nursing students from all levels of the College of Nursing of Isabela State University-Echague. They were the chosen respondents of this study as they were believed to be one of the most academically stressed programs in college. Identifying their main academic stressors and selecting students who listen to music as their strategy to cope when stressed and studying would allow the formulation of effective healthy coping strategies and teaching techniques that can help improve academic performance among nursing students. This allows the researchers to come up with an answer as to the perception of student nurses in music as an intervention in coping with academic stress.

Data Gathering Instrument

The researchers utilized a combination of standardized and self-made questionnaires as tools for gathering the needed information or data. The survey questionnaire was distributed face-to-face in hard copy format. The questionnaire consisted of a series of questions designed to determine the impact of music on academic stress and its role in improving academic performance. The survey was given only to participants from the College of Nursing, specifically nursing students, randomly selected by the researchers. The survey was divided into six sections.

The **first part** of the questionnaire focused on the demographic profile of the respondents, including their gender, year level, and general weighted average. This section aimed to reveal patterns in how the respondents' gender, year level, and general weighted average affected the impact of music as an intervention in academic stress and academic performance.

The **second part** identified the common academic stressors of the respondents, such as workload, clinical placement challenges, high expectations, and performance pressure. This section helped determine the primary academic stressors that nursing students faced.

The **third part** explored the impact of music as a coping mechanism, including stress reduction and relaxation, enhanced focus and concentration, and mood enhancement and motivation. This section aimed to determine how the respondents used music to cope with academic stress.

The **fourth part** assessed the daily music listening time or the time students listened to music. This section evaluated the time spent listening to music as a means of alleviating academic stress, as well as the amount of time students dedicated to studying.

ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume IX Issue III March 2025

The **fifth part** examined the music genres that helped alleviate academic stress. This section helped identify the top music genres most effectively reducing academic stress among the respondents.

The final, **sixth part** of the questionnaire was an evaluation section. Respondents were asked to evaluate whether they noticed any changes in their performance or mood when listening to music. This section aimed to determine if listening to music while studying was effective and allowed the researchers to draw conclusions based on the participants' perspectives.

Data Gathering Procedure

The researchers followed these methods in conducting this study.

1. **Choosing and approval of the title**: Before beginning the research, the researchers selected a specific title that would serve as the main focus of the study. After conceptualizing and selecting the title, the thesis adviser approved it, followed by the research coordinator and college dean's approval.
2. **Making a concept paper**: After the title was approved, the researchers conducted a discussion to generate ideas, share knowledge, and develop the concepts and flow of the study. They used these discussions to compose the study's concept paper.
3. **Sampling Procedure**: The researchers used a Stratified Random Sampling procedure to select the participants. The respondents were the total population of Nursing students in the College of Nursing.
4. **Sending a Request Letter**: The researchers provided a request letter for permission to conduct the study. The letter was sent to the research adviser and the Dean of the college.
5. **Providing an informed consent letter for the participants**: The researchers presented an informed consent letter to all participants. This letter outlined the purpose and nature of the study. It informed the respondents about their willingness to provide their name, age, year level, and GWA, as well as their time and effort in answering the survey questionnaires honestly. Informed consent also guarantees the confidentiality of the information gathered from participants.
6. **Preparing the Instrument**: A survey questionnaire was prepared as the primary tool for gathering the necessary data for the study. The survey was a combination of standardized and self-prepared questionnaires.
7. **Distribution of the Questionnaire**: The researchers distributed the questionnaires face-to-face in hard copy format. Participants were also given a copy of the questionnaire to refer to once the researchers completed the study.
8. **Collecting and organizing data**: The researchers collected and organized the data through survey questionnaires.
9. **Interpretation and analysis of the data gathered**: The researchers analyzed and interpreted the results after data collection.

Population & Sampling

Determining an appropriate sample size was a crucial step in the research process, ensuring that the study results were both statistically significant and representative of the population. In this study, the sample size was calculated using Slovin's Formula. Additionally, stratified random sampling, a sophisticated technique for improving the precision of sample estimates, was employed to ensure that the selected sample adequately represented the diversity within the population.

Sample Size Calculation Using Slovin's Formula

Slovin's Formula serves as a widely accepted method to estimate sample sizes in a given population, expressed as:

Where: represents the required sample size stands for the total population size

Denotes the desired level of precision, expressed as a decimal. It signifies the permissible margin of error or the level of confidence desired.

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In this study, the population comprised the students at the College of Nursing of Isabela State University-Echague. According to the School's Registrar's Office, there were 230 first-year students, 174 second-year students, 159 third-year students, and 59 fourth-year students, with a total population of 622 as shown in *table A*.

