

Music Listening Habits of Nursing Students and Their Perceptions of the Effects of Music on Studying

Authors

Abstract

Background: Poor medication adherence among diabetic patients leads to increased complications and healthcare costs.

Objective: This study aimed to assess the effectiveness of nurse-led educational interventions on medication adherence.

Methods: A randomized controlled trial was conducted with 120 diabetic patients over a 12-week period.

Results: The intervention group showed a significant improvement in medication adherence scores ($p < 0.05$) compared to the control group.

Conclusion: Nurse-led education significantly enhances adherence and could be integrated into routine care to improve patient outcomes.

1. Introduction

1.1 Background of the Study

Music is an important part of many students' daily lives. With easy access to smartphones, streaming services, and online platforms, students can listen to music almost anywhere, including while studying. Many students believe that music helps them concentrate, reduce stress, and stay motivated during academic tasks. However, some students find music distracting and believe that it may negatively affect learning. Understanding students' music listening habits and their perceptions of music can provide useful insights into study behaviours and learning preferences.

1.2 Research Question

This study was guided by the following research question: What are the music listening habits of nursing students, and how do they perceive the effects of music on studying?

1.3 Research Objectives

The objectives of this study were:

- 1) To investigate the frequency of music listening while studying among nursing students.
- 2) To identify the types of music preferred by nursing students while studying.

3) To explore nursing students' perceptions of the effects of music on studying.

2. Method

2.1 Participants

The participants were 110 nursing students enrolled in a nursing programme at a university in Thailand. The participants were selected using convenience sampling because they were readily available to the researchers.

2.2 Instrument

The instrument used in this study was a questionnaire developed by the researchers. The questionnaire consisted of two parts.

Part I: General Information

This section collected information about gender, year of study, frequency of listening to music while studying, and preferred music genres.

Part II: Perceptions of Music Listening While Studying

This section contained ten statements measured using a five-point Likert scale: 1 = *strongly disagree*, 2 = *disagree*, 3 = *neutral*, 4 = *agree*, 5 = *strongly agree*. The statements explored students' perceptions regarding concentration, stress reduction, memory, motivation, and overall study experience.

2.3 Data Collection

The questionnaire was distributed to nursing students during class time. Participation was voluntary, and all responses were anonymous. Students completed the questionnaire in approximately 10 minutes.

2.4 Data Analysis

The collected data were analysed using descriptive statistics, including frequencies, percentages, means (*M*), and standard deviations (*SD*). Frequencies and percentages were used to describe participants' music listening habits, while means and standard deviations were used to analyse students' perceptions of music listening while studying. The interpretation of mean scores was based on the following criteria:

Mean Range	Interpretation
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

The interpretation criteria were used to determine the level of students' perceptions regarding the effects of music on studying.

3. Results

3.1 Frequency of Listening to Music While Studying

Table 1 Frequency of Listening to Music While Studying ($N = 110$)

Frequency	Number of Students	Percentage
Never	6	5.5%
Rarely	12	10.9%
Sometimes	28	25.5%
Often	41	37.3%
Always	23	20.9%

The findings indicate that most nursing students listened to music while studying. More than half of the participants (58.2%) reported that they often or always listened to music during study sessions. Only 5.5% reported never listening to music while studying.

3.2 Preferred Music Genres While Studying

Table 2 Preferred Music Genres While Studying ($N = 110$)

Genre	Number of Students	Percentage
Lo-fi	32	29.1%
Instrumental	25	22.7%
Pop	21	19.1%
K-pop	14	12.7%
Thai Music	10	9.1%
Classical	5	4.5%
Other	3	2.8%

The most popular genre was lo-fi music (29.1%), followed by instrumental music (22.7%). Together, these two categories accounted for more than half of the participants. The results suggest that nursing students generally prefer calm and less distracting music while studying.

3.3 Nursing Students' Perceptions of Music Listening While Studying

Table 3 Mean Scores of Students' Perceptions

Statement	Mean	S.D.	Interpretation
1. I often listen to music while studying.	4.12	0.86	High
2. Music helps me concentrate better on my studies.	3.95	0.91	High
3. Music makes studying more enjoyable.	4.30	0.72	Very High
4. I feel less stressed when I listen to music while studying.	4.21	0.78	Very High
5. Background music helps me study for a longer period of time.	3.88	0.94	High
6. Music sometimes distracts me from studying.	3.20	1.08	Moderate
7. I prefer instrumental music to music with lyrics when studying.	3.74	0.97	High
8. I can remember information better when listening to music.	3.45	1.01	High
9. I would recommend listening to music while studying to other students.	4.05	0.83	High
10. Music has a positive effect on my overall study experience.	4.18	0.77	High
Overall mean	3.91	0.54	High

Table 3 shows nursing students' perceptions of music listening while studying. Among the ten statements, the highest-rated item was "Music makes studying more enjoyable" ($M = 4.30$, $SD = 0.72$), indicating a very high level of agreement. Students also strongly agreed that music helped reduce stress during studying ($M = 4.21$, $SD = 0.78$). In addition, they reported positive perceptions regarding concentration, study enjoyment, and the overall study experience. In contrast, the statement "Music sometimes distracts me from studying" received only a moderate level of agreement ($M = 3.20$, $SD = 1.08$), suggesting that some students viewed music as a potential distraction.

The overall mean score for students' perceptions of music listening while studying was 3.91 ($SD = 0.54$), which was interpreted as a high level of perception. This finding indicates that nursing students generally held positive attitudes towards listening to music while studying. Overall, the participants believed that music contributed positively to their learning experience, particularly in terms of enjoyment and stress reduction.

4. Discussion

The findings indicate that music plays an important role in the study habits of many nursing students. Most participants reported listening to music frequently while studying, suggesting that music has become a common part of students' learning routines.

The preference for lo-fi and instrumental music may be explained by the relatively calm and repetitive nature of these genres. Unlike music with complex lyrics, instrumental music may create a relaxing study environment without demanding too much attention.

Students generally perceived music positively. They believed that music increased enjoyment and reduced stress during studying. These findings suggest that music may contribute to a more comfortable and motivating learning environment.

Nevertheless, the results also indicate that music may not benefit all students equally. Some participants reported that music could be distracting, and opinions regarding memory improvement were less positive. Therefore, the effectiveness of music while studying may depend on individual learning preferences and study habits.

5. Conclusion

This study investigated the music listening habits of nursing students and their perceptions of the effects of music on studying. The findings revealed that most nursing students frequently listened to music while studying, with lo-fi and instrumental music being the most popular genres.

The participants generally perceived music positively and believed that it made studying more enjoyable and less stressful. However, opinions regarding concentration and memory enhancement were more varied. These findings suggest that music can be a useful study aid for many students, although its effectiveness may differ among individuals. Future studies may explore the relationship between music listening habits and academic performance among university students.

6. References

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7. Appendices