

Efficacy of Music Education on Students' Social, Emotional, and Kinesthetic Intelligence

Christian Mariel A. De Rosas

Student, Medina College – Ozamiz City

Abstract— This study examined the efficacy of music education on the social, emotional, and kinesthetic intelligences of high school students at Sibugon Integrated School, Lopez Jaena, Misamis Occidental, during the academic year 2024–2025. Using a descriptive-correlational research design, the study involved 109 randomly selected students who were exposed to a structured Music, Arts, Physical Education, and Health program. Data were gathered through a researcher-made questionnaire consisting of two parts: students' perceptions of music education effectiveness and their self-reported levels of social, emotional, and kinesthetic intelligences, rated using a five-point Likert scale. Descriptive statistics, including weighted mean and standard deviation, were used to determine levels of effectiveness and intelligence, while the Pearson product-moment correlation coefficient was employed to test the relationship between variables. Findings revealed that music education was perceived as highly effective, and students demonstrated very high social intelligence and high levels of emotional and kinesthetic intelligences. Moreover, results showed a significant positive relationship between the effectiveness of music education and students' social, emotional, and kinesthetic intelligences, leading to the rejection of the null hypothesis. The study concludes that music education plays a significant role in fostering students' holistic development by enhancing interpersonal skills, emotional regulation, and active learning through movement. These findings highlight the value of strengthening music education programs to support students' overall growth and learning experiences.

Keywords— music education, social intelligence, emotional intelligence, kinesthetic intelligence, descriptive-correlational study.

INTRODUCTION

Background of the Study

Music education in high school is important to the holistic development of learners because it helps in the development of various intelligence domains, especially social, emotional, and kinesthetic intelligence aspects. Music-related activities such as collaborative singing, ensemble performances, rhythmic movement, and instrument playing engage students cognitively, socially, and physically. By engaging in music, students get to know how to express themselves, communicate, empathize, and cooperate with others to achieve the common good. Moreover, music promotes emotional consciousness and management, which offers a non-verbal tool that students can use to communicate emotions. Kinesthetic intelligence, which is an awareness of the body and the ability to express that awareness creatively and to do so with a particular instrument, is also fostered by physical interaction in music (orchestral movement, playing

instruments, and the music itself) and coordinated movement.

Recent studies have provided extensive support for the significance of music education in the development of social and emotional skills. Research has indicated that involvement in music-related activities has a strong correlation with the growth of social abilities, cooperation as a team, and collaboration with others (Saccardi, 2022). The emotional benefits of music education are reported as well, and the researchers have identified that participating in music improves emotional regulation, self-awareness, and empathy (Biasutti and Concina, 2023). Moreover, music education has been associated with enhanced attention, motivation, and mental involvement that leads to general academic and personal growth (Morales et al., 2024). Kinesthetically, movement and active participation in the performance were proven to enhance coordination, motor skills, and embodied learning (Moreno et al., 2022). These findings justify

the incorporation of music in the curriculum as not only an artistic subject but also as a way of developing important life skills in students.

Although an increasing number of research has been conducted on the subject of music education and its potential, there has been a paucity of research where the interdependence of social, emotional, and kinesthetic intelligences of students is specifically investigated within the Philippine setting and, even more specifically, at Sibugon Integrated School. Previous studies are primarily dedicated to general social-emotional learning or cognitive results, and there is little research on the combination of the effect of music education on multiple intelligences of learners in secondary schools. Additionally, the research findings of the work are usually general and cross-contextual, which might not be indicative of the distinct cultural and teaching setting of Sibugon Integrated School. Such a contextual gap underscores the importance of localized research studies into the role of music education in the overall development of students in such a context.