Table A. Population of Nursing Students in ISU-E.

Number of Students from First Year to Fourth Year			
Year Level	Female	Male	Total
First Year	178	52	230
Second Year	131	43	174
Third Year	132	27	159
Fourth Year	45	14	59
Total Population of Nursing Students	486	136	622

To calculate the sample size, it is necessary to specify the desired level of precision, denoted as. Typically, a margin of error of 5% (0.05) is considered acceptable in most studies. Therefore,

Applying the Slovin's Formula:

Rounding up to the nearest whole number, the sample size calculated using Slovin's formula stands at approximately 243. This sample size ensures a statistically significant representation of the population while maintaining an acceptable margin of error.

Stratified Random Sampling

Given the specific characteristics and objectives of the study, a suitable sampling technique to employ would be stratified random sampling. This method involves dividing the population into subgroups or strata based on certain characteristics that are relevant to the research questions. In this case, the strata will be the different year levels of the College of Nursing of Isabela State University-Echague.

To calculate the sample size for each stratum when the overall sample size is 242, the researchers will allocate the sample proportionally to each stratum based on their population size using the formula:

Where is the sample size for the ith stratum, is the population size of the stratum is the total population size, is the overall sample size.

The table below shows the calculated sample sizes for each stratum based on the proportionate allocation method. The sample sizes are distributed according to the population size of each city, ensuring a representative sample from each stratum.

Table B. Calculation of the Sample Size of Stratum

Stratum	**Population ()**	**Proportion**	**Sample Size ()**
First Year	230	36.6%	87
Second Year	174	28.2%	65
Third Year	159	25.8%	68
Fourth Year	59	9.4%	24
Total	622	100.0%	244

In this study, students were stratified into subgroups, and then random sampling was performed independently within each stratum. This ensures that the sample is representative of the entire population while also allowing for the analysis of subgroups. By stratifying the population, the researchers captured the variability within the community, which might not be adequately represented in a simple random sample.

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Presentation, Analysis, and Interpretation of Data

This chapter presents the results, analysis, and interpretation of the data gathered from the answers to the questionnaires distributed in the field. The said data were presented in tabular form following the questions posited in the statement of the problem.

Demographic Profile

Table 1.1. Frequency and Percentage distribution on the sex profile of the respondents.

Sex	Frequency	Percent
Male	61	25
Female	183	75
Total	244	100

Table 1.1 shows the frequency distribution with a total of 244. Most of the respondents consist of females with a frequency of 183 and a percentage of 75 while male respondents have a frequency of 61 and a percentage of 25.

Table 1.2. Frequency and percentage distribution on different year levels of respondents.

Course	Frequency	Percent
BSN 1	87	35.7
BSN 2	65	26.6
BSN 3	68	27.9
BSN 4	24	9.8
Total	244	100

Table 1.2 shows the frequency distribution with a total of 244. Most of the respondents come from BSN 1 with a frequency of 87 and a percentage of 35.7, BSN 3 with a frequency of 68 and a percentage of 27.9, BSN 2 with a frequency of 65 and a percentage of 26.6, and BSN 4 with the frequency of 24 and a percentage of 9.8.

Academic Stressors

Table 2.1. Heavy Workload

Heavy Workload	**Mean**	**Descriptive Interpretation**
The academic workload significantly contributes to my stress level.	4.18	Very Often
Managing multiple assignments and projects is a major source of stress for me.	4.08	Very Often
The amount of coursework creates challenges in balancing academic and personal responsibilities.	4.07	Very Often
The workload negatively impacts my overall well-being.	3.45	Very Often
I feel overwhelmed by the academic demands placed on me.	3.81	Very Often
Grand Mean	**3.92**	**Very Often**

Table 2.1 shows that the grand mean is 3.92. According to the table, question number 1 got the highest with a 4.18 mean, Question number 2 with a 4.08 mean, and Question no. 3 with a 4.07 mean, Question No. 5 with a 3.81 mean, and Question No. 4 with a 3.45 mean. Therefore, all questions are interpreted in the descriptive interpretation as Very Often.

Durgun Ozan et al. (2020) state that stress among nursing students might occasionally result from the combination of clinical and academic responsibilities during a student's education. Nursing students need to acquire a substantial amount of conceptual knowledge in the fields of anatomy, physiology, pharmacology,

nursing theories, and medical procedures. A significant cognitive load may be associated with studying specific fields, which raises stress.

