



MUSIC: A TEACHING STRATEGY FOR SOCIAL CULTIVATION

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Abstract:

The decline in social cultivation among primary school students has become a prevailing issue in terms of social development, irrespective of the receding presence of the global pandemic. Consequently, primary school teachers recognize this prevailing poor social cultivation and believe that discovering a strategic pedagogical tool is incumbent upon them. This phenomenological study explored the perspectives and experiences of primary school teachers regarding social cultivation among primary school students. Further, the study explores music as a strategic pedagogical tool and its effectiveness in social cultivation. An in-depth interview was conducted with each participant, and a focus group discussion was deemed optional. The interviews were recorded and transcribed verbatim, the compiled responses were analyzed and themes were developed. Respondents were identified through the key-informant method. The findings of the analysis point to three themes: the challenges of primary school teachers in the social cultivation among primary school students, the coping mechanisms of the primary school teachers, and the perspectives of the primary school teachers using music. The participants' attitudes and experiences allow them to recognize the pressing issue and incorporate a strategy in their instructional materials.

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1. Introduction

The inception of mandating isolation among individuals has increasingly deteriorated the chance for social cultivation among primary school students due to the austerity of cautionary measures regarding infectious diseases (Almeida *et al.*, 2021). Primary school students would miss out on the fun of social interaction with their peers as they are having a hard time learning virtually (Exchange Family Center, 2020). It could affect the psychological aspects discerned as "... a form of neglect and harassment" to the primary school students when left unsupervised (Ikhrom *et al.*, 2023). Several proclivities, such as alienation, aggressive behaviors, and online adaptability, were concerning risks for declining social cultivation among primary school students (Tintori *et al.*, 2021). In addition, mental health among isolated students had to go through being alone, feeling depressed, and becoming anxious (Curtis, 2020). Consequently, primary school students are disregarded in their social cultivation when, in fact, it can be integrated into the teaching strategy in classrooms.

However, many children prefer to spend hours with gadgets and applications rather than to play outside with others, which results in being antisocial and finding happiness in the virtual world (Zati *et al.*, 2019). They tend to have a lesser concentration, which could develop speech delay due to increased screen time and much less social contact; thus, communication in the child's development, especially in language skills and speech, is not delivered (Srinahyanti *et al.*, 2019). Furthermore, a study by Fitzpatrick (2022) stated that despite the alternatives of flexible learning using technology such as phones and online platforms, social cultivation influences holistic development, which is more likely attainable through social interactions and school settings. Therefore, cautionary measures are slowly being adjusted. However, the manifestation of social isolation is still being found and requires urgent solutions on the premises of institutions, especially with the teachers themselves (Clair *et al.*, 2021).

Social interaction plays an important role in acquiring knowledge as we learn other things from communicating with other people (De Felice *et al.*, 2022). One of the many factors that mainly produces such actions is whether the people we engage with also have a similar position or relevance in our lives. Furthermore, Fitzmorris *et al.* (2022) stated that a way to connect teachers with their students is to value them, listen actively, and be role models in the pursuit of learning themselves. Thus, a thriving classroom is shared with conducive social interaction and the modeling of teachers concerning students' holistic development.

This study is based on Albert Bandura's (1977) Social Learning theory, which holds that individuals pick up knowledge from what they see and behave in ways that cause others to feel a certain way (McLeod, 2023). Moreover, George Herbert Mead (1934) defined the Symbolic Interaction theory as an individual's reaction to the ever-changing components of their surroundings. These adjustments entail new encounters with other groups. The more they study it, the more they may modify their opinions to align with the group's and create realities as they decipher mutually understood meanings (Meltzer *et al.*, 2020). Additionally, the constructivist learning theory of John Dewey (1859-1952) is

about the process of learning that can build individual and social knowledge. It describes how learners make meaningful conclusions from the information they learn by allowing active interaction with the world. Teachers facilitate the students' learning while letting them be critical thinkers who draw their conclusions rather than absorbing new information entirely from the instructors (Kurt, 2021).

The term social relates to society with the tendency to form interactive and cooperative relationships with other people or groups, giving a social experience to the person (Maria, 2019). These relationships and belonging can be encouraged more by adults to further cultivate their children's social development through guiding and allowing them to explore by themselves (Wigelsworth *et al.*, 2021). According to Michael *et al.* (2024), practical and positive school-based interventions have developed the students' social skills, socio-emotional skills, and behaviors since a teacher's capability to inspire the students is high. Furthermore, social cultivation is significant in fostering a child's emotional intelligence, self-confidence and holistic development (McKee, 2023).

Social cultivation in primary grade is essential for fostering holistic development, emotional intelligence, and empathy among individuals, particularly children (Djambazova-Popordanoska, 2022). With that being said, music education enhances collaboration, communication, and conflict-resolution skills (Rodríguez, 2019). In addition, as stated by Dahleb *et al.* (2024), social cultivation promotes social-emotional learning, contributing to mental well-being, academic success, and positive relationships. Conclusively, it empowers individuals to become compassionate, engaged global citizens and highly equipped to navigate complex social dynamics effectively (Váradi, 2022). Furthermore, cultivating positive behaviors in primary school is crucial for a child's development and future success. It lays the foundation for academic achievement, social skills, and emotional well-being (Gimbert *et al.*, 2021). Children learn to navigate social interactions effectively, build strong relationships, and develop a sense of self-worth by fostering good habits like respect, responsibility, and cooperation. This foundation equips them to thrive in the classroom, their personal lives, and future endeavors (McKay & Macomber, 2021).

