

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY: APPLIED BUSINESS AND EDUCATION RESEARCH

2024, Vol. 5, No. 4, 1186 – 1194

<http://dx.doi.org/10.11594/ijmaber.05.04.06>

Research Article

Psychosocial Support for Grade 3 Pupils Through Artistry in Music Featuring Ukulele Lesson

Ailene D. Amaro*

Aguilar Integrated School, Pangasinan, Philippines

Article history:

Submission April 2024

Revised April 2024

Accepted April 2024

*Corresponding author:

E-mail:

AileneAmaro01@gmail.com

ABSTRACT

The use of ukulele in school setting is becoming popular and its integration during classes is increasing in popularity. Because of this, it is significant and timely that this type of music be involved among learners of all ages. The consideration of providing support for mental and psychosocial well-being among the students during the past pandemic was deemed necessary. In this innovative work plan study, experimental-purposive approach was used in implementing the program. Integrating music in classes increases primary students' class involvement and engagement in school activities. Thus, the researcher introduced the Ukulele lesson to the Grade 3 pupils and tried to look into the effect of its integration to the pupils' psychosocial development and academic performance. The participants were thirty-eight pupils (38) and eleven (11) MAPEH teachers for the school year 2022-2023 enrolled in an Integrated School in Pangasinan. The results revealed that there is an increase in the level of academic performance of the Grade 3 pupils who were exposed to ukulele lessons as an intervention program focusing on psychosocial support. The elementary teachers were also able to maintain classroom cohesiveness and increased pupils' class participation. The noise from unnecessary talking and shouting or even playing inside the classroom were minimized. This is one proof that music is a great stress-relieving tool that helps to calm the mind and enhance concentration among pupils and teachers.

Keywords: *Academic performance, Musical instruments*

Introduction

The consideration of providing support for mental and psychosocial well-being among the students during the outbreak was deemed necessary since it was stated in Republic Act No. 11036, which is about the "Act in Establishing a National Mental Health Policy".

For the purpose of enhancing the delivery of integrated mental health services, promoting and protecting the rights of persons utilizing psychosocial health services, that the state commits itself to promoting the well-being of people by ensuring that; mental health is valued, promoted and protected; mental health

How to cite:

Amaro, A. D., (2024). Psychosocial Support for Grade 3 Pupils Through Artistry in Music Featuring Ukulele Lesson. *International Journal of Multidisciplinary: Applied Business and Education Research*. 5(4), 1186 – 1194. doi: 10.11594/ijmaber.05.04.06

conditions are treated and prevented; timely, affordable, high quality, and culturally-appropriate mental health care is made available to the public; mental health services are free from coercion and accountable to the service users; and persons affected by mental health conditions are able to exercise the full range of human rights, and participate fully in society and at work free from stigmatization and discrimination (Mental Health Act, 2018).

The Department of Education (2021) continues to extend assistance amid the situation to its personnel nationwide who were able to learn more about Mental Health and Psychosocial Support Services (MHPSS) and Psychological First Aid (PFA). The online-held event attended by Regional and Division DRRM Coordinators and School Health and Nutrition Personnel highlighted the importance of empathy and providing emotional support in these trying times where uncertainties may undermine a person's mental health.

Children will observe adults' behaviours and emotions for cues on how to manage their own emotions during difficult times, which makes it more difficult if one teacher happened to be mentally and emotionally unready to handle difficult situations. Stress and the feelings associated with it are by no means a reflection that a learner cannot do his or her task at school at once and that they might be emotionally weak. Managing the mental health and psychosocial well-being during this time is as important as managing the learners' physical health (Bonsaksen et al., 2022).

In view of this, the researcher used nature of a person has, which is the love for music. This is evident to all musically inclined programs over the televisions, radio and social media networks, in which to some, it showcases the talents of Filipinos either in vocals and in music instrument playing in the country and all over the world.

The increasing importance given to music education was reflected in the passage of RA 4723 (Music Law). Enacted in 1966, the Music Law was the first Legislative Act in the history of the country to directly benefit school music education. The law envisioned the upgrading of Philippine Musical Culture through the im-

provement of Music instruction on the elementary and secondary school levels of both public and private schools.