As cited from the study by Bartlett et al. (2016) and Chernomas & Shapiro (2013), The blend of academic coursework and hands-on clinical experiences creates a special and demanding environment for nursing students. This integration requires students to quickly transition between classroom education and real-world patient care contexts, which is mentally taxing. Together with their academic studies, nursing students also actively assist patients. Although helpful, this hands-on learning opportunity can be challenging as students gain experience managing the complexities of interdisciplinary teams, patient interactions, and the healthcare delivery system.

Table 2.2. Clinical Placement Challenges

Clinical Placement Challenges	Mean	Descriptive Interpretation
Challenges in clinical placements contribute significantly to my academic stress.	3.66	Very Often
Balancing theoretical studies with practical experiences in clinical placements is stressful.	3.56	Very Often
Clinical requirements create additional pressure on my academic journey.	3.54	Very Often
I find it challenging to adapt to the demands of clinical placement.	3.52	Very Often
The stress from clinical placements affects my overall academic performance.	3.35	Very Often
Grand Mean	3.52	Very Often

Table 2.2 shows that the grand mean is 3.52. According to the table, question 1 got the highest with 3.66 means, Question no. 2 with 3.56, question 3 with 3.54, question 4 with 3.52, and Question no. 5 with 3.35. Therefore, all questions are interpreted in the descriptive interpretation as Very Often.

Weurlander, M. Lonn, A., Seeberger, A., Broberger, E., Hult, H., Wernerson, A. 2018, stated that the fusion of a realistic clinical practice with an academic program creates a special and demanding environment. This integration requires students to quickly transition between classroom education and real-world patient care contexts, which is mentally taxing. Together with their academic studies, nursing students also actively assist patients. Although helpful, this hands-on learning opportunity can be taxing as students gain experience managing the complexities of interdisciplinary teams, patient interactions, and the healthcare delivery system, which sometimes these practices increase the chance for the students to acquire stress.

Most people would agree that clinical assignments are essential to nursing education and are explicitly designed to give students real-world learning experiences (Levett-Jones & Bourgeois, 2015). Since the days of apprenticeship-style training decades ago to the current university-based curriculum, the significance of clinical internships for acquiring competency has been acknowledged (Brown et al., 2011).

Table 2.3. High Expectations and Performance Pressure

High Expectations and Performance Pressure	**Mean**	**Descriptive Interpretation**
The high expectations set by faculty and peers contribute to my academic stress.	3.90	Very Often
Pressure to meet academic performance standards affects my well-being.	3.92	Very Often
The fear of not meeting performance expectations adds to my stress levels.	4.12	Very Often
Striving for high grades creates stress in my academic journey.	3.89	Very Often
The pressure to excel academically impacts my mental health.	3.91	Very Often
Grand Mean	**3.95**	**Very Often**

Table 2.3 shows that the grand mean is 3.95. According to the table, question number 3 got the highest with 4.12 mean, Question no. 2 with 3.92, question 5 with 3.91, question 1 with 3.90, and question no. 4 with 3.89. Therefore, all questions are interpreted in the descriptive interpretation as Very Often.

S.R. Allari and K.M. Farag. 2017 revealed that students' expectations for successful clinical training are significantly different from reality, leading to the development of three main topics in their study. From the perspective of the student, "effective instruction," "effective clinical environment," and "effective training" were deemed significant elements in improving the clinical training process.

In conclusion, initiatives to enhance clinical instruction must be implemented to help students meet the targeted learning objectives. Any nursing school should prioritize the development of strong collaboration between college administration, clinical instructors, clinical setting administration, preceptors, and staff to promote clinical education. Academic and professional preparation for instructors should also be taken into account.

Length of Time of Music Listening

Table 3.1. On average, how many hours do you spend listening to music each day?

	Frequency	Percent
Less than 30 minutes	24	9.8
30 minutes to 1 hour	57	23.4
1-2 hours	61	25.0
2-3 hours	39	16.0
more than 3 hours	63	25.8
Total	**244**	**100.0**

Table 3.1 shows the frequency and percentage of distribution of the respondents by the length of music listening time. Out of 244 respondents, 63 (25.8 %) listened to music for more than 3 hours a day. Followed by 61 (25.0 %) respondents who listen to music 1-2 hours a day. 57 (23.4 %) respondents listen to music for 30 minutes to 1 hour, 39 (16.0 %) respondents listen to music for 2-3 hours, and 24 (9.8%) of respondents listen to music for less than 30 minutes in a day.