The mark left by the pandemic brought challenges to the education field as it adjusted to the transition and implications that needed to be carried out (Stoian *et al.*, 2022). In addition, prolonged isolation brought social changes, such as students' self-confidence and behavior, which affect the learning environment, such as participation and progress in activities and engagement with others (Akbari & Sahibzada, 2020). Moreover, primary school teachers see this as a challenge when managing their classrooms because of the concerning behavioral issues of the students, which include shouting, talking unfavorably, not obeying classroom rules, lack of confidence, and showing a lack of attention, all of which impede learning (Malingin *et al.*, 2024). Furthermore, this disruptive behavior of some students is a problem that notably puts a burden on the teachers (Abeygunawardena & Vithanapathirana, 2019) and has often been cited to express an increase in torment and stress levels (Cascales & Prieto, 2019).

It is significantly important for a teacher to have strategies in order to cope with student's problems inside the classroom, such as their shyness (Ibrahim & Hasan, 2020)

and behaviors, which can be lessened effectively if the strategy being used by the teacher also becomes the preference of the students (Ningsih *et al.*, 2023). Additionally, choosing which appropriate method or strategy to use in a particular class is necessary to arouse the motivation and interest of the students. Otherwise, it is inefficient (Asyaari, 2023). Music and songs do not have a single purpose of entertaining; instead, they offer diverse educational functions. Using music as a pedagogical tool in teaching, teachers can acquire the focused attention of learners as well as keep them excited about learning. Learners will develop their listening skills, language acquisition, and social skills (Kumar *et al.*, 2022; 2021). Furthermore, it is significant in growing and learning because using them as a strategy in learning processes can improve the students' listening skills, which makes them active and interested in class. (Lestary, 2019). In addition, collaborative activities would encourage the learners to share their co-constructed thoughts and ideas in their groups, resulting in new knowledge and individual and societal performances such as rehearsals, recitals, and contests (Philippe *et al.*, 2020).

Music as social cultivation enhances the vision of imagination, personal sentiments, and self-efficacy, allowing students to overcome awry personalities (Vashishtha & Singh, 2020). It improves the learning experience and provides internal benefits such as improved memory, stress reduction, and decreased mood swings, which could help students focus on their studies (Santos-Longhurst, 2020). It is, without a doubt, one of the academic subjects that enriches life the most. It is a fundamental tenet of arts education to actively involve the senses in learning because it encourages students' emotional reactions and creative thinking (Anglia, 2020). Hence, when a child is exposed to music training from an early age, it is associated positively with their performance on grammar tests, musical ability, IQ, openness, and age. Regression analyses revealed that Rhythm discrimination was a better predictor of language skills since links between music and language appear to primarily arise from the preexisting factors and not only from formal music training (Swaminathan & Schellenberg, 2020).

In addition, a study by Said and Abramides (2020) found that music as a treatment of behavioral and learning processes and emotional states is a valuable alternative strategy in the holistic development of students. A skilled teacher must stipulate among primary school students to adopt one of the fundamental skills in academic success with music integration; social cultivation keeps a wide-ranging diversity in today's generation, which cultivates a value of inclusivity, belongingness, and self-expression (Kepule, 2020)—according to Maslow (1943), allowing the children to feel that minimum value of getting a sense of belongingness in the school setting is necessary for the teachers to likely get them motivated in the present relationships that they have built in the interest of education (Qin, 2022). Researchers from Portland State University also found that group activity in music strongly impacted lower social skills at the beginning of music education, with both emotional and social development revealed to be cemented (Welsh, 2021).

Teachers have appreciated the use of music in their teaching practice in building academic connections and involvement in the learning and development of the students (Alsedrani, 2024). Integrating songs into teaching promotes the students' English

listening, speaking, reading, and writing skills, as well as the vocabulary, phrases, and grammatical structure of the song's lyrics. A study by Navbakhor (2020) stated that teaching music lessons is seen as constantly changing, goal-orientated, and an interrelated activity of the learner and the teacher. Their interaction in music lessons is based on personal contact, which also supports student interaction and peer review, allowing all students in the classroom to acquire knowledge, skills, and competencies.

The various methods of applying music-related activities in education are a therapeutic process that can lessen psychological problems, aid in guiding tolerance, and maintain a positive attitude of primary school students caused by the academic stress they are constantly experiencing; this can be through dancing, singing, listening, art and playing musical instruments (Li, 2022). Similarly, the positivity that music brings through incorporating it into daily classroom activities will engage students in a wide range of goals that potentially impact students' involvement in language, behavior, social, and motion in artistic strategies (Jabro, 2022).

This study is fundamental to recognizing how the lack of social cultivation can challenge primary school teachers. It provides relevant data for utilizing music as a strategic tool for teaching to develop primary school students socially and holistically. Additionally, a lack of studies on music education linked to social cultivation was perceived in the locality of Davao City. Further, it promotes the teachers' mental well-being. It improves students' good health and well-being and quality education by fostering ways to use appropriate strategies that align with the students in class. More so, individual studies on music education and social cultivation in school settings have not been developed by researchers to this day. This amplified the proponents' ability to further study the link between these two variables.

The overall objectives of this phenomenological study are to describe the challenges of primary school teachers in the social cultivation of primary school students, identify the coping mechanisms of primary school teachers, and determine the perspectives of primary school teachers using music. The study is concentrated on primary school students' social cultivation and music as a strategic tool, as experienced by primary school teachers at the University of Mindanao.

