

# The Effects of Music on Solving Maths Quiz's

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## Introduction

Mathematics has often been referred to as “national disease” because it happens to be a poorly performed subject in our country. Many studies and research have been conducted to investigate the reasons for the poor performance in the subject as compared to the other subjects. The performance in the subject has often been attributed to the negative attitude of the learners towards the subject, lack of innovative teaching methodologies, insufficient teaching and learning materials in the subject, lack of commitment from the facilitators/teachers; just to mention but a few. Human productivity is very important to society and more so in the education sector whereby every stakeholder, (teachers, parents and learners) wish to be attributed with a good performance. Research has shown it that a student who performs well in mathematics in most cases excels in the other subjects.

We sought to find a solution, which to many may seem not practical but when other factors are kept constant, we believe it can offer a lasting solution to the performance in the subject. We therefore sort to investigate the effects of a kind of music on solving a math quiz.

## Method

According to the study we conducted in three different schools, a case study of Illemela Municipality, we found out that mathematics was the most poorly performed subject in the municipality. In the study, we also found out that music generally posed an impact on the performance of a pupil in a math quiz. We were therefore obliged to investigate and analyze the effect of a kind of music on the concentration during a math quiz solving exercise and if really classical music can give better outcome of our investigation than soft music.

Our study and investigation was based on the following objectives;

- i) To determine the effect of music on a math score performance.
- ii) To determine if classical music can yield better score in a math quiz than what soft music can yield.

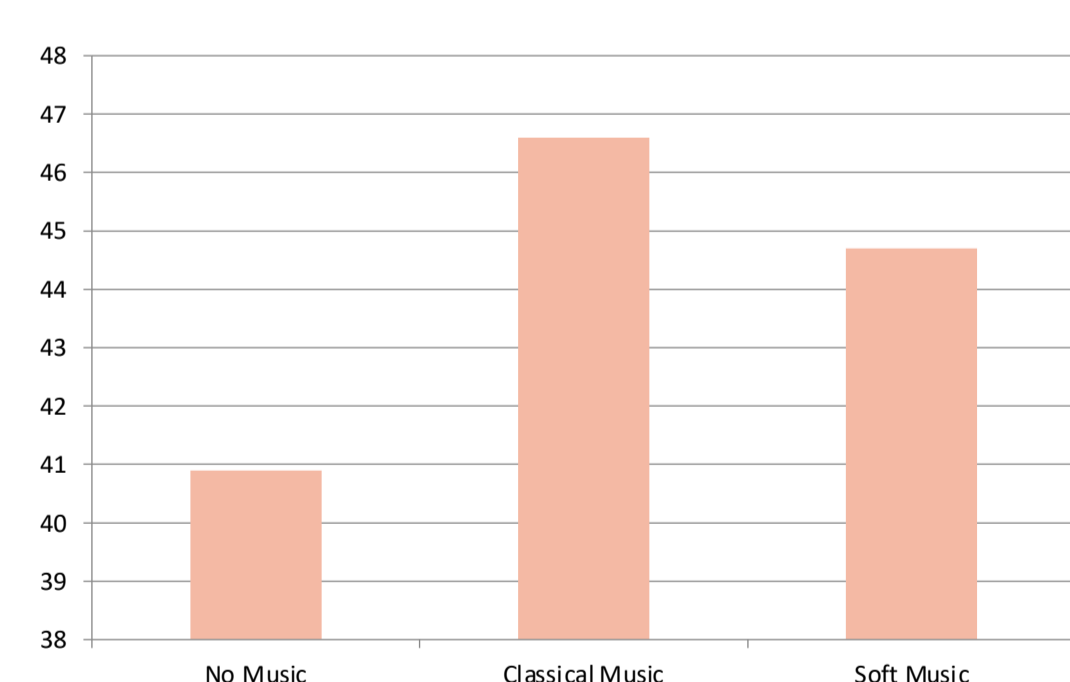
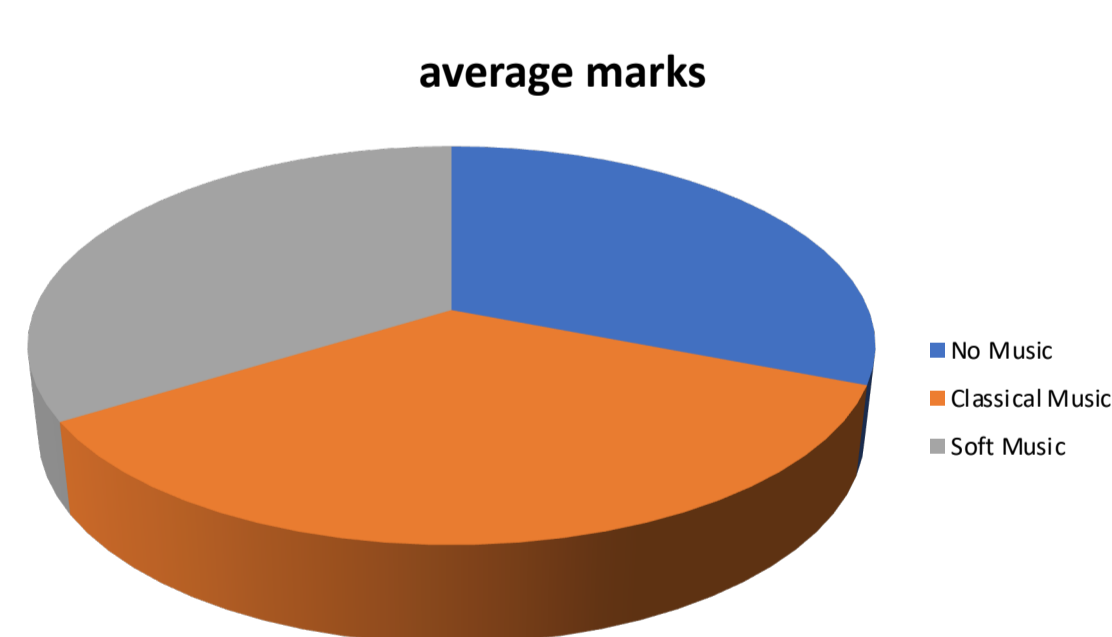
Creating the Test, Answer Key, and Instructions