In response to these gaps, the current study aims to examine the efficacy of music education in enhancing the social, emotional, and kinesthetic intelligences of students at Sibugon Integrated School during the academic year 2024–2025. Particularly, the research aims at establishing the effectiveness of music education, levels of social, emotional, and kinesthetic intelligences among the students, and examines the association between the effectiveness of music education and the multiple intelligences. The results can inform educators to create more productive music activities that facilitate the holistic development of students, educate school administrators to enrich the music programs, and play a role in larger educational strategies that promote multiple intelligences as components of the holistic development of students.

Theoretical Framework

This study is grounded on Multiple Intelligences Theory proposed by Howard Gardner (1983) and justified by the Social Emotional Learning (SEL) Theory developed by Collaborative for Academic, Social, and Emotional Learning (CASEL, 2020).

These theories can be used to explain the role of music education in the development of the social, emotional, and kinesthetic intelligences of students.

According to Multiple Intelligences Theory, intelligence is not unitary, but it is a complex of separate abilities that individuals learn and demonstrate their knowledge. Gardner refers to bodily-kinesthetic intelligence as one that can use his or her body in a skillful way to express and solve problems, social intelligence as the ability to acquire and communicate with others, and emotional intelligence as directly connected to intrapersonal and interpersonal intelligence. Music education naturally appeals to these intelligences, as the activities of ensemble performance, rhythmic movement, and expressive interpretation enable learners to master skills beyond traditional academic domains.

Social Emotional Learning Theory focuses on self-awareness, self-management, social awareness, and relationship management, as well as responsible decision making. Music-based activities offer a real field setting within which students learn to manage emotions, collaborate with others, and be empathetic when performing with a group. Learners enhance emotional regulation and social competence with the help of repetitive practices and reflections in a facilitating learning environment.

These theories are used in this study by exploring the effects that structured experiences of music education in Sibugon Integrated School have on perceptions towards the effectiveness of music teaching and the social, emotional, and kinesthetic intelligence levels of students. The theoretical constructs included in the items of the questionnaires (cooperation, emotional regulation, self-expression, and physical engagement) are the key to both Gardner's frameworks and SEL.

These theories have been used in music and education research in several studies. Indicatively, Saccardi (2022) used collaborative learning based on Multiple Intelligences Theory to show that there are improvements in peer interaction and teamwork in music programs. On the same note, Basu and Mermillod (2021) noted the importance of arts-based

learning in enabling social-emotional growth in line with the SEL principles.

The theories are important to the current research since they offer a sound conceptual framework on how music education can be a comprehensive learning process. Combining Multiple Intelligences Theory and Social Emotional Learning Theory, the study justifies why music education is an effective pathway to developing students' social interaction skills, emotional awareness, and kinesthetic capabilities, which is directly relevant to the variables and research questions of the study.

Statement of the Problem

This study aims to examine the effectiveness of music education on the multiple intelligences of the students, particularly in social, emotional, and kinesthetic components during the academic year 2024-2025. Specifically, the study endeavors to answer the following questions:

1. What is the effectiveness of music education to the students?
2. What is the level of intelligence of the students in terms of:
 - a. social intelligence
 - b. emotional intelligence; and
 - c. kinesthetic intelligence?
3. Is there a significant relationship between students' music education effectiveness and their social, emotional, and kinesthetic intelligences?

II. RESEARCH METHODOLOGY

Research Design

This study used a descriptive-correlational design, described by Creswell (2014) as suitable to investigate and describe the effectiveness of music education and social, emotional, and kinesthetic intelligences of students and establish the correlation between these variables. This design allows the researcher to gather quantitative data in an organized manner without controlling the independent variable, and it gives information on the relationship existing between involvement in music education and multiple intelligences of students in their usual learning environment.

Research Setting

The study was conducted at Sibugon Integrated School in Lopez Jaena, Misamis Occidental, during the 2024–2025 school year. This school was chosen because it has a well-organized Music, Arts, PE, and Health (MAPEH) program, exposing students regularly to music education activities. Its diverse student population makes it suitable for examining the impact of music education on multiple intelligences. Research activities, including questionnaire administration, were conducted in designated classrooms on the school premises, providing a controlled and supportive environment that minimized distractions and allowed students to respond freely under the researcher's supervision.

