

Effectiveness of Motivational Songs among Grade One in Learning Mother Tongue Based- Multi-Lingual Education in Amungan Elementary School, Iba, Zambales

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Abstract: The integration of songs in the motivational part of the lesson was utilized as an instructional strategy to enhance the learning outcomes of Grade One learners in the Mother Tongue-Based Multilingual Education (MTB-MLE) subject. A quasi-experimental design utilizing a time-series approach was employed with sixty-four (64) learners across two formative assessment trials, and data were analyzed using Mean, Mean Percentage Score (MPS), Variance, t-test for equal variances, and Pearson's r. Findings revealed that the academic performance of students in both groups, with and without the use of songs, fell under the category of "Closely Approximating Mastery." However, learners exposed to motivational songs achieved significantly higher performance in both trials compared to those without, with a high correlation between the first and second trials observed in the song group, and a moderate correlation noted in the non-music group. Teachers reported that while songs enhanced motivation and engagement, challenges emerged such as time required to teach unfamiliar songs, learner disinterest in music, teacher fatigue from repeated singing, and difficulty sourcing suitable materials. It is concluded that motivational songs positively influence learning outcomes and engagement in MTB-MLE. Therefore, teachers are encouraged to integrate songs into instruction, supported by in-service training and school investments in audio equipment, while also maximizing online platforms for additional resources. A follow-up study is recommended to further validate these findings.

Keywords: *Motivational Songs, Instructional Strategy, Mother Tongue-Based Multilingual Education, Learning Outcomes.*

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I. INTRODUCTION

Keeping learners engaged in today's rapidly changing global context requires innovative teaching strategies. Traditional classroom methods often fail to sustain the motivation of young learners, leading educators to explore more dynamic approaches. Music, particularly motivational songs, has been identified as an effective tool to enhance memory, participation, and confidence while fostering a positive classroom environment (Medina, 1990; Salcedo, 2002). Beyond linguistic benefits, songs also promote values, critical thinking, and cultural awareness when connected to broader themes (Failoni, 1993; Joyce, 2011). Despite these advantages, limited research has examined the systematic use of

motivational songs across school subjects, especially within the Philippine setting where challenges in literacy and student motivation remain pressing.

In the Philippines, the K to 12 Curriculum places strong emphasis on Mother Tongue-Based Multilingual Education (MTB-MLE) from Grades One to Three. This program aims to develop learners' confidence and proficiency in multiple languages through the five macro skills of listening, speaking, reading, viewing, and writing. With competencies built in the mother tongue (Language 1), children are expected to transition effectively into Filipino (Language 2) and English (Language 3), enabling them to succeed as multilingual, multi-literate citizens. This policy reflects both an educational and cultural

commitment, as the Philippines is home to more than 180 languages, many of which are endangered due to shifts toward Filipino and English.

However, despite its promise, MTB-MLE faces persistent challenges. Teachers often lack sufficient learning materials in the mother tongue, vocabulary resources remain limited, and professional training in multilingual pedagogy is inadequate. At the national level, concerns about literacy remain urgent. Results from the 2018 Programme for International Student Assessment (PISA) revealed that Filipino learners ranked among the lowest globally in reading comprehension, underscoring the importance of strengthening literacy instruction at the early grade levels. Effective teaching strategies are therefore needed to address these concerns while also preserving linguistic and cultural heritage.

One promising yet underutilized approach is the integration of songs into classroom instruction. Motivation is a critical factor in learning, and songs, being both familiar and enjoyable, can provide an avenue for learners to engage meaningfully with lessons. They are known to support vocabulary development, pronunciation, grammar, and comprehension, while simultaneously creating a joyful learning environment. More importantly, they can spark interest and sustain learner motivation, which are key issues in the Philippine education system where low interest, absenteeism, and dropout rates persist.

This study, “The Effectiveness of Motivational Songs Among Grade One Learners in Learning the Mother Tongue-Based Multilingual Education Subject at Amungan Elementary School, Iba, Zambales,” investigates how motivational songs can be used as an instructional strategy in MTB-MLE. It seeks to determine whether this approach can enhance learning

outcomes and motivation among young learners. By situating this classroom-based intervention within the wider context of national educational challenges, the study aims to provide evidence for innovative, culturally responsive strategies that can support literacy and motivation in Philippine schools.

II. METHODS

➤ Study Design

This study employed a quasi-experimental research design utilizing a time-series approach. The design was selected to estimate the causal impact of the intervention—motivational songs—on the target population of Grade One learners. Data collection involved formative assessment results, which were subjected to documentary analysis to describe the effectiveness of motivation in learning the Mother Tongue-Based Multilingual Education (MTB-MLE) subject. The quasi-experimental design was deemed appropriate as it allowed the researchers to observe differences in academic performance between learners exposed to motivational songs and those without, thereby providing insights into the effectiveness of the intervention.