Department Order # 1 s. 1957 observed that "music has for some years not been seriously taught". Prescribed in this bulletin was to combine Music to Art and Physical Education wherein Music seemed to have been scrapped from the daily schedule of subjects. General Letter #23, dated July 21, 1956 gave specific instructions that music should have a definite period of time on the day's program. The setback of the Music Course offerings was and still is the absence of instruments in the school.

Thus, through the content and procedures of the Department of Education through the K to 12 program, musical instrument like the ukulele was integrated for the purpose of evaluating the effects of integration of musical instruments as school program; study the effect of musical instruments to the psychological development of pupils; study focusing on musical instrument particularly ukulele; and identify the performance of the pupils with musical instrument particularly in ukulele.

The COVID-19 brought an unforeseen mental health crisis in its wake. In response to this, the World Health Organization (WHO) published a guideline as a way of supporting mental health and psychosocial well-being of different groups of individuals during the pandemic. The drastic impact of the pandemic on mental health has pushed governments in many countries to put measures in place to curb not only the physical health of its citizens but also their mental health, emotional health and psychosocial well-being as well (Molebatsi, et al., 2021).

Lleogo (2022) stated that ever since lockdown was imposed and social distancing was implemented, the students' traditional learning was halted. The Philippine Basic Education has been heavily affected by the COVID-19 pandemic as schools either public or private, including several learning centres are closed for the physical conduct of classes due to the spread of transmission of the COVID-19. The critical response in protection of the stakeholders of education is the provision of Mental Health and Psychosocial Support (MHPSS). This provision aims to help the students as well

as teachers to cope with the situation and develop mental resilience. This initiative and provision of MHPSS is also included as a requirement of Health Standards in Basic Education Offices and Schools (DO 14, s. 2020).

According to the World Health Organization (2020) for those who care for children, they should offer assistance to children to discover positive ways to precise sentiments such as fear and pity. Each child has his or her way of communicating their own feelings and emotions. Sometimes, engaging in a creative activity such as playing, drawing, dancing and singing can facilitate this process. The baggage that the children carry will be relieved if they can express and communicate their feelings and emotions in a safe, secure, and supportive environment.

Music for Academic Learning

There is an abundance of studies focusing on various music-centered approaches to aid in the comprehension of subject matter in the curricular areas of language arts, social studies, mathematics and science. Dyer (2011) is also one of the major researchers to use music-based activities to further literacy skills. In his study, Dyer suggests that incorporating music in classes increases primary students' class participation and engagement in school activities. Music also helps with memory and recall as well as in enhancing phonemic awareness during literacy instructions.

Feinstein (2006) stated that the human brain is built for sound, as the sense of hearing being the first one to develop in the womb, creating brain intricate structures for sound processing. Music and oral language are interconnected, and the human brain makes use of the same structures to process and interpret music and language. Smith and Secoy (2019), explained the concept of using music activities as an alternative way to reduce habituation in the classroom. As defined, habituation is the process of gradually tuning out of repeated sound, just like an educator's teaching voice. Using music and various sounds in the classroom can decrease the habituation effect, increase students' brain activity and ensure that the teacher is being heard by the students.

Use of Music for Classroom Cohesiveness

The most natural way of bringing people together is through music, as it is often referred to as the universal language that connects people regardless of their backgrounds or beliefs. The same can be applied for music in an elementary school setting. As much as music improves learning, helps create a conducive learning environment, and inspires creativity. Music can also serve as a strong hold and maintain cohesiveness in a classroom. Generally speaking, any school activities that fosters student engagement is going to produce a positive effect on both behaviour issues and cohesiveness within the classroom. Those students who are distracted during discussions or those who are uninterested are the ones who typically are the stimulus to problems. With this regard, teachers need to keep them interested, out of trouble and make the whole class well managed.