Alexandra Linnemann, Mario Wenzel, Jennifer Grammes, Thomas Kubiak, and Urs M. Nater. 2018 reveals that with longer durations of music listening, individuals reported lower levels of stress. Listening to music for extended periods can indeed have a calming effect, reducing stress levels. This phenomenon is supported by various studies indicating that music can influence mood, lower blood pressure, and reduce anxiety. The type of music, its tempo, and the listener's personal preferences can all play a role in how effective music is in alleviating stress. Their findings also indicate that it appears necessary to listen to music for at least 20 minutes to detect connections with stress.

Subido (2019) also stated in his article "Filipino Listen to More Music Daily Than Anyone Else in the World" that the Philippines had the highest average daily music listening time. He stated that Filipino internet users listen to an average of two hours and six minutes of music per day.

It is undeniably true that students often listen to music to help them accomplish their everyday academic tasks. Many find that music enhances their focus, improves their mood, and reduces stress, making it easier to concentrate on studying, completing assignments, and other academic activities. While the type of music and its effects can vary from student to student, the practice of listening to music while working is a common and beneficial strategy for many.

Table 3.2. How many hours, on average, do you spend listening to music while studying or working?

	Frequency	Percent
Less than 30 minutes	44	18.0
30 minutes to 1 hour	47	19.3
1-2 hours	70	28.7
2-3 hours	40	16.4
more than 3 hours	43	17.6
Total	244	100.0

Table 3.2 shows the respondents' frequency and percentage of distribution by the length of music-listening time they spent studying and working. Out of 244 respondents, 70 (28.7 %) of respondents listen to music for 1-2 hours when studying and working. This was followed by 47 (19.3 %) respondents listening to music for 30 minutes to 1 hour. 44 (18.0 %) of respondents listen to music for less than 30 minutes, 43 (17.6 %) of respondents listen to music for more than 3 hours, and 40 (16.4 %) of respondents listen to music for 2-3 hours when studying and working.

Desserie Blanco., and Mecmack Nartea., 2020 discovered a significant relationship between the amount of time spent listening to music and its impact on students' academic performance. It may imply that the more extended pupils listen to music, the greater its impact or influence on academic achievement. According to the previous discussion, students believed music relaxes the mind and helps them focus and concentrate. According to the World Health Organization (2013), listening to music for an hour a day can reduce distraction; hence, music helps pupils concentrate on their studies, resulting in improved academic performance.

Calderwood et al. (2014) revealed that during a normal 3-hour study session, students spent more than one-third of their time, or 73 minutes, listening to music. This highlights the role of music in students' study regimens. Listening to music frequently makes it to suggestions and hacks for higher job productivity and cognitive performance (D'Angelo, 2022; Robinson, 2020; Spherion et al., 2022).

The study indicates that music plays a significant role in students' study sessions, with over one-third of the time (approximately 73 minutes) dedicated to listening to music during a typical 3-hour study period. This suggests that students find music a beneficial or essential part of their study routine, potentially aiding in concentration, relaxation, or stress reduction.

Genre Preferences

Table 4.1 Frequency and Ranking Distribution of Respondents according to Music Genres

Genre	**Frequency**	**Ranking**
Pop	181	1
R&B/Soul	140	2
Classical	102	3
Hip-hop/Rap	67	4
Country	62	5
Rock	53	6
Jazz	39	7
Electronic/Dance Jazz	34	8
Others:		
Christian	8	9
Indie	4	10
Solemn	2	11
80s	1	12
Acoustic	1	

Alternative	1	
Calm	1	
Funk	1	
Instrumental	1	
Metal	1	
Nature	1	
OPM	1	
Slowed Reverb	1	

Table 4.1 shows the frequency and distribution of the respondents by the genre of music that students listen to the most by providing the freedom to choose more than one genre. Pop music is the most listened-to genre from the students' preference, with a frequency of 181.

R&B or Soul music ranked as number 2 with a frequency of 140. Followed by classical with a frequency of 102. Fourth on the ranking is hip-hop or rap music, with a frequency of 67. Followed by Country music with a frequency of 62.

Ranked number 6 is Rock music with a frequency of 53. Followed by Jazz music with a frequency of 39. Electronic or Dance music is ranked number 8, with a frequency of 34.

Respondents specified other music genres, including Christian music, ranking as number 9 with a frequency of 8, followed by Indie music with a frequency of 4, and Solemn music with a frequency of 2. Other genres specified were the 80s, acoustic, alternative, calm, funk, instrumental, metal, nature, OPM, and slowed and reverb music, all with a frequency of 1.

