

Abstract

The comfortability of students with the presence and absence of music during the Peer Assisted Learning (PAL) classes are evaluated through surveys. To determine the significant difference in the comfortability with music, a two-tailed t-test is utilized. There is a positive correlation between the presence of music and the comfort level of students.

Introduction

The PAL model encourages communication between students. In Posselt & Lipson (2016), it is made aware that young adults in college often use “**social comparison of peers as [extrinsic motivation] rather than support**”. This mentality contributes to a **lack of communication**, stemming from the stress and anxiety created amongst each other, **inhibiting their ability to learn** (Posselt & Lipson, 2016). Therefore, students must be pushed to get into the groove of communicating with one another in order to enhance their learning experience. It is known that the state of relaxation and comfortability of the students affects learning ability (Avunduk). **The anxiety and stress that contributes to lack of peer support may theoretically be achieved through music.**

Results

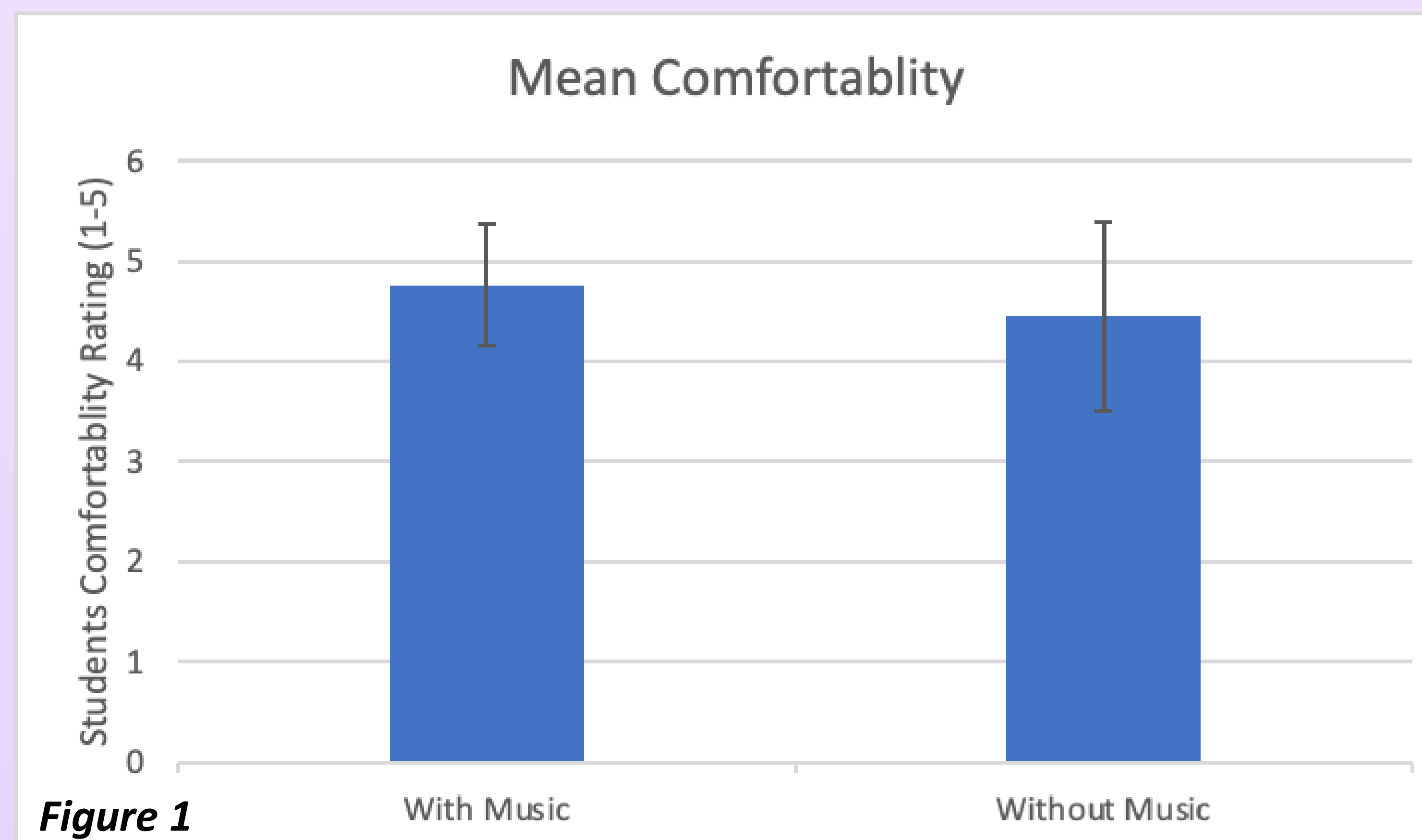


Figure 1

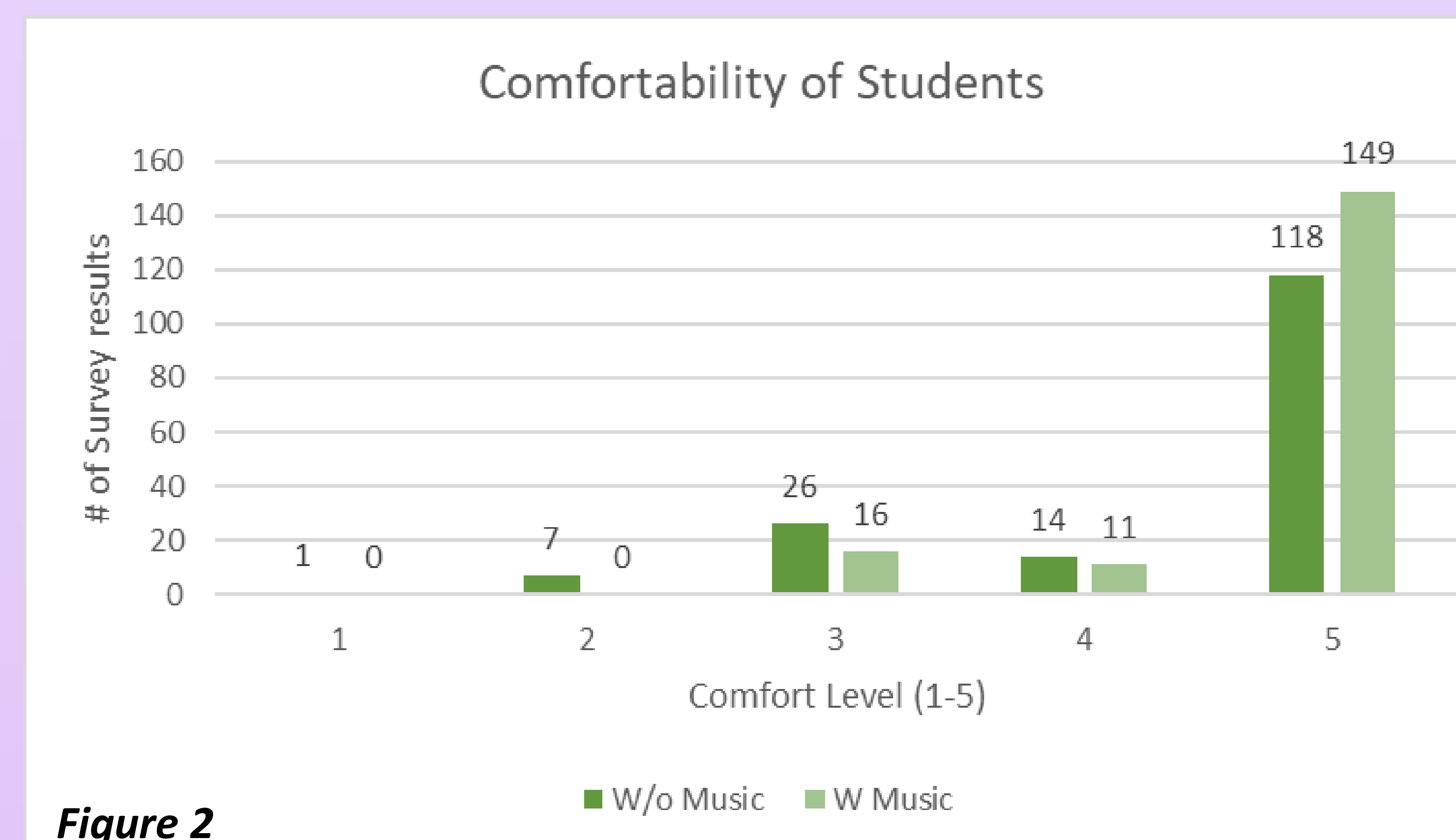


Figure 2

Methods

- Participated by 43 undergraduate students at Sacramento State. Parent courses of the PAL classes consisted of Bio 22, Chem 4, Chem 1B, and Math 31.
- The absence and presence of instrumental music was alternated throughout the week for a duration of 7 weeks.
- Data were collected twice a week after the end of each class period (one day with music, one day without music) in the form of survey questions and were measured via numerical values ranging from 1-5, with 1 being the least comfortable and 5 being most comfortable.
- Example survey question: "On a scale of 1-5 how comfortable do you feel in PAL without the music playing in the background?"

Conclusions

Figure 2 shows the total number of surveys taken and the comfort level of the students in the class with music playing in the background and without music (n=342). The rating of students' comfortability were indicated as Group A with music and Group B without music. Our analysis shows that the **mean value is 4.76 (N=176, SD=0.607) for Group A with music and 4.45 (N=167, SD=0.944) for Group B without music** (Fig. 1). The data showed that there is a statistically significant difference in comfortability from groups A and B (**p = .00042**), **indicating that there is a significant correlation between instrumental music and learning environment.**

Acknowledgements

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References

- Avunduk, Y. (2021). The Relationship Between the Performance and the Perceived Stress of Employees. *Research in Social Sciences and Technology*, 6(1), 102-112.
- Posselt, Julie R., and Sarah Ketchen Lipson (2016). Competition, Anxiety, and Depression in the College Classroom: Variations by Student Identity and Field of Study. *Journal of College Student Development*.