Doebler (2021) mentioned that students who collaboratively work to composed their own song that they can use at the beginning or even at the end of their class maintain classroom cohesiveness. He also claimed that students who prefer to work in small groups to create or write their own song that express their emotion is a great idea to increase children's engagement in class. Making use of certain instruments, putting the songs together on a recording or even making videos out to fit increases students' creativity. Students who participate in music activities and their learning capabilities in music are highly influenced by societal trends and their environment (Giebelhausen, 2016).

One such trend in incorporating music in general is the use of ukulele in classrooms. Though the ukulele has been popular since then, Kruse (2013) believes that the world is experiencing a phenomenon called ukulele renaissance. Due to the revival of the ukulele's popularity, utilization of ukulele and its implementation has increased in classroom settings (Giebelhausen & Kruse, 2018). Thibeault and Evoy (2011), proposed that ukulele play along events and online training resources allow for a variety of opportunities for individuals, specifically learners, to create and share their mu-

sic. They accentuated the value of these training resources and advocated that such training resources should support participants just like students in actively creating music using ukulele.

Ukulele for Pupils and Teachers

Same as in community music contexts, utilization of ukulele has increased in school music context as well. Although majority of the practitioner-based articles have recently grown in number for music educators who incorporate ukulele lessons in their classes (Bernard & Cayari, 2020; Giebelhausen, 2016;) research solely focused on the use of ukulele in music classrooms is relatively few and considerably dated. Moreover, researchers who did include the ukulele have used it as a tool to examine other constructs such as students' engagement, self-esteem, play, and preferences. In comparison, this paper would utilize ukulele as a means of a tool to provide psychosocial support to elementary students brought on by the mental health threat from COVID-19.

One great example is from the study of Michel and Farrell (1973) in which they investigated the effects of incorporating musical performances skills through the use of ukulele on students' self-esteem. The participants of their study were composed of fourteen boys in grades four to six who were described by their teachers and the country's psychological services centres as students who have learning and behaviour challenges at school. Each participant completed the Self Esteem Inventory (SEI) tool, while their teachers completed the Behaviour Rating Form (BRF), one for each boy. The study lasted for seven and a half weeks, while the students participated in half an hour ukulele twice a week, with a total of 15 ukulele lessons focused on acquiring musical skills. Moreover, the participants were able to trade their tokens that they have earned for completing their task for an extra private ukulele lesson time with their mentors. Michel and Farrell (1973) observed students who participated for 3 weeks in order to determine if the ukulele lessons affected their own task time in class, and after completing the 15 lessons the participants were instructed to complete the Self Evaluation Inventory again. The study findings concluded

musical skill acquisition contributed and increased the students' self-esteem as well as increased on-task time. The male students who participated demonstrated a 10% increase in on-task time which the researchers correlated to the students' motivation to earn more tokens to trade for private ukulele lessons.

Another phenomenological study conducted by Koops (2017) observed 12 children from ages four to seven during musical play and made a description of their behaviour across 24 different sessions. The session lasted for about 45 minute-long, and Koops fostered a play based musical setting that includes movement, singing, creating, listening, and playing instruments one of which is the ukulele. The data were from interviews from the children, observation, researchers notes and video analysis. The researcher found that children demonstrated feelings of fulfillment and enjoyment during the musical play activity through active participation and physical engagement. These behaviours were the most prominent when the activities incorporated a balance of novelty and familiarity. For instance, children exhibit success and enjoyment when they transfer known vocal songs to the recorder or the ukulele. Engagement was also demonstrated by the children when activities allowed for the student to control or have their own choice, and when a playful and safe environment was already established (e.g., when children are able to choose whether to participate and explore musical play concepts without the fear of failure and judgement) (Doebler, 2021).

Thus, the researcher introduced the Ukulele lesson to the Grade 3 pupils from an Integrated School in Pangasinan and tried to look into the effect of its integration to the pupils' psychosocial development and academic performance.

The Purpose of the Study

The purpose of this study is to investigate the effect of the integration of Ukulele lessons to the Grade 3 pupils' psychosocial development and academic performance. Specifically, it seeks to answer the following question:

1. What is the impact of the program *Artistry in Music Featuring Ukulele Lesson* to the pupils?

2. What is the impact of the program *Artistry in Music Featuring Ukulele Lesson* to the teachers?
3. What is the impact of the *Artistry in Music Featuring Ukulele Lesson* to the school community?