Research Respondents

The respondents in the study were high school students of Sibugon Integrated School, Lopez Jaena, Misamis Occidental. Simple random sampling was used to select respondents for the study. The sample of 109 students from 150 was selected using a sample size calculation.

Research Instrument

The primary instrument used in this study is a researcher-developed questionnaire designed to measure the effectiveness of music education and to assess the social, emotional, and kinesthetic intelligences of students at Sibugon Integrated School.

The instrument is divided into two sections:

Section 1: Perceptions on Music Education aims to determine students' views on the effectiveness of music education in enhancing their confidence, focus, creativity, motivation, collaboration, discipline, and overall learning experience.

Section 2: Social, Emotional, and Kinesthetic Intelligences measures students' abilities to interact socially, manage and express emotions, and engage in physical or hands-on learning activities.

Both sections use a 5-point Likert scale, in which respondents indicate their level of agreement or disagreement with each statement. The scale ranges from 1 (Strongly Disagree), 2 (Disagree), 3 (Fairly

Agree), 4 (Agree), 5 (Strongly Agree), with higher scores reflecting greater perceived effectiveness or higher levels of intelligence. The data obtained from the questionnaire serve as the primary source for analyzing the relationship between the effectiveness of music education and students' social, emotional, and kinesthetic intelligences.

This instrument enables a systematic, quantifiable assessment of students' perceptions and capacities, ensuring that the findings accurately reflect the impact of music education on their holistic development.

Validity of Instrument

The questionnaire's validity was ensured through professional assessment and pilot testing. Three experts in Music, MAPEH education, and research methodology reviewed the items for relevance, clarity, and alignment with the study's objectives, confirming that they could measure the effectiveness of music education and students' social, emotional, and kinesthetic intelligences. A pilot test with a small group of students outside the main sample further verified clarity and appropriateness, ensuring that respondents could understand and answer all items. These steps confirmed that the instrument was reliable and valid for use with Sibugon Integrated School students.

Data Gathering Procedure

Data were systematically collected to ensure accuracy, reliability, and ethical standards. Consent was first obtained from the Sibugon Integrated School administration, and students were informed about the

study's purpose, voluntary participation, and confidentiality. The researcher-administered questionnaire was completed in class under supervision, using a five-point Likert scale to measure responses. Completed questionnaires were gathered, coded, tabulated, and analyzed using weighted arithmetic means for effectiveness and Pearson correlation for relationships. Throughout, ethical guidelines on consent, confidentiality, and privacy were strictly observed.

Ethical Considerations

The study adhered to ethical principles to protect participants' rights and welfare. Informed consent was obtained from all students, and for minors, parental or guardian consent was secured. Participants were fully informed of the study's purpose, procedures, and voluntary nature, and assured of confidentiality, anonymity, and the right to withdraw at any time. The researcher is also committed to reporting results honestly and objectively, ensuring the integrity of the data (Byrman and Bell, 2007).

Data Analysis

The study used the mean to determine the degree of effectiveness of music education and students' social, emotional, and kinesthetic intelligences, interpreted on a five-point scale from Very Low (1.00–1.80) to Very High (4.21–5.00). Standard deviation measured response variability to assess consistency of perceptions. The Pearson Product-Moment Correlation Coefficient (r) was employed to examine significant relationships between music education and the students' intelligences at a 0.05 significance level.

III. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

Table 1. Effectiveness of Music Education on Students

Indicators	SD	Mean
Helps me develop confidence in expressing myself.	0.87	4.19
Makes learning more engaging and enjoyable.	0.92	4.07
Helps improve my focus during class activities.	0.86	4.12
Allows me to be creative in different ways.	0.87	4.12
Supports my ability to remember lessons better.	0.74	4.23
Helps me work well with my classmates.	0.85	4.06
Encourages discipline and regular practice.	0.82	4.21
Contributes positively to my overall school performance.	0.90	4.09

Helps me develop patience and perseverance.	0.87	4.18
Makes me feel motivated to participate in school activities.	0.89	4.12
Grand Mean	4.14 (High)	

Scale: 4.21 – 5.00 = Very High; 3.41 – 4.20 = High; 2.61 – 3.40 = Moderate; 1.81 – 2.60 = Low; 1.00 – 1.80 = Very Low

Table 1 shows the efficacy of music education on Sibugon Integrated School students. The findings indicate that the grand mean of 4.14 falls within the High category. This usually means that students view music education as highly effective for their learning experiences, personal growth, and participation in school-related activities.

Among the indicators, the highest mean was obtained by “Supports my ability to remember lessons better.” 4.23, interpreted as Very High, indicating that music education strongly aids students’ memory and retention of lessons. This was followed by “Encourages discipline and regular practice.” 4.21, also Very High, highlighting the role of music in fostering discipline. confidence in expressing myself.” 4.19, “Helps me develop patience and perseverance.” 4.18, “Helps improve my focus during class activities.” 4.12, “Allows me to be creative in different ways.” 4.12, “Makes me feel motivated to participate in school activities.” 4.12, “Contributes positively to my overall school performance.” 4.09,

and “Makes learning more engaging and enjoyable.” 4.07. The lowest mean, though still High, was noted in “Helps me work well with my classmates.” 4.06, suggesting that while collaboration is positively influenced by music education, it is comparatively less emphasized than other benefits.

Recent research confirms these results, as music education has been proposed to increase cognitive engagement, motivation, discipline, and socioemotional abilities in students. According to Hallam (2022), sustained participation in music activities enhances learners’ memory, concentration, and academic performance.

Likewise, Biasutti and Concina (2023) found that music education enhanced creativity, perseverance, and positive classroom behaviours, which in turn improved overall school performance. These findings confirm prior findings and indicate that music education is highly effective in enriching students’ learning and developmental processes.

Table 2.1 Level of Intelligence of the Students in terms of Social Intelligence

Indicators	SD	Mean
I feel comfortable interacting with people in my class.	0.69	4.17
I can easily adjust when I am in new social situations.	0.71	4.20
I am aware of how my words affect others.	0.72	4.21
I can tell when someone is happy, upset, or uncomfortable.	0.70	4.30
I can build positive relationships with my classmates.	0.82	4.27
I participate actively in group activities.	0.75	4.22
I understand different viewpoints during discussions.	0.75	4.23
I know how to respond appropriately in social situations.	0.78	4.19
I can communicate my ideas clearly to others.	0.78	4.19
I respect the feelings and opinions of people around me.	0.72	4.16
Grand Mean	4.21 (Very High)	

Scale: 4.21 – 5.00 = Very High; 3.41 – 4.20 = High; 2.61 – 3.40 = Moderate; 1.81 – 2.60 = Low; 1.00 – 1.80 = Very Low

Table 2.1 illustrates the intelligence of the students in terms of Social Intelligence. The outcomes indicate a

grand mean of 4.21 that is in the category of Very High. This usually means that the students of Sibugon

Integrated School are well endowed with social intelligence, which enables them to interact easily with one another, form relationships, and be active in social contexts.

Among the indicators, the highest mean was obtained by “I can tell when someone is happy, upset, or uncomfortable.” 4.30, highlighting the students’ strong ability to perceive others’ emotions. This was followed by “I can build positive relationships with my classmates.” 4.27, and “I understand different viewpoints during discussions.” 4.23, both indicating high relational awareness and empathy. Other indicators rated Very High or High include “I participate actively in group activities.” 4.22, “I am aware of how my words affect others.” 4.21, “I can easily adjust when I am in new social situations.” 4.20, “I know how to respond appropriately in social situations.” 4.19, “I can communicate my ideas clearly

to others.” 4.19, “I feel comfortable interacting with people in my class.” 4.17, and “I respect the feelings and opinions of people around me.” 4.16. Even the lowest-rated indicators are still High, indicating consistent social competence across all areas.