1. Choose 50 math problems out of sixth grade math book
2. Type math problems on a blank sheet of paper. Create 3 versions of this test changing only one digit of each number
3. Create an answer key for each version
4. Photocopy 25 of each test version
5. Write out the instructions to read to each group of students

## Results

Besides the fact that Music can positively impact the performance of math, music poses a challenge when it comes to age bracket. Human beings are social beings that possess feelings and emotions. For particular age brackets, like adolescents, that are coupled with a number of challenges, music can easily sway their feelings and emotions hence affect their concentration during the exercise. Therefore, music mostly impact the age bracket below and above adolescence.

Because our subjects might get tired of taking math test this schedule will give each experimental treatment a fair chance. Only one third of the subjects were be given each treatment each day. Students must be separated into group A, B, and C randomly



Type of Music	No Music	Classical Music	Soft Rock Music
Average Score	40.9	46.6	44.6

TEST ORDER	TEST ORDER	GROUP A	GROUP B	GROUP C
1	1	Classical	Soft Rock	No music
2	2	Soft Rock	No Music	Classical
3	3	No Music	Classical	Soft Rock

## Conclusion

Our first hypothesis was that the students will have better math scores with music than without music.

Our second hypothesis was that students will have better scores with classical music that with the soft rock music.

The results indicate that our first hypothesis should be upheld because the average results of no music were the lowest out of the case study.

Our second hypothesis also should be accepted since the average results for classical music, soft Rock and no music indicated that classical music yielded better scores that the other two cases.

Because of the results of this experiment, we wonder if the results would come out the same id we tested boys against girls in the same way.

If were are to conduct such a project again, we would give the students less time to finish the quiz, or more math problems to solve within the limited time.

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