This study provides a bigger picture of the relevance of primary school teachers using music as a teaching strategy for the social cultivation of students due to the inadequate exploration of the study. This recent study shows the increase in academic performance and social interaction, and the significant impact of behavioral, cognitive, emotional, and relational development among primary school students through the perceived perspectives of the primary school teachers at the University of Mindanao. Additionally, this is crucial for the University of Mindanao, its primary school teachers in defiance of significant subjects, the students, the local studies, and future researchers. The study will determine the impact of using music as a strategy for social cultivation for primary school students through a varied semi-structured questionnaire for primary school teachers. This is to value primary school teachers' inclusivity and quality of teaching to their students, which must be considered an important subject for dialogue in the institution.

2. Method

2.1 Research Participants

The researchers obtained six primary school teachers from the University of Mindanao, a private, non-sectarian university in Mindanao located in Davao City. The researchers chose the participants mentioned since they are teachers in all grade levels (Kindergarten-Grade six) with two years of teaching experience, regardless of the school or university in which they gained the knowledge. Although the participants are not directly related to being studied, their interpretation and other necessary experiences will significantly support the study. The researchers relied on the participants' referrals to recruit future participants for the study. Teachers with less than a two-year experience were excluded from the study. Respondents must be valid in their responses and not include inappropriate words, derogatory terms, foul language, or nuances. Respondents can also discontinue their participation at any point to practice the respect of free will. Creswell (1998) recommends having at least five up to 25 and more than 5 participants in phenomenological research, according to Morse (1994). An in-depth interview was conducted between researchers and participants. The use of an in-depth interview is shared by a handful of participants, wherein interviews are deep-seated, conversational environments (Rutledge *et al.*, 2020). Each participant was interviewed face-to-face with only one in-depth interview (IDI). The researchers deemed focus group discussions (FGD) optional; hence, they opted to operate IDI only due to the limited time required for the interview.

2.2 Materials and Instruments

The study investigated the views and experiences of the primary school teachers at the University of Mindanao, a non-sectarian university in Davao City, through an interview guide and interview with the researcher and the participants. The researchers utilized semi-structured guide questions to provide data necessary for investigating the experience and perspectives of the teachers at the University of Mindanao. Semi-structured guiding questions are controlled, guaranteeing the thorough acquisition of information from the respondents while maintaining the flexibility and adaptability of the responses (Ruslin *et al.*, 2022). The validity and reliability of this semi-structured questionnaire were examined through the validation process, and an overall validation score of 5 indicates a remarkable excellence. Moving forward, the researchers will deliver the questionnaire to the expert panel.

2.3 Design and Procedure

This study used qualitative phenomenological research as the research design. The researchers used this design to create a more vivid picture of the primary school teachers' insights and perspectives regarding music and the students at the University of Mindanao in the classroom setting. According to Neubauer *et al.* (2019), the phenomenology approach seeks to find an in-depth actual viewpoint from first-hand experiences. In addition to that is the goal of the design, which is to "...describe the meaning

of these experiences—both in terms of what and how". This provides a more straightforward pathway and additional information that the researchers could procure about the teachers' different perspectives on music and primary school students. Before gathering data, the researchers asked permission from the dean to conduct the study. After the approval, the researchers prepared uniform consents applicable to all participants. The researchers took the initiative in distributing uniform consent among participants and considering their availability by suggesting a time and day schedule to participate in the study. Subsequently, the researchers' interview took place in a face-to-face setting. After data collation, the researchers examined the differences and similarities among the participants' answers.

After the interview concluded, the researchers utilized the standard method of analysis in qualitative research, the thematic analysis. An identifiable transcription of verbal remarks stated by the participants will discover compatible themes and patterns being digested (Lochmiller, 2021). Additionally, the author further elaborated on thematic analysis as an avenue to detect needed gaps in the patterns that are regularly happening. The researchers transcribed the collected data and used a thematic analysis beforehand.

To ensure the study's trustworthiness, the researchers kept in mind that they should instill the value as it presents ethical responsibilities to both the researchers and the participants without compromising the validity and reliability of the findings (Unimrkt, 2024). The four general criteria of trustworthiness in qualitative research are credibility, transferability, dependability, and confirmability. To affirm the credibility of the study, the researchers must employ debriefing among participants, introspection of the data collected, and data triangulation (Ahmed, 2024). Credibility magnifies scrutiny over the data collection with supporting evidence of the terminologies, meanings, and attitudes that enable new information in the field of research to be acceptable. Transferability refers to the applicability of the study to other contexts, enriching the data's relevance (Kakar *et al.*, 2023). In the context of confirmability, the study's findings must be linked to data, as it practices objectivity and is not viewed to be biased in its interpretation (Ayton, 2023). Furthermore, the transcripts of interviews conducted and other archives are on track in the study as it practices dependability in which the research findings have been transparent and appropriate to the data collection (Megheirkouni & Moir, 2023).

3. Results and Discussion

The baseline data from the in-depth interview and the corresponding analyses are presented in this chapter.

Table 1 presents the challenges teachers face in the Social Cultivation of primary school students. It is presented by themes, core ideas, and significant statements.