According to Ferwenda, B., Tkalcic, M., & Schedl. M., (2017). Since personality traits have been demonstrated to be a stable construct in people, interest in personality-based tailored systems is growing. Users' behavior, tastes, and wants regarding their personalities and music tastes are carefully examined to present them with a more personality-based experience. Therefore, various genres of music emerge as time goes by. That made people differ about the music they were listening to.

Additionally, North, A.C, Hargreaves D. J., & Hargreaves J. J. Pop music was most commonly heard; participants' likes for the music varied depending on who they were with, where they were, and whether they had decided to be able to hear it; participants typically encountered music while engaging in activities other than purposeful music listening; participants were most likely exposed to music during the evening, especially on weekends and between 10 and 11 p.m.; most recordings of music were made at home, with very few occurring in public spaces; participants' assessments of the significance of various musical functions varied depending on temporal variables, the location, the music, and the person or people they were with.

Table 4.2. Effect of music genre in study or work performance.

	Frequency	**Percent**
Strongly Disagree	5	2.0
Disagree	6	2.5
Neutral	40	16.4
Agree	105	43.0
Strongly Agree	88	36.1
Total	244	100.0

Table 4.2 shows the frequency and percentage of distribution of the respondents by the genre of music they listen to, which affects their study or work performance. Out of 244 respondents, 105 (43%) of respondents who listen to the music selected agree on the efficacy of genre when it comes to study or work performance. This was followed by 88 (36.1 %) of respondents listening to music who strongly agreed. 40 (16.4 %) of respondents who listen to music selected neutral, 6 (2.5 %) of respondents who listen to music disagree, and 5 (2.0%) of respondents strongly disagree with the effectiveness of genre in their study or work performance.

Mosen, K., Dominicus, B., and Torsten, M. stated that the activity during which music is listened to influences the familiarity of songs, their level of distractibility, how much they suit the listener's mood, and the urge to change the mood in a single listening session. In general, users want minimal involvement; some want to listen while they do their work because, according to them, it is the stress and burden they feel when they hear music playing.

According to North, A.C. et al., How individuals utilize and interact with music determines its worth in their daily lives, and these factors are influenced by the environments in which they hear it. This exploratory study offers some initial normative data on who people listen to, what they listen to (and their emotional responses to this music), and when, where, and why. Very few studies have looked into people's experiences of music in naturalistic, everyday circumstances.

Table 5.1 Significant Relationship between P-Value in the Heavy Workload under Sex.

Correlations			
		Sex	**Year Level**
Heavy Workload	Pearson Correlation	-.111	-.126
	p-value	.082 ^{ns}	.049*
	N	244	244

Correlation is significant at the 0.05 level (2-tailed).

^{ns} Not Significant at the 0.05 level.

The correlation between the p-value in the heavy workload under sex is not significant; therefore, the EXACT OPPOSITE OF HYPOTHESIS = HYPOTHESIS IS REJECTED.

According to Lehikoinen and Turpeinen (2022). Both males and females do not vary from having a heavy workload as long as they are from the same course. However, due to the stereotyping, females are sometimes much more intelligent. Nevertheless, according to his studies, males and females have the same results in exams or on-field practices.

The correlation between the p-value in the year level is significant; therefore, the SAME AS THE HYPOTHESIS = HYPOTHESIS IS ACCEPTED.

According to Aaskelainen, T., Lopez-Iniguez, G., Lehikoinen, K. In higher years, students may face discipline-specific workloads due to their courses or even strands they will take. The pressure includes performance anxiety, perfectionism, and career concerns. According to their studies, music potentially increases academic and performance requirements. At every level of academics, there will be another pressure; therefore, students listening to music will sometimes be lessened due to career pressure.

Additionally, Reid (2001) states that one of the best ways to find support for students at higher year levels with a heavier workload is through music, which helps them connect more profoundly to the workload, which will help students concentrate on more meaningful aspects of the course with more pleasant experienced and high-quality learning.

Table 5.2. Significant Relationship between Sex and Year level in the Clinical Placement

		Sex	**Year Level**
Clinical Placement	Pearson Correlation	-.120	-.068
	Sig. (2-tailed)	.062^{ns}	.291 ^{ns}
	N	244	244

^{ns} Not Significant at the 0.05 level.

The correlation of sex and year level in the clinical placement appears not significant therefore

The EXACT OPPOSITE OF THE HYPOTHESIS = HYPOTHESIS IS REJECTED.