The findings can be justified by the recent research that focuses on the importance of social intelligence in schools as a means of student engagement, collaboration, and emotional awareness. Goleman (2021) pointed out that students who possess a high level of social intelligence have improved interpersonal abilities, flexibility, and teamwork.

On the same note, Wang (2023) reports that social intelligence is positively associated with students’ effective communication and harmonious relationships, which corroborates the current findings among Sibugon Integrated School students.

Table 2.2 Level of Intelligence of the Students in terms of Emotional Intelligence

Indicators	SD	Mean
I am aware of my emotions in different situations.	0.85	3.72
I can manage my emotions when I feel stressed.	0.92	3.73
I think carefully before reacting emotionally.	0.89	3.84
I learn from emotional experiences in my life.	0.97	3.66
I consider my feelings when making important decisions.	0.89	3.93
I remain calm during disagreements.	0.87	3.86
I express my emotions in appropriate ways.	0.89	3.79
I understand and respect how others feel.	0.87	3.88
I can adjust my behavior based on my emotions.	0.97	3.82
I stay composed during challenging situations.	0.82	3.88
Grand Mean		3.81 (High)

Scale: 4.21 – 5.00 = Very High; 3.41 – 4.20 = High; 2.61 – 3.40 = Moderate; 1.81 – 2.60 = Low; 1.00 – 1.80 = Very Low

Table 2.2 shows the level of intelligence of the students in the Emotional Intelligence. The figures indicate a grand mean of 3.81, which is within the High category. This would normally mean that the students of Sibugon Integrated School have the capacity to identify, manage, and communicate their feelings effectively, which leads to personal development and effective interpersonal relationships within the school.

Among the indicators, the highest mean was obtained by “I consider my feelings when making important decisions.” 3.93, highlighting students’ ability to integrate emotional awareness in decision-making. This was followed by “I understand and respect how others feel.” 3.88 and “I stay composed during challenging situations.” 3.88, reflecting strong empathy and emotional control. Other indicators rated High include “I remain calm during disagreements.” 3.86, “I think carefully before reacting emotionally.” 3.84, “I can adjust my behavior

based on my emotions.” 3.82, “I express my emotions in appropriate ways.” 3.79, “I can manage my emotions when I feel stressed.” 3.73, “I am aware of my emotions in different situations.” 3.72, and “I learn from emotional experiences in my life.” 3.66. Even the lowest-rated indicator is still High, indicating that students generally demonstrate strong emotional awareness and regulation.

Recent research has corroborated these findings, indicating that emotional intelligence is central to

students' academic and social success. Valikhani et al. (2022) observed that learners with higher emotional intelligence are better able to regulate stressful experiences, cope with difficulties, and maintain positive interpersonal relationships. Similarly, Collado-Soler et al. (2023) found that emotional awareness and regulation are associated with better decision-making and greater resilience in school settings, confirming the current findings among students at Sibugon Integrated School.

Table 2.3 Level of Intelligence of the Students in terms of Kinesthetic Intelligence

Indicators	SD	Mean
I enjoy activities that involve movement and action.	0.91	4.00
I learn better when I can actively participate.	0.92	3.87
I am comfortable expressing myself through movement.	0.83	4.05
I perform well in activities that require coordination.	0.93	3.90
I enjoy hands-on learning activities.	0.87	3.89
I prefer lessons that allow me to move and explore.	0.89	3.97
I feel energized when participating in physical activities.	0.92	4.01
I am confident in using my body to perform tasks.	0.93	3.83
I stay physically active in my daily routine.	0.95	3.85
Physical activities help me understand lessons better.	0.94	3.79
Grand Mean		3.81 (High)

Scale: 4.21 – 5.00 = Very High; 3.41 – 4.20 = High; 2.61 – 3.40 = Moderate; 1.81 – 2.60 = Low; 1.00 – 1.80 = Very Low

Table 2.3 is constructed to show the level of intelligence of the students in terms of the Kinesthetic Intelligence. The findings indicate that the grand mean is 3.81, which falls under the high category. This usually means that students at Sibugon Integrated School are actively engaged in physical activities and practical learning, thereby enhancing their understanding, participation, and learning experience.