Table 1: The Challenges of the Primary School Teachers in the Social Cultivation of the Primary School Students

Themes	Core Ideas	Significant Statement
Social changes	Lack of confidence (P1, P6) Difficulties in communicating (P3, P4, P5, P6)	<ul style="list-style-type: none"> • They cannot easily share their ideas because they are shy • Do not know how to socialize. They are just shy • Students who speak vernacular will be shy when interacting with English-speaking students
Undesired behavior	Online to face-to-face setting (P1, P3, P4, P5, P6)	<ul style="list-style-type: none"> • The first product of online class was culture-shocked • Accustomed to the ambiance or the environment of their house • Because of that behavioral problem, there is a hindrance to their study • Students have introverted personalities • That's the challenges: their attitudes and the discipline

3.1 Social Changes

Social cultivation is essential to a person's health and well-being, particularly for a child to learn the broader society's social norms and behavior. However, it is one of the challenges teachers face in the primary grade. The participants stated that the students have different personalities and upbringings, affecting their socialization. Additionally, due to the COVID-19 pandemic, environmental and mobile dependence were present in early childhood, resulting in different language acquisitions. As stated by one of the participants, P3, *"The ones who speak vernacular will have difficulty in communicating with students who speak the English language."* Therefore, when socializing, they lack the self-confidence to do so. The lack of interaction from a young age impacts their ability to make friends, share ideas, ask questions, and participate in class.

So, at the very beginning of the class, when you see this timid student or, let us say, very quiet, very different from what he/she has shown you for the past 3 months, you, as a teacher, can also think that *"uh I think there is a problem, I think there is something that bothered this student of mine."* So, a teacher, ahm... we can also see that these problems will affect them, their socialization skills, their studying habits, they would affect them." (P4).

"Hmm... when we say social development noh it means how they interact with their classmates. Siguro struggle ng mga bata is ibang environment sila nag simula tapos pagpunta dito, na halo sila lahat. Siguro ang problema is kung paano sila mag interact in their own way, kung paano sila mag interact sa sarili nila mismo. Kasi they're depending o naanad sa environment nila sa bahay tapos deretso sa school which makes it difficult. Kasi nga iba yung way interacting doon sa bahay at tsaka dito sa school." (P3).

"Hmm...when we say social development noh, it means how they interact with their classmates. Maybe the students' struggles are that they started from a different environment, and when they come here, they are fused with other students. Maybe the

problem is how they will interact in their way and how they will interact within themselves. It is because they depend on or are accustomed to the environment of their house, and they are transferred to the school directly, which makes it difficult. Their way of interacting in their house differs from here in school.” (P3)

This finding supports the study of Mulkey *et al.* (2023) that the pandemic has notably indirect effects on a child's development in areas such as socialization skills, learning capability, and mental health. Early childhood experiences in their family support, home, and community environment are significant factors as they grow. Moreover, prolonged screen usage makes a difference in early childhood cognitive development, delaying creativity, cognitive control, psychomotor, language, and academic development (Joseph *et al.*, 2022). Prior research shows that social skills are influenced by many factors, including the environment, family support, and educational experiences at home and at school (Salimi & Fauziah, 2023). This confirms the symbolic interaction theory, which states that an individual adjusts or reacts to their environment and has encountered it as it constantly changes. Additionally, the learning process of social cultivation is acquired through the various people and groups a person interacts with throughout their life. However, the degree of influence varies from one another (Tatar, 2022).

A person's social cultivation allows them to establish and maintain suitable interpersonal relationships and engage with one another (Hu *et al.*, 2020). Earlier studies often highlight teacher-child interactions, such as being expressive and actively engaging when interacting, to conclude that most of the children's social skills (Salminen *et al.*, 2022). Furthermore, developing the children's social skills also tends to enhance positive relations with peers, which is a significant component of their positive attachment to the school (Frogner *et al.*, 2021). When a teacher interacts with the child in a facilitating way, it creates various opportunities for emotions, participation, and cooperation. Hence, teachers must know their interactions during transitions (Pedersen *et al.*, 2023).

3.2 Undesired Behavior

Behavior is defined as how a person acts or behaves. One of the teachers' challenges when the face-to-face started was the students' behavior. The participants said that the transition of the environment from online classes to face-to-face was a significant factor in how the students behaved in the school. One of the participants emphasized saying P5, "*students were culture-shocked*" and "*students were overwhelmed and like they have a hard time grasping the information,*" which shows that students have difficulties dealing with the face-to-face setting. Most participants said students were accustomed to their homes, affecting their social cultivation. Furthermore, there were unwanted behaviors of students because they were used to how they behaved in their homes, such as the excessive use of gadgets and isolation because of the lack of guidance.

“Mao to pagface-to-face makit-an nimo nga lahi ang ginapakita na mga behavior sa bata inside the classroom. Ohh, dili kaayo sila makig interact kay wala man sila naanad sa lain tao, wala sila naanad nga daghan sila. Mao tong makakita jud kag mga unwanted behavior sa bata, naay uban na magtantrums, magshout, tungod man gud na kay na-exposed sila nga unsa nalang ilang ginabuhat sa balay.” (P1)

“So, when it was face-to-face, you would see the children’s different behaviors in the classroom. Ohh, they do not interact that much since they are not used to other people; they are not used to them being many. You can also see unwanted behaviors in children; some throw tantrums and shout because they are exposed to an environment where they can do anything.” (P1)

It was shown that online settings during the COVID-19 pandemic have several effects on the student's behavior. Furthermore, students have disciplinary problems during the transition to face-to-face education, and the lack of interaction is caused by isolation. According to Tan *et al.* (2023), a parent's parenting style can affect the child's development in the lockdown setting during the pandemic. Positive parenting can lessen their difficult temperament, while hostile parenting increases their poor social behavior. The additional responsibilities given to the parents have caused the children to receive the least support and attention (Christner *et al.*, 2021). This assesses the concepts of technology role, children's concentration, and the students', teachers', and parents' interactions during teaching and learning activities (Widiastuti *et al.*, 2021).