➤ Study Population Size and Location

The study was conducted at Amungan Elementary School, located in Purok 3, Barangay Amungan, Municipality of Iba, Province of Zambales. The school is a complete elementary institution situated between Dampay Elementary School in the north and Lawak Elementary School in the south, with Barangay Bangantalinga to the south and Barangay San Agustin to the north. The study population consisted of 64 Grade One learners enrolled at Amungan Elementary School during the study period. The respondents were equally distributed between two sections: 32 learners from Section Generous (50%) and 32 learners from Section Kind (50%), as presented in Table 1.

Table 1: Frequency Distribution of the Respondents.

Grade One Sections/ Groups	Population	Percentage %
Generous	32	50
Kind	32	50
TOTAL	64	100

➤ Data Collection Method

Prior to data collection, approval to conduct the study was secured from the Schools Division Superintendent of Zambales, the Public Schools District Supervisor, and the School Administrator of Amungan Elementary School. Upon approval, the researcher personally administered the study procedures. The Grade One–Kind section served as the experimental group and was motivated with songs, while the Grade One–Generous section served as the control group and was not motivated with songs.

Formative assessments were conducted and administered to both groups of learners. The completed tests were retrieved, checked, tabulated, and analyzed in accordance with the study’s

objectives, specifically to determine the effectiveness of motivational songs in learning the Mother Tongue-Based Multilingual Education (MTB-MLE) subject among Grade One learners.

➤ Data Analysis and Presentation

The data were analyzed using both descriptive and inferential statistics. The mean and Mean Percentage Score (MPS) were computed to determine learners’ average performance and mastery levels, interpreted using established mastery ranges. Variance was applied to describe group characteristics, while a t-test for equal variances (pooled) was used to assess significant differences in academic performance between learners motivated with songs and those without.

Pearson's product-moment correlation coefficient (r) was employed to measure the strength and direction of relationships between variables, with coefficients interpreted from negligible to perfect correlation.

III. RESULTS AND DISCUSSION

➤ *Learners' Academic Performance with Song Motivation*

Table 2 presents the performance of learners in the MTB-MLE subject when motivated with songs across two trials. In the first trial, the group achieved a Mean Percentage Score (MPS) of 96, interpreted as *Mastered the Competency*. Twenty-five learners scored within the 96–100 range, while seven fell within the 66–85 range. In the second trial, the MPS declined

slightly to 90, categorized as *Closely Approximating Mastery*. Fourteen learners scored 96–100, nine scored 86–95, seven scored 66–85, and two scored 35–65.

Overall, the grand mean of 93 indicated that learners consistently demonstrated a strong mastery of competencies when songs were integrated. The initial higher performance suggests that music heightened learners' motivation, enjoyment, and attentiveness during lessons, contributing to improved scores. Although scores declined in the second trial due to increased test difficulty, learners maintained satisfactory performance levels, reinforcing the value of music as an effective pedagogical tool.

Table 2: Distribution of Learners' Academic Performance in Mother Tongue Based- Multi-Lingual Education Motivated with Song First and Second Trial

Percentage Scores	1 st Trial	2 nd Trial	Total Score
96-100 (Mastered the competency)	25	14	42
86-95 (Closely Approximating Mastery)	0	9	9
66-85 (Moving towards Mastery)	7	7	8
35-65 (Average Mastery)	0	2	5
15-34 (Low Mastery)	0	0	0
5-14 (Very Low Mastery)	0	0	0
0-4 (Absolutely No Mastery)	0	0	0
Total	32	32	64
Mean Percentile Scores	96	90	93
Qualitative Interpretation	Mastered	Closely Approximating Mastery	Closely Approximating Mastery
Grand Mean	93 (Closely Approximating Mastery)		

These findings align with previous research asserting that music enhances retention, supports literacy skills, and fosters positive learning experiences (Lewis, 2002; Anderson et al., 2000; Koppelman & Imig, 1995).

➤ *Learners' Academic Performance without Song Motivation*

Table 3 shows the performance of learners without song motivation. The first trial yielded an MPS of 95 (*Closely Approximating Mastery*), with most learners (28 out of 32) scoring in the 96–100 range. In the second trial, performance

decreased significantly to an MPS of 83 (*Moving Towards Mastery*). The distribution of scores widened, with more learners in the lower ranges compared to the first trial.

The overall grand mean of 89.5 indicates that while learners initially performed well, their engagement and mastery declined without the use of songs as motivational tools. Observations suggest that traditional instruction may have led to reduced attentiveness and lower learner engagement.