Among the indicators, the highest mean was obtained by “I am comfortable expressing myself through movement.” 4.05, highlighting students’ confidence in using movement as a form of expression. This was followed by “I feel energized when participating in physical activities.” 4.01 and “I enjoy activities that involve movement and action.” 4.00, reflecting strong motivation and enjoyment in active learning. Other indicators rated High include “I prefer lessons that allow me to move and explore.” 3.97, “I perform well

in activities that require coordination.” 3.90, “I enjoy hands-on learning activities.” 3.89, “I learn better when I can actively participate.” 3.87, “I stay physically active in my daily routine.” 3.85, “I am confident in using my body to perform tasks.” 3.83, and “Physical activities help me understand lessons better.” 3.79. Even the lowest-rated indicators remain High, indicating consistent kinesthetic engagement among students.

The findings are justified by the recent research, which states that kinesthetic learning is important to increase student engagement and understanding. Morales et al. (2024) observed that movement enhances focus, retention, and overall cognitive development during learning activities.

Additionally, Moreno et al. (2022) concluded that coordination, understanding, and motivation among

students are stronger when participation and engagement in hands-on, physical activities are higher, which supports the high level of kinesthetic

intelligence among Sibugon Integrated School students.

Table 2.4 Summary of the Level of Intelligence of the Students

Domains	Mean	Interpretation
Social Intelligence	4.21	Very High
Emotional Intelligence	3.81	High
Kinesthetic Intelligence	3.92	High
Grand Mean	3.98	High

Scale: 4.21 – 5.00 = Very High; 3.41 – 4.20 = High; 2.61 – 3.40 = Moderate; 1.81 – 2.60 = Low; 1.00 – 1.80 = Very Low

Table 2.4 gives an overview of the level of intelligence of the students in three domains: Social, Emotional, and Kinesthetic. The findings indicate that the mean of the Social Intelligence is 4.21, which is construed as Very High, and the mean of Emotional and Kinesthetic Intelligence is 3.81 and 3.92, which is construed as High. The grand mean equal to 3.98 shows that, in general, the multiple intelligences of the students are at a high level, which implies high social, emotional, and physical abilities to facilitate effective learning and self-improvement.

The top-most area is Social Intelligence (4.21), which indicates that students are especially skilled in

communicating with people, comprehending social behavior, and establishing positive interactions.

The next Intelligence, closely followed by Kinesthetic Intelligence (3.92), indicates that students are actively involved in real-world learning and activities that enhance comprehension through the use of their hands.

The Emotional Intelligence (3.81) is somewhat lower, but it falls under the High category, which means that students can recognize, manage, and express emotions effectively. In general, every area exhibits good progress, indicating the well-rounded student intelligence.

Table 3. Test of Significant Relationship between Music Education Effectiveness and Students' Level of Intelligence

Test Variables	Correlation Coefficient	P value	Decision
Music Education Effectiveness and Level of Intelligence	0.441	0.000	reject the Ho

Note: If $p \leq 0.05$, with a significant relationship

Table 3 presents the test of a significant relationship between the effectiveness of music education and students' level of intelligence, revealing a meaningful association between the variables. The obtained correlation coefficient of 0.441 with a p-value of 0.000 indicates a significant positive relationship, which leads to the rejection of the null hypothesis. This result implies that as the effectiveness of music education increases, students' levels of social, emotional, and kinesthetic intelligence also tend to improve.