This finding supports the statement of the experts Romero *et al.* (2020) that researchers have noticed behavioral issues among young children due to the following pandemic outbreak and lockdowns. Additionally, Gulmez and Ordu (2022) stated that students have problems regarding social cultivation and behavioral aspects. Students have difficulties communicating with their peers and often forget to obey the classroom rules. They have shown negative behaviors such as shouting, speaking/interrupting without permission, and a tendency toward violence. The surroundings that children grow up in cause stimulation in which they learn as they see or hear; based on what they have learned, they behave from it, despite what others feel, as stated by the Social Interaction Theory. Furthermore, the development of young children is significantly impacted by their daily encounters with nurturing environments within and outside their homes. Thus, the pandemic's social changes can negatively affect children at this age.

When a child is in an early care and education setting, the teachers will play a vital role in promoting their social and emotional development (Weisberger & Ziv, 2023). Teaching strategies used by teachers matter in teaching character and moral education to children, such as using fairy tales and songs, are mostly found to be a significant approach in teaching right and wrong behaviors to children (Birhan *et al.*, 2021). Teachers with greater collaboration and involvement influence can cultivate early childhood development in social, behavioral, and emotional functions (Bostic *et al.*, 2023).

Table 2: The Coping Mechanisms of the Primary School Teachers

Themes	Core Ideas	Significant Statement
Music as motivation/energizer	Sets the mood of students (P1, P2, P4, P5)	<ul style="list-style-type: none"> incorporate songs or any actions because it could further motivate them music makes them feel like they are alive very effective in cultivating students' motivation to learn Like from a tired face to a happy face after
Music as an interdisciplinary approach	Incorporating music into subjects (P1, P2, P3, P4)	<ul style="list-style-type: none"> music sets bridges integrate songs about numbers, nature and certain topics

3.3 Music as Motivation/Energizer

Music as motivation or energizer is often used in the classroom for entertainment, for activities, before, during, and after discussions, for the students to have a better learning experience, especially at the primary levels. Most participants answered that one way of coping with the challenges in the participation of students through music was using it as a motivation or energizer. Integrating music sets the mood of the students in order to have an engaging and playful environment during the discussion, which makes them look forward to the next one. Additionally, music was used to aid the tiredness and boredom of students as it appealed to them to participate. Furthermore, because children are naturally active, music is an effective routine to let them play, sing, dance, and interact with their classmates.

“When you integrate music and use it to them lalo na pag sa mga primary students natin, their mood changes. Hmm... like parang from a tired face to a happy face after, so that’s one of the changes that happen if you integrate it and also in your discussion.” (P4)

“When you integrate music and use it to them, especially in our primary students, their mood changes. Hmm... like from a tired face to a happy face after, so that’s one of the changes if you integrate it and also in your discussion.” (P4)

According to the study of Vigl *et al.* (2023), listening to music significantly affected the student's mood and motivation. Earlier studies showed that listening to music prior to the activity positively impacts higher cognitive performance, mood, and motivation. A student's song preference also plays a part, mainly when the song played is familiar (Eser *et al.*, 2020). Participants also mentioned that some of the students will be the ones to suggest to sing or dance and what song to use. Additionally, Saarikallio *et al.* (2020) stated that the music chosen by a student would have boosted their self-confidence when increasing their sense of control.

The study showed that primary school teachers must utilize music to boost students' participation and motivation. This confirmed the study of Yanko (2024) that teachers' utilization of music in educational tasks improves the social engagement and motivation of the students. It was supported by the claims of Willis (2023) that music enhances students' participation and engagement in class as it creatively alleviates

boredom in students and prevents them from giving low effort when it comes to school activities. This shows the symbolic interaction theory, which is how an individual adjusts and studies the new group encounters they meet, modifying their own opinions to create mutual meanings. Furthermore, if teachers encourage music and imagination, it will enrich the child's creativity since it aids in developing thinking skills, acquiring perspectives, and expressing their thoughts and feelings in a learning environment that enables them to express and think freely (Sungurtekin, 2021).

3.4 Music as an Interdisciplinary Approach

An interdisciplinary approach integrates multiple fields of knowledge from different disciplines into one to address a problem. As they faced the challenges of poor social cultivation, the participants used music as an interdisciplinary approach during class discussions to keep the students engaged and participative. They stated that children can easily recognize letters, shapes, numbers, and other topics when integrating songs. Additionally, one of the participants emphasized saying P4, "*Music helps students to memorize and familiarize concepts, and as I have said, it is effective,*" which shows that it is one of their strategies to imprint the lessons on the child's mind.

"I could say that music really set bridges, kasi kung walang music it becomes so dry. Then even though when I'm really teaching I always cultivate music and I always integrate music, like for example in Araling Panlipunan. It's so hard to memorize history, names of the heroes — it's so hard for them that is why I always make a tone for them of that thing for example for the heroes or national heroes. Pagpinapamemorize ko lang hindi siya maka-intrigue, hindi sila magiging interested." (P2)

"I could say that music sets bridges because it becomes so dry without music. Even when teaching, I always cultivate music and integrate music, like, for example, in Araling Panlipunan. It is so hard to memorize history and the names of heroes — it is so hard for them. That is why I always make a tone for them that thing, for example, for heroes or national heroes. If I let them memorize, the students will not be intrigued and interested." (P2)

A teacher can envision various motivational strategies that should be used in the classroom, depending on the students' self-determined motivation (Liu *et al.*, 2020). Moreover, teachers should decide what pedagogical strategies will be used to motivate students who will develop knowledge and social skills as much as possible (Thorsten *et al.*, 2021). The skills that students need to learn in today's modern society are social skills, critical thinking, adaptability, socioemotional skills, self-confidence, growth mindset, and cultural awareness (Oke & Fernandes, 2020). According to van Vuuren (2022), the following skills are easily obtained through using the arts, especially music, which is necessary for primary school. Furthermore, music-integrated teaching is a teaching strategy that has the potential to put enjoyment into learning subjects such as mathematics and literacy, where it is often found tedious. Using an interdisciplinary approach also addresses the time constraint of teaching all learning competencies and

having a positive learning environment for the students to develop participation, creativity, and social skills.