Scope of the Study

The study only covered the effect of the integration of the ukulele lessons to the Grade 3 pupils. Moreover, school teacher from secondary and tertiary education were excluded from the participant selection. Only the elementary school teachers were qualified for the study.

Methods

Research Design

The Innovative Work Plan (IWP) which was used in the study was an experimental-purposive approach which became instrumental in implementing the program. The program involved thirty-eight pupils (38) and eleven (11) MAPEH teachers for the school year 2022-2023 from an Integrated School in Pangasinan. Experimental since only a group of pupils participated in the program and were tested to develop their skills in playing ukulele and Purposive in the sense that the participants in this IWP were the pupils who were able to provide their own instruments, and were deemed to be suited for this program.

Participants

The participants of the study consist of thirty-eight pupils (38) and eleven (11) MAPEH teachers who were part of school year 2022-2023 from an Integrated School in Pangasinan.

Data Collection Procedure

During the implementation of the study, the researcher allotted a specific time for the ukulele program. One hour every day from 9am to 10am was scheduled for those teachers who wanted to learn and have their personal ukulele tutorial, while the pupils were given one and a half hour every day from 10am to 11:30 am. This schedule was amenable to the pupils and teachers since they were all under afternoon class session.

The program was supported by stakeholders, teachers, and parents, which was shown

with the large number of participants, not to mention there are good hearted individuals who donated instruments for the pupils, which was properly documented by the researcher and submitted to the school as a deed of donation. The students were able to utilize the donated instruments during their schedule.

Results and Discussion

The primary focus of this study was to investigate the effect of the integration of Ukulele lessons to the Grade 3 pupils' psychosocial development and academic performance.

1. What is the Impact of the Program to the Pupils?

The program had made the pupils read musical sheets and songs, the beauty of reading was interconnected to music and that was made possible in this program. Since playing ukulele requires them to read notes and lyrics the pupils were taught how to read. Reading was made fun because it was accompanied by music of their own instrument, the ukulele.

Once pupils have grasped the basics of playing the ukulele, they really enjoy playing it. Parents were always reporting to the researcher as to how instantly ukulele made their children stay in one place and just practice their chord progressions at home. The program made the pupils avoid using cell phones or play mobile games like they used to. Their attention was now diverted to playing their instrument.

Each pupil was given the chance to pick their favourite song and learned to play it. In the end, every song they learned was a personal achievement. As a Music teacher, the researcher encouraged them to listen or even signing along during the music lessons, so that they will have a great time playing their musical instrument.

In addition, playing ukulele or being in a musical class demands total attention. With that being said, pupils can now limit their misconduct inside the classroom. The noise from unnecessary talking and shouting or even playing inside the classroom were minimized. This is one proof that music is a great stress-relieving tool that helps to calm the mind and enhance concentration among pupils and even the teacher. As well as being a way of relieving stress, music could also help pupils to manage their feelings better by expressing them through singing.

It gives them the chance to express their emotions through the ukulele they are playing.

Moreover, these pupils as they became members of the ukulele music group learned teamwork skills. These pupils play ukulele together harmoniously, that is where the magic happened. In order to improve the pupils' performance, the researcher always encouraged the pupils to attend rehearsals and practice playing the ukelele instrument regularly.

Furthermore, there are various studies which have proven that the comprehension of musical language can benefit a child's overall mental development. One of which was the study conducted by Dosseville et al. (2012)

revealed that music has a positive influence on students' academic performance. After the intervention in control group and experimental group, the Multiple-Choice Questionnaire (MCQ) was given to assess the students learning during the lecture. The results showed that the MCQ scores of the students under experimental group, those who incorporated music during lecture, was significantly higher compared to the scores under control group. Figures show that pupils who study music are more successful on standardized tests and are also likely to achieve better grades in school.

The tables below show the MPS in MAPEH from 2nd quarter to 3rd quarter.