Table 5.3. Significant Relationship between the Sig. (2-tailed) in the High Expectation and Performance under Sex

		Sex	Year Level
High Expectations & Performance	Pearson Correlation	-.039	-.175
	Sig. (2-tailed)	.546 ns	.006**
	N	244	244

**. Correlation is significant at the 0.01 level (2-tailed).

ns Not Significant at the 0.05 level.

The correlation between the Sig. (2-tailed) in the high expectation and performance under sex is not significant therefore the EXACT OPPOSITE OF THE HYPOTHESIS = HYPOTHESIS IS REJECTED.

The correlation between the Sig. (2-tailed) in the high expectation and performance under year level is significant therefore the SAME AS THE HYPOTHESIS = HYPOTHESIS IS ACCEPTED.

SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATION

This chapter presents summary of findings, the conclusion drawn and the recommendations made as an outgrowth of this study. This study is on the Student Nurses' Perceptions of the Intervention of Music in Coping with Academic Stress at ISU-E.

Summary of Findings

The salient findings of this study are as follows:

1. Respondents Profile

Sex of the respondents. The majority of the respondents are female, with a frequency of 183 or 75 percent, and 61 or 25 percent are male.

Year level of the respondents. The majority of the respondents are BSN 1, with a frequency of 87 and a percentage of 35.7; the lowest number of respondents come from BSN 4, with a frequency of 24 and a percentage of 9.8.

2. Academic Stressors

2.1 Heavy Workload. Nursing students perceived heavy workload as significantly contributing to their stress level, gaining a grand mean of 4.18 percent and interpreted as very often.

2.2 Clinical Placement Challenges. Nursing students perceived clinical placement challenges as significantly contributing to their academic stress, gaining a grand mean of 3.66 percent and interpreted as very often.

2.3 High Expectations and Performance Pressure. Nursing students perceived high expectations and performance pressure as the fear of not meeting performance expectations, which adds to their stress level, gaining a grand mean of 4.12 percent and being interpreted very often.

3. Length of Time of Music Listening

3.1 Length of time spent listening to music in a day. Most respondents listen to music for more than 3 hours a day with a frequency and percentage of 63 and 25.8 percent.

3.2 Length of time spent listening to music when studying or working. When studying or working, most respondents spent an average of 1-2 hours listening to music, with a frequency of 70 and 28.7 percent.

4. Genre Preferences.

4.1. Frequency and Ranking Distribution of Respondents according to Music Genres. Among the mentioned music genres in the given questionnaire, pop music gained the highest rank, with a frequency of 181; gaining the second rank of 140 is R&B or Soul music, which ranked classical music with a frequency of 102.

4.2. Effect of music genre in work or study performance. Among the 244 respondents, 105 (43%) of respondents who listen to the music selected **agree** that the music genre they listen to affects their study or work performance, and 5 (2.0%) of respondents selected **strongly disagree** on the music genre they listen to affects their study or work performance.

5. Significant relationship.

5.1. The relationship between the heavy workload and sex appears to be not significant, but the correlation between year level and heavy workload was found to be significant.

5.2. The relationship between clinical placement and sex appears not significant. Also, the relationship between clinical placement and year level was not significant.

5.3. The relationship between high expectations and performance and sex appears to be not significant, but the correlation between high expectations and year level is significant.

Conclusion

Based on the data gathered, presented, analyzed, and interpreted, this research holds significant importance for readers by providing valuable insights into effective coping mechanisms with music for managing stress in nursing, academic, and clinical settings. It highlights the evidence-based benefits of music, showcasing its role in enhancing mental health, emotional well-being, and overall student success.

By exploring the relationship between music and stress relief, this study contributes to improving the well-being of nursing students, which is essential for their academic retention and professional development. Additionally, findings can inform educational practices, guiding nursing educators and institutions to integrate music interventions into support programs, enriching students' academic experiences.

The study also raises awareness of the mental health challenges faced by student nurses, emphasizing the need for innovative strategies like music therapy. Readers, particularly those in similar academic fields, may find personal relevance in this study, recognizing the potential benefits of music therapy in their own lives.

Furthermore, our research lays a foundation for future research on music interventions across various educational contexts, encouraging a broader exploration of effective coping strategies. Its interdisciplinary impact spans nursing, psychology, music therapy, and education, promoting collaboration and innovative approaches to enhancing student well-being. Ultimately, our research not only informs but inspires, highlighting the transformative power of music in academic settings.

Recommendation

The researchers present the following recommendations for fulfillment.