The observation implies that music education is an integrative learning process that does not contribute to

a single developmental outcome but rather to various aspects of students' intelligence. These findings put emphasis on the need to provide well-organized and interactive music courses in the educational system. These results are corroborated by the literature because Hallam (2022) has mentioned that engaging in music activities improves social interaction, emotional regulation, and general engagement in the educational process, and Biasutti and Concina (2021) have found that music education helps with creativity, discipline, and physical coordination, which supports

the strong connection that was observed in this research.

IV. SUMMARY OF FINDINGS, CONCLUSION, RECOMMENDATION

Summary of Findings

Effectiveness of Music Education. Students perceived music education as highly effective, with a grand mean of 4.14 (High). The highest-rated benefits were enhanced memory retention (4.23, Very High) and promotion of discipline through regular practice (4.21, Very High). Other indicators, such as confidence, creativity, focus, and motivation, were also rated High.

Social Intelligence. The students' social intelligence was rated Very High (grand mean = 4.21). They demonstrated strong abilities to perceive emotions, build relationships, communicate effectively, and participate actively in group activities.

Emotional Intelligence. Emotional intelligence was rated High (grand mean = 3.81). Students showed the ability to recognize and manage emotions, maintain composure in challenging situations, and integrate emotional awareness in decision-making.

Kinesthetic Intelligence. Students' kinesthetic intelligence was also rated High (grand mean = 3.81), indicating strong engagement in hands-on learning and physical activities, which enhanced understanding, coordination, and motivation.

Relationship Between Music Education and Intelligence. The correlation analysis revealed a significant positive relationship ($r = 0.441$, $p = 0.000$) between music education effectiveness and students' social, emotional, and kinesthetic intelligences, indicating that more effective music education is associated with higher levels of multiple intelligences.

Conclusions

This study concludes that music teaching in Sibugon Integrated School is very effective in terms of improving student learning experience, individual development, and involvement. It also plays a great role in enhancing their social, emotional, and kinesthetic intelligences as students exhibit a very high social intelligence, with high emotional and

kinesthetic capabilities. Further, the multiple intelligences of students are positively related to the effectiveness of music education, which implies that when students actively engage in music activities, it leads to an improvement in their social interaction, emotional control, creativity, discipline, focus, and physical coordination, which contributes to the overall academic and personal development of the students.

Recommendations

For Students. It is recommended that students be actively involved in music education programs since it has been demonstrated to improve social, emotional, and kinesthetic skills. Tasks that are related to music can give them confidence, concentration, patience, and perseverance. Students are also encouraged to seize the chance to partner with peers in musical exercises because this enhances working as a team and communicating effectively. Additionally, the students may be able to use the daily routine of practicing music to support the discipline and the time schedule. Lastly, they are encouraged to utilize their experiences of learning in music in order to learn more about their personal development and emotional advancement.

For Teachers. It is advisable that teachers incorporate the education on music into the curriculum in the most efficient manner by considering it as a resource that facilitates cognitive, social, and emotional growth. They are suggested to create interactive and practical activities that will make students be creative, collaborate, and think about the challenges. The teachers may also give advice on how to include music practice in the everyday lives of the students to improve their discipline and attention. Constant observation and feedback might assist students with awareness of their progress and improvement areas. Also, educators are to create an atmosphere in which students feel comfortable sharing themselves in music, which would encourage self-confidence and emotional sensitivity.

For the School Administration. The school administrators are advised to encourage and maintain the music programs by offering proper resources, instruments, and facilities. They are also encouraged to conduct training workshops for the teachers in a bid

to improve their capacity of implementing music education properly. The extracurricular music activities and competitions may also be encouraged to help students to be active and have a feeling of success. The administration may also collaborate with the local musicians or cultural groups to support the learning process of students. Lastly, to ensure that the music program remains useful to the developmental needs of students, it is advisable to conduct the evaluation periodically.