Table 1. MPS in Elementary MAPEH Second Quarter

MPS IN ELEMENTARY MAPEH					
SECOND QUARTER					
S.Y.2022-2023					
A. Criterion Reference Result					
Grade Three	Total No. of Cases	No. of Students who got 75% above	% of Students who got 75% above	No. of Students who got 75% below	% of Students who got 75% below
Masinag	36	27	75%	9	25%
Matagumpay	32	23	72%	9	28%
Matatag	34	25	74%	9	26%
Magiting	38	26	68%	12	32%
0			#DIV/0!		#DIV/0!
0			#DIV/0!		#DIV/0!
Total/Average	140	101	72%	39	28%
B. Norm Reference Level					
GRADE THREE	Mean	Median	Standard Deviation	PL/MPS	
Masinag	32.77	31.07	5.58	81.92	
Matagumpay	31.95	30.40	7.78	79.88	
Matatag	31.90	29.13	5.44	79.74	
Magiting	31.31	29.20	5.24	78.28	
0					
0					
AVERAGE	31.98	29.95	6.01	79.95	

Table 2. MPS in Elementary MAPEH Third Quarter

MPS IN ELEMENTARY MAPEH					
THIRD QUARTER					
S.Y.2022-2023					
A. Criterion Reference Result					
Grade Three	Total No. of Cases	No. of Students who got 75% above	% of Students who got 75% above	No. of Students who got 75% below	% of Students who got 75% below
Masinag	36	31	86%	5	14%
Matagumpay	32	26	81%	6	19%
Matatag	34	26	76%	8	24%
Magiting	38	27	71%	11	29%
0			#DIV/0!		#DIV/0!
0			#DIV/0!		#DIV/0!
Total/Average	140	110	79%	30	21%
B. Norm Reference Level					
GRADE THREE	Mean	Median	Standard Deviation	PL/MPS	
Masinag	33.08	33.04	5.75	82.71	
Matagumpay	32.25	31.40	5.68	80.63	
Matatag	31.82	30.13	5.64	79.55	
Magiting	31.73	30.20	5.63	79.32	
0					
0					
AVERAGE	32.22	31.19	5.68	80.55	

Based on the given data, there is an increase in the level of academic performance of the Grade 3 pupils at an Integrated School in Pangasinan with the use of Ukulele lessons as an intervention program focusing on psychosocial support. The findings indicated that there is an increased level of performance of the pupils in MAPEH.

2. What is the impact of the Program to the Teachers?

The program has a great impact on the elementary teachers. The majority of the participant experienced challenges in motivating the students to read. Basically, they all cannot read when they attend their first day of school. This situation made the researcher think of ways on how to teach the pupils to love reading and integrate it in their day-to-day practice. That is where the ukulele made a great impact. During the first phase of the program, the researcher did adapt one stanza of a song, played it to them and made them read it on their own with melody. That has been the pupils' routine every day, the researcher infused reading with music. By the time the pupils were ready, the researcher offered them the ukulele lesson.

As the researcher started doing this in the class, some of elementary teachers saw the potential of the program and they were also interested in learning how to play the ukulele. They invested their time every day for one hour to learn the basics of ukulele. Some of them learned it for personal reasons like it is their way of new learning or as a fulfillment of their long-time dream of playing an instrument. And some teacher learned how to play the instrument to remove some of their stress. While the others decided to use it too in their class. One out of the eleven teachers that participated taught ukulele to her pupils and became constant in practices and rehearsals of how to play ukulele.

The teachers also purchased their own ukulele as their personal commitment to learn the instrument. And they too pledged their commitment of joining the soon to be concert for a cause.

3. What is the Impact of the Program to the School?

This program on psychosocial support for grade 3 pupils through artistry in music featuring ukulele lessons has been supported by the stakeholders. It was first launched with the stakeholders and also conducted an orientation with the parents of the pupils who participated in the program and was then later on chosen to be a part of the schools' program.