1. The researchers recommend that the school highly encourage students to use music as a therapeutic coping method when studying for and completing activities or other assignments.
2. Researchers recommend students to choose appropriate types of music while studying to help minimize distractions and enhance focus.
3. The researchers recommend the students to take short breaks during study sessions to listen to calming music. This can help reduce stress and improve focus when they return to their studies.
4. The researchers recommend that the students create personalized playlists tailored to different activities and moods. Having playlists designated for studying, relaxation, exercise, and productivity can help optimize their use of music as a coping tool.

5. The researchers recommend that the students have access to mobile apps or online platforms that offer guided music therapy sessions, relaxation techniques, or mood-enhancing playlists.
6. The researchers recommend designating specific areas on campus where students can choose to study or work with or without music. This allows students who prefer studying with music to do so without disturbing others who prefer silence.
7. The researchers recommend that the school schedule regular breaks during school hours where students can participate in guided relaxation sessions with calming music to alleviate stress and promote mental clarity.

ACKNOWLEDGEMENT

We sincerely thank our adviser, Mr. Virgilio D. Ganadin Jr., RN, MAN whose expertise, guidance, and encouragement have been invaluable throughout this research journey. Their continuous support and constructive feedback played a vital role in the development and completion of this study.

In addition, a thank you to Mr. Mark Hipolito P. Galingana, RN, RM, MAN, and Dean. Edmelyn B. Cacayan, RN, MSN, DNSc, whose feedback and suggestions have greatly enriched the quality of this research. Their constructive critiques and perspectives have helped refine and strengthen this study.

We also thank our friends for their unwavering support, motivation, and encouragement. Making this study was a tough journey, but our shared laughter and stories have inspired us to keep moving forward. Their companionship made this journey both meaningful and enjoyable.

Finally, we sincerely thank our family for their unconditional love, patience, understanding, and financial support. This study wouldn't be possible without their constant support.

Dedication

This research is dedicated to the nursing professionals and patients who inspire us to explore innovative approaches to care. To the power of music, which transcends barriers and brings healing to the body, mind, and spirit.

To our mentors and colleagues, who encouraged our curiosity, and to our family, whose unwavering support made this work possible. May this study serve as a small step toward integrating creativity and compassion into the heart of nursing practice.

Finally, to those who believe in the healing potential of music—this work is for you.

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APPROVAL SHEET

The thesis outline attached entitled **"PERCEPTION OF THE INTERVENTION OF MUSIC IN COPING WITH ACADEMIC STRESS OF ALL LEVELS OF STUDENT-NURSES AT ISU-E"** prepared and submitted by Dianne G. Caleja, Vince Carl B. Capistrano, Nikolai S. Crisostomo, and Silver R. Lacaden, in partial fulfillment of the requirements for graduation for the degree **BACHELOR OF SCIENCE IN NURSING**, is hereby endorsed.

VIRGILIO D. GANADIN JR., RN, MAN _____

Adviser Date

JOYLENE FAITH M. GUMPAL, LPT, MAEd _____

Technical/English Critic Date

JAN MAR S. MATEO, LPT, CNSA _____

Statistician Date

Accepted as partial fulfillment of the requirements for graduation for the degree BACHELOR OF SCIENCE IN NURSING.

Approved by:

EDMELYN B. CACAYAN, RN, MSN, DNSc _____

Dean Date

ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume IX Issue III March 2025

Noted:

MARKHIPOLITO P. GALINGANA, RN, RM, MAN _____

Research Coordinator Date

Recorded:

_____ _____

Registrar II Date

CON – R - Form 6

REQUEST FOR THE EVALUATION OF ON – GOING THESIS STUDY

Date 11-21-2024

I wish to seek permission from the members of my thesis committee to evaluate our thesis entitled **PERCEPTIONS OF THE INTERVENTION OF MUSIC IN COPING WITH ACADEMIC STRESS OF ALL LEVELS OF STUDENT NURSES AT ISU-E**, on 21st of November 2024.

Very truly yours,

CALEJA, DIANNE G.

CAPISTRANO, VINCE CARL B.

CRISOSTOMO, NIKOLAI S.

LACADEN, SILVER R.

_____

Thesis Student

Recommending Approval:

VIRGILIO GANADIN, RN, MAN _____

Research Adviser *Date*

JOYLENE FAITH M. GUMPAL, LPT, MAEd _____

English Critic *Date*

JAN MAR S. MATEO, LPT, CNSA _____

Statistician *Date*

Approved:

MARKHIPOLITO GALINGANA, RN, RM, MAN _____

Nursing Research Coordinator *Date*

Noted:

EDMELYN B. CACAYAN, RN, MSN, DNSc _____

Dean, College of Nursing *Date*

PERMISSION TO START THESIS

We wish to seek permission to start thesis, entitled **PERCEPTIONS OF THE INTERVENTION OF MUSIC IN COPING WITH ACADEMIC STRESS OF ALL LEVELS OF STUDENT NURSES AT ISU-E,** in October 2024.