For Parents. It is advised that parents facilitate the participation of their children in the music education process through the establishment of a good and favorable environment in their homes. They will be able to encourage their children to practice and go to school music activities, as they can see the value of social, emotional, and kinesthetic development. The parents may also attend school-hosted music activities so that they can enhance family engagement and support learning. Discussing music experiences can encourage children to think about their personal development and emotional regulation. Lastly, the parents are expected to work with teachers to track the improvement and offer the guidance that would lead to the overall development of the child.

For Future Researchers. Researchers in the future are advised to investigate what music education can do to other areas of student development, including cognitive, moral, or creative intelligence. Longitudinal research would be able to give information on the long-term impacts of music education on school achievement and individual development. Another study that can be carried out is research on various instructional strategies or types of music to find out the most effective in terms of improving multiple intelligences. A cross-sectional analysis of the school or regional level can provide a wider perspective on contextual variables that may affect the results of the process of music education. Lastly, more research in the future may be done to involve bigger sample sizes or a variety of populations to enhance the generalizability of the research.

REFERENCES

- [1] Basu, A., & Mermillod, M. (2021). Emotion, creativity, and music education: A social-emotional learning perspective. *Frontiers in Psychology*, 12, 631544. <https://doi.org/10.3389/fpsyg.2021.631544>
- [2] Biasutti, M., & Concina, E. (2023). Composition pedagogy in Italian schools: A model for teaching music composition through processes. In *The Routledge companion to teaching music composition in schools* (pp. 194-205). Routledge.
- [3] Bryman, A., & Bell, E. (2007). *Business research methods* (2nd ed.). Oxford University Press.
- [4] Collaborative for Academic, Social, and Emotional Learning. (2020). What is SEL? <https://casel.org>
- [5] Collado Soler, R., Trigueros, R., Aguilar Parra, J. M., & Navarro, N. (2023). Emotional intelligence and resilience outcomes in adolescent period: A review. *Psychology Research and Behavior Management*, 16, 1365–1378. <https://doi.org/10.2147/PRBM.S383296>
- [6] Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Sage Publications.
- [7] Goleman, D. (2021). *Leadership: The power of emotional intelligence*. More Than Sound LLC.
- [8] Hallam, S., & Himonides, E. (2022). *The power of music: An exploration of the evidence*. Open Book Publishers.
- [9] Morales, J. S., Alberquilla Del Río, E., Valenzuela, P. L., & Martínez de Quel, Ó. (2024). Physical activity and cognitive performance in early childhood: A systematic review and meta analysis of randomized controlled trials. *Sports Medicine*, 54(7), 1835–1850. <https://doi.org/10.1007/s40279-024-02020-5>
- [10] Moreno, R., Mayer, R. E., Spires, H., & Lester, J. (2022). Hands-on learning and cognitive engagement in educational settings: Effects on coordination, understanding, and motivation. *Journal of Educational Psychology*, 114(5), 1023–1038. <https://doi.org/10.1037/edu0000685>
- [11] Saccardi, D. J. (2022). Research-to-resource: Peer-assisted learning in the music program.

Applications of Research in Music Education,
41(2), 3–10.
<https://doi.org/10.1177/87551233221084366>

- [12] Saccardi, D. J. (2022). The effects of reciprocal peer-assisted learning on the music performance outcomes of fourth grade orchestra students. The University of Texas at Austin.
- [13] Valikhani, M., Ghovati, A., Kashani, L. M., Mojarad, F., Dehghani, J., & Hashemi, B. M. (2022). Effect of group teaching of emotional intelligence components of Salovey and Mayer (1990) model on stigma in cancer patients.
- [14] Wang, Y. (2023). Impact of social emotional intelligence on students' interpersonal relationships and academic development. *Journal of Education and Educational Research*, 5(2), 122–126. <https://doi.org/10.54097/jeer.v5i2.12552>