This was indicated by the school's ESIP for the school year 2022-2023. As indicated it was used as a psychosocial program for the pupils. The former and current school head also saw the potential of the program and that the program can cater more pupils in the school. The researcher was reassigned to handle an intermediate class, the Grade 5 class that the researcher can possibly teach more pupils and provide them the ukulele lessons.

Furthermore, one of the sustainability plans of the program, which was to cater to more pupils and possibly offer guitar lessons was realized. Since guitar lessons were now also offered to the pupils in addition to the ukulele lessons to a much wider and bigger population of the pupils in the school.

Teaching ukulele and guitar has been one of the personal commitments of the researcher as a teacher, that teaching the pupils the beauty of learning at least one instrument in their life as elementary pupils.

As such, the program made the whole school organization united in helping the pupils process their feelings and emotions while enjoying what they do, play ukulele. This has opened various opportunities for the school to provide psychosocial support to its pupils. This has also decreased the concern of the parents regarding their children' psychosocial well-being in school.

Conclusion

1. The program made the pupils avoid using cell phones or play mobile games like they used to. Their attention was now diverted to playing their instrument. Another thing, playing ukulele or being in a musical class demands total attention. With that being said, pupils can now limit their misconduct

inside the classroom. The noise from unnecessary talking and shouting or even playing inside the classroom were minimized through this program. Koops (2017) found that children demonstrated feelings of fulfilment and enjoyment during the musical play activity through active participation and physical engagement. This is one proof that music is a great stress-relieving tool that helps to calm the mind and enhance concentration among pupils and even the teacher. As well as being a way of relieving stress, music could also help pupils to manage their feelings better by expressing them through singing. Based on the given data, there is an increase in the level of academic performance of the Grade 3 pupils at an Integrated School in Pangasinan with the use of Ukulele lessons as an intervention program focusing on psychosocial support. The findings indicated that there is an increased level of performance of the pupils in MAPEH.

2. The program has a great impact on the elementary teachers. Majority of the participant experienced challenges in motivating the students to read. Basically, they all cannot read when they attend their first day of school. This situation made the researcher think of ways on how to teach the pupils to love reading and integrate it in their day-to-day practice. That is where the ukulele made a great impact. Dyer (2011) suggests that incorporating music in classes increases primary students' class participation and engagement in school activities. Music also helps with memory and recall as well as in enhancing phonemic awareness during literacy instructions. Students are now able to enjoy the idea of reading through the integration of music in it. As much as music improves learning helps create a conducive learning environment and inspires creativity it can serve a strong hold and maintain cohesiveness in a classroom. It can be deemed necessary to instil the importance of reading to the elementary pupils as this will become their foundation on the succeeding school year. Doebler (2021) mentioned that students who collaboratively work to make their

own class song that they can use at the beginning or even at the end of their class maintain classroom cohesiveness.

3. This program on psychosocial support for grade 3 pupils through artistry in music featuring ukulele lessons has been supported by the stakeholders. As such, the program made the whole school organization united in helping the pupils process their feelings and emotions while enjoying what they do, play ukulele. Smith and Secoy (2019), explained that the concept of using music activities as an alternative way to reduce habituation works well in classroom situations. Using music and various sounds in the classroom can decrease the habituation effect, increase students' brain activity, and ensure that the teacher is being heard by the students. This has opened various opportunities for the school to provide psychosocial support to its pupils. This has also decreased the concern of the parents regarding their children' psychosocial well-being in school.

Recommendations

The results of the study finding should serve as a recommendation to integrate the use of musical instrument to positively influence the students' psychosocial well-being and their academic performance. Since the study focused on elementary pupils, studying the effects of this specific type of musical intervention across various age range may perhaps provide understanding into its usefulness in the secondary and tertiary students.

References

- Bernard, C., & Cayari, C. (2020). Encouraging participatory music-making through differentiation on the ukulele. *General Music Today*, 34(1), 29–36. <https://doi.org/10.1177/1048371320926608>
- Bonsaksen, T., Chiu, V., Leung, J., Schoultz, M., Thygesen, H., Price, D., Ruffolo, M., & Geirdal, A. Ø. (2022). Students' Mental Health, Well-Being, and Loneliness during the COVID-19 Pandemic: A Cross-National Study. *Healthcare*, 10(6), 996.