Lawson-Adams *et al.* (2022) show that the difference between teaching vocabulary using only picture cards and singing or rhythmic words is that the latter results considerably in children's word learning. Additionally, using music is deemed effective as a pedagogical tool by primary school teachers in engaging students while teaching science concepts, as it gives a sense of excitement and fun. It focuses on the student's knowledge retention and skill building, as engagement is a foreseeable outcome of using Music (Palmer & Booth, 2024). Confirming how students alter or adapt to their new interactions with other groups, in this case, the teacher's method of engaging music establishes mutual alignment of meaning in the class as outlined by the Symbolic Interaction Theory. Moreover, a study of students learning programming through music by programming songs motivated them to discover ideas and develop their understanding of music and problem-solving skills, which aided them in advancing the task (Lavy, 2023). Teachers expressed that including musical activities in mathematics can develop the students' logical thinking, mathematical knowledge, and musical/rhythmic skills and ensure permanence and concentrated learning in mathematics. It is also seen as one of the strategies used in interdisciplinary study because it involves rhythmic and melodic elements such as beats, measures, durations, and patterns, making it easier for students to understand its concepts (Ozen *et al.*, 2021). Furthermore, songs, rhythmic words, and rhymes make it easier for students to retain content and recall words and facts being discussed (Nadelson *et al.*, 2020).

Table 3: The Perspective of the Primary School Teachers using Music

Themes	Core Ideas	Significant Statement
Improves social cultivation	Group participation and interaction (P1, P2 P3, P4, P5)	<ul style="list-style-type: none"> • a sort of team-building mode of teaching strategy • cultivate their holistic development • 8 out of 10, there is an increase in their socialization skills
Language acquisition	Learning multiple dialects (P1, P5, P6)	<ul style="list-style-type: none"> • the English speaker will try hard to learn Bisaya and vice versa • it is nice to socialize because you can develop words
Academic excellence	Fast memorization and understanding of the lesson (P1, P2, P3, P4)	<ul style="list-style-type: none"> • it helps our learners to learn and understand things. • memorization of details is faster • if there is a song, they can quickly memorize it

3.5 Improves Social Cultivation

Social cultivation enables children to build self-confidence, acquire new knowledge and perspectives, and have fun. The improvement of the children's social skills shows their development holistically as it opens opportunities for discovering new things. Participants stated that students started socializing more through music because they

often liked to sing and dance with their classmates. Performance tasks help them to learn collaboration, empathy, skills, and adaptability. Despite the diversity of the students, music has helped them cultivate their social skills as they also help one another in these activities. It was emphasized by respondent P4: "I can say that in an average of, let us say, 8 out of 10, there is an increase in their socialization skills," which shows that the participation and motivation to learn have increased, especially in the primary school students.

"We use music as a sort of team building mode of teaching strategy wherein you'll use music to reflect on the different concepts that they have learned, you will use music as a form ahm... of talking with their classmates or peers and also playing with their peers and classmates and you will also use music as a form of therapy to those students that um medyo marami ng burden no in their families so somehow parang ma divert yung kanilang attention through music." (P4)

"We use music as a sort of team-building mode of teaching strategy wherein you will use music to reflect on the different concepts that they have learned, you will use music as a form ahm... of talking and playing with their classmates or peers, and you will also use music as a form of therapy to those students that have um burden in their families so somehow it can divert their attention through music." (P4)

This confirmed the study of Burak and Bas (2024), which stated that teachers emphasized the children's primary school period as significant in their social development. Spending time with musical plays will allow them to develop their social skills. Moreover, researchers and educators claim that educating children with music-based intervention is more efficient than traditional teaching approaches since music further promotes the students' memory, interest, and social cultivation (Ow *et al.*, 2023). According to Kodaly's concept, singing games are recommended during early childhood. Since it is part of the folk tradition, the children will quickly learn it, just like their mother tongue. The singing games provide opportunities for the children to socialize through choosing partners and role plays; being actively involved in a structured play situation will result in them learning unconsciously and spontaneously. Additionally, as music significantly contributes to social cultivation, which reflects positively on the discussions, it should be available and be conducted during their preschool period, bearing in mind their developmental traits (Cirelli *et al.*, 2020).

Children practicing rhyme songs with their classmates also leads to peer teaching. Helping others to learn while simultaneously learning on their own acquires their social aspects, which is a vital role for peer teaching to work (Räsänen *et al.*, 2020). According to Fernández *et al.* (2024), active music participation positively impacts personal and social development when done in an enjoyable and fulfilling experience. This supports the Constructivist Learning Theory, illustrating that as students acquire new information, they generate meaningful conclusions with music, which fosters social interaction. Furthermore, student engagement increases academic performance, socioemotional development, and self-satisfaction (Lense & Camarata, 2020).