Table 3 Distribution of Learners' Academic Performance in Mother Tongue Based- Multi-Lingual Education Motivated without Song First and Second Trial

Percentage Scores	1 st Trial	2 nd Trial	Total
96-100 (Mastered the competency)	28	12	37
86-95 (Closely Approximating Mastery)	0	4	4
66-85 (Moving towards Mastery)	1	10	17
35-65 (Average Mastery)	3	6	6
15-34 (Low Mastery)	0	0	0
5-14 (Very Low Mastery)	0	0	0
0-4 (Absolutely No Mastery)	0	0	0
Total	32	32	64
Mean	95	83	89

Qualitative Interpretation	Closely Approximating Mastery	Moving towards Mastery	Closely Approximating Mastery
Grand Mean	89.5 (Closely Approximating Mastery)		

These results echo Dunn (2001), who noted that mismatches between teaching and learning styles can hinder performance.

➤ *Test of Difference Between Groups*

As shown in Tables 4 and 5, the independent samples t-test revealed significant differences in performance between groups with and without song motivation in both trials ($p < 0.05$). This demonstrates that learners exposed to songs consistently outperformed those who were not, confirming the positive effect of music as an instructional intervention.

Table 4: T-Test to Determine Significant Difference on the Academic Performance Between with and without Song in the First Trial

First Trial	N	Mean	Std. Deviation	Std. Error Mean
First Trial with SONG	32	6.6563	0.93703	0.16564
First Trial without SONG	32	6.5625	0.84003	0.14850

First Trial	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
With SONG	40.184	31	0.000	6.65625	6.3184	6.9941
Without SONG	44.193	31	0.000	6.56250	6.2596	6.8654

Table 5: T-Test to Determine Significant Difference on the Academic Performance Between with and without Song in the Second Trial

Second Trial	N	Mean	Std. Deviation	Std. Error Mean
Second Trial With SONG	32	6.0938	0.96250	0.17015
Second Trial Without SONG	32	5.6875	1.17604	0.20790

Second Trial	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
With SONG	35.814	31	0.000	6.09375	5.7467	6.4408
Without SONG	27.357	31	0.000	5.68750	5.2635	6.1115

Consistent with Lewis (2002) and Dzanic (2016), these results highlight the motivational power of music to enhance learner participation, attentiveness, and task completion. Music also functioned as an effective classroom management tool, creating a positive atmosphere conducive to learning.

➤ *Test of Relationship Across Trials*

Pearson correlation analyses further established significant positive relationships between learners' performance in the first and second trials for both groups. The correlation was higher among learners motivated with songs ($r = 0.729$, $p < 0.01$), indicating a strong consistency in their performance across trials. In contrast, learners without songs demonstrated a moderate relationship ($r = 0.645$, $p < 0.01$).

This suggests that the use of songs not only improved immediate performance but also fostered greater stability and reliability in learners' academic outcomes. These findings reinforce previous claims that music contributes to

concentration, focus, and sustained engagement (Morrison, 1994; Behar, 2000; Bryant-Jones et al., 2003).

➤ *Difficulties Encountered*

Both pupils and teachers reported challenges in using songs as an instructional tool. Pupils initially struggled with unfamiliar songs, limited lyrics, and difficulties in pronunciation, especially for non-readers. Some learners also expressed distraction or disinterest in music. Teachers reported exhaustion from repeated singing, difficulty in sourcing appropriate songs, and time constraints.

On the other hand, teaching without music was observed to reduce pupil attentiveness, increase lethargy, and diminish retention of lessons. Teachers also described traditional methods without music as monotonous and less effective in sustaining learner motivation.

IV. CONCLUSION

The study revealed that both groups of learners—those motivated with songs and those without—achieved performance levels assessed as *Closely Approximating Mastery*. However, learners exposed to songs demonstrated significantly higher performance in both trials and showed a stronger correlation between the first and second assessments compared to their peers without song motivation. Despite this effectiveness, challenges were noted: learners initially found unfamiliar songs difficult and time-consuming, non-readers struggled with lyrics, and some pupils expressed disinterest in music. Meanwhile, learners without music were often inattentive, forgetful, and less engaged, while teachers reported fatigue from repeated singing, difficulty finding suitable songs, and limited resources. Nevertheless, songs were acknowledged as powerful tools in sustaining attention, reducing boredom, and making lessons more enjoyable.

In response to these findings, the study recommends that teachers at different grade levels integrate motivational songs to enrich classroom learning and engagement. Professional development programs such as in-service training should be provided to enhance teachers' competence in selecting and using songs effectively. Schools are encouraged to allocate resources for instructional equipment, while teachers are urged to independently explore digital platforms for song materials to support personal growth and lesson preparation. Finally, follow-up and replication studies are recommended to validate the present findings and to examine the broader applicability of motivational songs across subjects and grade levels.

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