- <https://doi.org/10.3390/healthcare10060996>
- Department of Education. (2021). Mental Health and Psychosocial Support. <https://training.deped.gov.ph/course/index.php?categoryid=63>
- DiDomenico, J. (2017). Effective Integration of Music in the Elementary School Classroom: inquiry in education: Vol. 9: Iss. 2, Article 4. <https://digitalcommons.nl.edu/ie/vol9/iss2/4>
- Doebler, Grace (2021) "Ukulele in Music Class: Teachers' Perspectives," *Visions of Research in Music Education*: Vol. 38, Article 2. <https://opencommons.uconn.edu/vrme/vol38/iss1/2>
- Doebler, G. (2021). "Ukulele in Music Class: Teachers' Perspectives," *Visions of Research in Music Education*: Vol. 38, Article 2. <https://opencommons.uconn.edu/vrme/vol38/iss1/2>
- Dosseville, F., Laborde, S., & Scelles, N. (2012). Music during lectures: Will students learn better? *Learning and Individual Differences*, 22(2), 258–262. <https://doi.org/10.1016/j.lindif.2011.10.004>
- Dyer, J. L. (2011). Musical thought: Using music to enhance literacy instruction. *Illinois Reading Council Journal*, 39(4), 3–9.
- Giebelhausen, R. (2016). So, you're thinking about starting a ukulele program? *General Music Today*, 29(3), 38–41. <https://doi.org/10.1177/1048371315625294>
- Giebelhausen, R., & Kruse, A. J. (2018). "A smile on everybody's face": A multiple case study of community ukulele groups. *International Journal of Music Education*, 36(3), 347–365. <https://doi.org/10.1177/0255761417744371>
- Hornilla, V. (n.d). Music Education in Philippines Primary and Secondary Schools. <https://ncca.gov.ph/about-ncca-3/sub-commissions/subcommission-on-the-arts-sca/music/music-education-in-philippines-primary-and-secondary-schools/>
- Koops, L. (2017). The enjoyment cycle: A phenomenology of musical enjoyment of 4- to 7-year-olds during musical play. *Journal of Research in Music Education*, 65(3), 360–380. <https://doi.org/10.1177/0022429417716921>
- Kruse, N. (2013). "Without U, it's just ukulele": Expressions of leisure and 'ohana in an intergenerational ukulele club. *International Journal of Community Music*, 6(2), 153–167. https://doi.org/10.1386/ijcm.6.2.153_1
- Lleogo, M. A. (2022). Remote psychosocial support through play for elementary learners. Teacher PH. <https://www.teach-erph.com/remote-psychosocial-support-through-play-elementary-learners/>
- Mental Health Act, R.A 11036. (2018). https://lawphil.net/statutes/repacts/ra2018/ra_11036_2018.html
- Michel, D. E., & Farrell, D. M. (1973). Music and self-esteem: Disadvantaged problem boys in an all-black elementary school. *Journal of Research in Music Education*, 21(1), 80–84. <https://doi.org/10.2307/3343983>
- Molebatsi, K., Musindo, O., Ntlantsana, V., & Wambua, G. N. (2021). Mental health and Psychosocial support during COVID-19: A review of health guidelines in Sub-Saharan Africa. *Frontiers in Psychiatry*, 12. <https://doi.org/10.3389/fpsy.2021.571342>
- Smith, R., & Secoy, J. (2019). Exploring the music identity development of elementary education majors using ukulele and YouTube. *Journal of Music Teacher Education*, 29(1), 71–85. <https://doi.org/10.1177/1057083719871026>
- Thibeault, M. D., & Evoy, J. (2011). Building your own musical community: How YouTube, Miley Cyrus, and the ukulele can create a new kind of ensemble. *General Music Today*, 24(3), 44–52. <https://doi.org/10.1177/1048371310397348>
- World Health Organization. (2020). Mental health and psychosocial considerations during the COVID-19 outbreak. <https://www.who.int/docs/default-source/coronaviruse/mental-health-considerations.pdf>