3.6 Language Acquisition

Acquisition of language skills or attaining the ability to understand and learn another language often happens when people interact with others. Children are easily influenced by those around them and their environment at this age, with their brains to adapt quickly. Participants observed that some students speak in English all the time and do not know the Filipino language, which causes them to have a hard time learning Filipino songs. Through practicing with their peers, the children gained language acquisition skills that widened their vocabulary and social cultivation.

“Pero kato akong gibuhat sauna kay para matudloan jud ang mga English speaker jud kay matudloan man pud sila sa mga hawud sa Filipino, so isagol nako sila. Dili tanan nga katong mga English speakers isagol tanan, dili magsilbi kay pangit jud kaayo ig perform kay English jud kaayo ang ilang accent. So isagol nako sila tas katong mga — kay kato man gung magtudlo ang katong ano hawud sa Filipino ba. Mao to naa man puy resulta man hinoon pud kay magexchange-exchange man sila, naa man koy studyante nga Bisaya kaayo, muadjust man siya makipagdula siya didto, oo muenglish jud siya maningkamot siya magenglish. Ang kato pung isa ka English maningkamot pud siya nga makabalog Bisaya.” – P5

“However, what I did back then was to teach English speakers because they would also be taught by those who are good at Filipino, so I combined them. Not all English speakers will be combined, which will not work because the result would be harmful due to their strong English accents. I would combine them with those who will teach and those who are good at Filipino. It also has a result because they are exchanging with each other. I have a very Bisaya student; he/she would adjust when playing with others, and yes, he/she will try hard to speak English. English speakers will also try hard to learn Bisaya.” (P5)

Using music in primary school, students can lead them to be focused but still have that excitement while learning concepts. Songs allow repetition of practicing songs in different languages (Benyo & Kumar, 2020). It also provides a motivational factor to encourage the students' communication, listening, writing, and reading skills (Ying *et al.*, 2021). Furthermore, music stimulates the game by allowing the acquisition of a new vocabulary from a song with an action (Divine Selorm & Amoah, 2022). According to Rieb and Cohen (2020), language and music share connections in a child's development because musical notes are similar to the sounds of language; through this, teachers can easily teach language pronunciation and grammar.

A teacher has the role of cultivating and transmitting knowledge, skills, and the student's sense of belonging, a central role that allows the child to interact with their classmates. Supporting peer relationships is one of the keys to their social development (Neri Tejada *et al.*, 2021). Teachers facilitate the student's learning to be critical thinkers while allowing active interaction to create meaningful learning that stays in their minds, supporting the constructivist learning theory and allowing this strategy of learning experience wherein peer teaching is used to help a student acquire knowledge or skills from another student who have already acquired it in order to strengthen social bond

and work together to develop cognitive, social, and behavioral skills (Ministry of National Education, 2020, p. 9; Babayigit & Erkus, 2022). Therefore, teachers should offer a positive learning environment to develop students' skills further and teach them through fun activities such as music (Kumar *et al.*, 2021).

3.7 Academic Excellence

Demonstrating academic excellence is one of the qualities children should gain or achieve as they grow into adulthood. It serves as a foundation for their holistic development, ability to think critically, intellectual interest, thorough knowledge of the content, and ability to excel in academic activities. Participants stated that when they integrate these strategies into the class, they will understand the concepts better and memorize the details faster at the end of the lessons. Participants P1 and P3 emphasize that the repetition of music or songs used during the topic enables the students to memorize quickly, so during quizzes and examinations, they will first sing the song and then answer immediately. Slowly gaining self-confidence to participate in class and socialize, these daily activities will be instilled in their minds, which they will remember and apply.

"I really think that music transcends subjects because when you integrate music in many subjects, students will learn and yun and yung sinabi ko kanina, na "can cultivate also self-confidence". So yun, masasabi ko na music helps our learners to learn and understand things." (P2)

"I really think that music transcends subjects because when you integrate music in many subjects, students will learn, and that is what I've said earlier "can cultivate also self-confidence". So, I can music helps our learners to learn and understand things." P2

"Makita ko nga mas mabilis yung memorization of details pag ginagamit siya as music. Kasi last time during the pandemic nag teach din ako ng araling panlipunan, and sa araling panlipunan meron kaming topic about directions and then may music doon, mas mabilis nilang ma memorize yung contents ng topics because of the music. So habang naga exam sila gina kanta-kanta nila yung ano, naga sing sila about doon sa topic namin and then maka answer na dayun. So, music daku ni siya nga help para mas mag improve yung performance nila at mag excel sila when it terms sa acads nila." (P3)

"I have also observed that with music, memorization of details is faster because last time, during the pandemic, I was teaching Araling Panlipunan. In that subject, we had a topic about directions, and then there was music. Then, they can memorize the contents of the topics faster because of the music. So, during their examination, they will sing a song related to our topic, and they can answer immediately. So, music is a big help in improving their performance and helping them excel academically." (P3)

Previous researchers have indicated that music education significantly impacts primary school students' academic performance (Ho, 2021). Western countries have also seen it as an important part of their curriculum because of its learning advantages and potential of integrating other subjects. It is considered multidimensional music and can

evoke various emotional expressions and arousal properties (Blasco-Magraner *et al.*, 2021). Researcher Demirtas (2023) concluded that music can positively affect a person's happiness and self-esteem due to the intensity of music teaching. This demonstrates the Constructivist Learning theory, which states that obtaining information through meaningful learning develops an individual's personal and social knowledge as they interact with others. Furthermore, it encourages students to exhibit better social, behavioral, and academic skills, contributing to their developmental growth (Mustafa, 2021).