Recommending Approval

VIRGILIO D. GANADIN JR., RN, MAN _____

Adviser Date

JOYLENE FAITH MINA GUMPAL, LPT, MAEd _____

Technical/English Critic Date

JANMAR S. MATEO, LPT, CNSA _____

Statistician Date

Noted:

MARKHIPOLITO P. GALINGANA, RN, RM, MAN _____

Research Coordinator Date

Approved:

EDMELYN B. CACAYAN, RN, MSN, DNSc _____

Dean Date

Recorded:

_____ _____

Registrar Date

ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume IX Issue III March 2025

APPENDICES

Application for Thesis Title Approval

We wish to seek approval for our thesis outline defense, entitled **PERCEPTIONS OF THE INTERVENTION OF MUSIC IN COPING WITH ACADEMIC STRESS OF ALL LEVEL OF STUDENT NURSES AT ISU-E** in partial fulfillment of the requirements for graduation of the degree of Bachelor of Science in Nursing.

Very truly yours,

CALEJA, DIANNE G.

CAPISTRANO, VINCE CARL B.

CRISOSTOMO, NIKOLAI S.

LACADEN, SILVER R.

_____

Thesis Student

Prerequisite Subjects:

Statistics 11

Statistics 13

English 15a

Certified by:

VIRGILIO D. GANADIN JR., RN, MAN

Adviser

Noted:

MARKHIPOLITO P. GALINGANA, RN, RM, MAN _____

Research Coordinator Date

Approved:

EDMELYN B. CACAYAN, RN, MSN, DNSc _____

Dean Date

QUESTIONNAIRE

Name (Optional):_____ Gender: Male ( ) Female ( )

Year Level: _____ Course:_____

INSTRUCTION: Please kindly consider each item carefully. Put a (/) mark on the space provided on each item. Please rate how much you feel/experience these statements. Use the following scale:

LEGEND	SCALE	DESCRIPTION
5	4.21 - 5.00	Always
4	3.41 - 4.20	Very often
3	2.61 - 3.40	Sometimes
2	1.81 - 2.60	Rarely
1	1.00 - 1.80	Never

A. Academic Stressors

Statements	5	4	3	2	1
Heavy Workload					
The academic workload significantly contributes to my stress level.					
Managing multiple assignments and projects is a major source of stress for me.					
The amount of coursework creates challenges in balancing academic and personal responsibilities.					
The workload negatively impacts my overall well-being.					
I feel overwhelmed by the academic demands placed on me.					
Clinical Placement Challenges					
Challenges in clinical placements contribute significantly to my academic stress.					
Balancing theoretical studies with practical experiences in clinical placements is stressful.					
Clinical requirements create additional pressure on my academic journey.					
I find it challenging to adapt to the demands of clinical placement.					
The stress from clinical placements affects my overall academic performance.					
High Expectations and Performance Pressure					
The high expectations set by faculty and peers contribute to my academic stress.					
Pressure to meet academic performance standards affects my well-being.					
The fear of not meeting performance expectations adds to my stress levels.					
Striving for high grades creates stress in my academic journey.					
The pressure to excel academically impacts my mental health.					

B. Daily Music Listening Time

INSTRUCTION: Please select one item only and put a (/) mark on the box provided for each item.

1. On average, how many hours do you spend listening to music each day?

□ Less than 30 minutes **□ 30 minutes to 1 hour**

□ 1-2 hours **□ 2-3 hours**

□ More than 3 hours

2. How many hours, on average, do you spend listening to music while studying or working?

□ Less than 30 minutes **□ 30 minutes to 1 hour**

□ 1-2 hours **□ 2-3 hours**

□ More than 3 hours

ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume IX Issue III March 2025

C. Genre Preferences

1. What genre(s) of music do you find yourself listening to the most? (Select up to three)

□ Pop □ Rock □ Hip-hop/Rap

□ Classical □ Jazz □ Electronic/Dance

□ Country □ R&B/Soul □ Other (please specify): _____

2. Do you believe that the genre of music you listen to affects your study or work performance?

□ Strongly Agree □ Agree □ Neutral □ Disagree □ Strongly Disagree