The approach of learning kinds of music is an opportunity for the children to empathize and analyze the composer or singer's emotions, aiding their reading comprehension and writing skills (King, 2022). Moreover, students who appreciate and learn music demonstrate discipline during practice, enhancing skills and increasing exam scores (Pacini, 2019). Additionally, Barkoczi and Pleh studied the concept, which not only adds to the child's musical abilities but also positively affects movement skills, creativity, improved memory, length of concentration, and the ability to collaborate with others. (Váradi, 2022). Additionally, according to Anqi (2023), music enables the students to memorize the song's melody, lyrics, and chords, making it easier to memorize and apply to other subjects. Their experience with music has enhanced their academic performance in mathematics and science, thus contributing to their academic progress.

5. Concluding Remark and Implication

Based on the findings of this study, the researchers found the importance of developing the social cultivation of primary school students. In the lens of primary school teachers, social cultivation is a fundamental block of student development. Teachers must play an important role in progressing peer interaction and student-teacher relationships. Predominantly, primary school teachers can recognize the phenomenon amongst primary school students. Hence, strategic planning must be conditioned to a pronounced extent. Stimulations and experiences are necessary and crucial for childhood development.

The researchers further substantiate the manifestation of social cultivation of the primary school students in the class by using music as a strategic tool for teaching. Music can be pivotal to primary school students as it aids the gap between their lack of social cultivation, class participation, and academic dilemmas. Being a strategic tool, music increases students' moods and enhances their holistic development. In addition, researchers realized that music as a strategy used for teaching could be an effective auxiliary to improve the Good Health and Well-being and the Quality of Education. As affirmed by the participants, music motivates primary school students, significantly improving social cultivation, language acquisition, and academic performance. Thus, music as a strategic tool for social cultivation emerged as an urgent call among primary school teachers to integrate instructional learning.

5.1 Implication to Educational Practice

This study recognizes the dilemma of primary school students in terms of social cultivation, of which the findings provided the instructional design of a silver lining to utilize music as a strategic tool for primary school teachers. The researchers found that using music incorporated into the lesson was an ideal tool for motivation or as an interdisciplinary approach, as they set significant changes from their participation among classmates, learning new languages, and even the development of their cognition. Hence, institutions are encouraged to look through the lens of these findings about music and its implications for social cultivation. This perception from the primary school teachers enables stakeholders to create an environment conducive to learning with music as another tool.

5.2 Implication to Future Researchers

This study enlightened me on music as an important tool for social cultivation among primary school students based on the perception of the teachers who handle them. These findings will provide insights for future researchers into the essentiality of music and how its incorporation in the classroom setting is uplifting primary school students. Moreover, the focus of the themes was supplied, and the social cultivation among primary school students was targeted. Nonetheless, future researchers might also want to emphasize other factors that could improve students' performance using music, like cognitive development, language improvement, or even self-confidence. After all, this study motivates future researchers to explore the implications of music among primary school students and discover other underlying problems of their social cultivation in the classroom setting.

The fruit of this study may give an avenue and edge to other future researchers in obtaining critical knowledge for additional information, which will make the study replicable.

Lastly, future researchers will feel at ease in finding critical information that is comprehensible and replicable, as the data is sufficient for its usefulness and opportunistic nature from the teachers' perspective on music as social cultivation among primary school students in the University of Mindanao.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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Appendix: Interview Protocol

Community & Location: Basic Education-University of Mindanao Matina Campus.

Time Started:

Date/Time:

Time Finish:

Researchers Conducting Session: Lucenda, Jerry Yan L.; Garcia, Pearl Diane N.; Sumalinog, Harry B.

Good day,

My name is Jerry Yan L. Lucenda/ Pearl Diane N. Garcia/ Harry B. Sumalinog and I will be facilitating this interview with my colleague Jerry Yan L. Lucenda/ Pearl Diane Garcia/ Harry Sumalinog. We would like to express our utmost gratitude for your effort and time to participate in our study. This interview aims to provide an in-depth understanding of the poor social cultivation among primary learners through the perspectives of the University of Mindanao primary teachers with music and its positive influence.

Your cooperation will be highly appreciated in answering the following questions:

Research Question 1:

What are the challenges of the primary school teachers in the social cultivation of primary students?

Main Question 1.1:

What are the different challenges you encounter in the social cultivation of the students?

Probing Questions:

Probing Question 1.1.1:

What incidents occurred in your students that show poor socialization among themselves?

Probing Question 1.1.2:

Can you describe a situation wherein they exhibit difficulty in socializing within themselves?

Research Question 2:

How do primary teachers cope with the poor social cultivation among primary students through music participation?

Main Question 2.1:

How did you cope with the poor social cultivation among your students through music participation?

Probing Questions:

Probing Question 2.1.1:

What strategies did you formulate to resolve the issues of the primary students' social cultivation using music?

Probing Question 2.1.2:

What are the effects that you have manifested upon utilizing music in a classroom setting?

Probing Question 2.1.3:

What changes did your students exhibit as a result of their participation in music?

Research Question 3:

What are the insights of the primary teachers in music as social cultivation among primary students?

Main Question 3.1:

What are your insights as primary teachers in music as social cultivation among your primary students?

Probing Questions:

Probing Question 3.1.1:

What are your personal observations of your students' social cultivation with the help of music?

Probing Question 3.1.2:

What are the significant effects of music towards your students' social cultivation in a school setting?