

Influence of Ben and Ben's Songs to Student's Self-Identity

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Abstract

This study was designed to determine the influence of Ben and Ben's songs to student's self-identity in terms of self-awareness, self-esteem, and self-evaluation particularly on senior high school students. It aims to know the perception of students towards the given variables. A correlational research design was utilized in this study, and survey questionnaires were disseminated to fifty (50) randomly selected General Academic Strand students at Dagatan National High School who listens to Ben and Ben's songs as sample. This study employed mean, standard deviation, and Pearson product-moment correlation. Based on the answers given by the respondents, it shows that most of them agree that listening to songs has an impact on their personal lives. The data showed that there is no significant relationship between Ben and Ben's songs to self-identity as to self-awareness, self-esteem, and self-evaluation.

Keywords: Ben and Ben's songs, self-identity, self-awareness, self-esteem, self-evaluation

1. Introduction

According to Crossley and Schmidt (2009), self-identity is a state of mind or the identification of oneself as a member of our society. This implies that the individual was aware of who they are and the qualities that make them unique. To better themselves, individuals must be conscious of their own personalities and character. According to Cast and Burke (2002), self-esteem plays a crucial role in supporting individuals' self-identity. They argue that having a strong sense of self-worth provides people with the confidence and assurance to be authentic and true to themselves when interacting with others. To express and recognize their unique identities, individuals must first cultivate and enhance their self-esteem.

There are techniques to assist those who find it difficult to express themselves. According to Sharma and Jagdev (2012), one example of these is using music to help individuals convey their genuine selves to others since they can relate to the lyrics and the message of every song and utilize it as a substitute for words. Shepherd and Sigg (2015) stated that a person's interest in music reveals their individuality. They speculate that their personality may be related to their preferred genre. Pop songs, especially Ben and Ben's songs, are among the

tunes that many students nowadays like listening to. Different types of music describe the listener (McPherson, Davidson, & Faulkner, 2012). This suggests that the songs of Ben and Ben may speak to the pupils who enjoy listening to them on a personal level. Thus, this study aims to determine the influence of Ben and Ben's songs to self-identity as to self-awareness, self-esteem, and self-evaluation.

2. Literature Review

Ratliff (2016) stated that the most significant progress in the recent history of music has to do with listening. Listeners have become much more powerful. Pop musicians who are open about mental health issues may have potential as creative message sources in communication initiatives intended to enhance mental health outcomes among college students (Kresovich, 2022).

Korczynski (2014) draws attention to the numerous instances of informal collective resistance that took place within the factory and made the case that musical literacy culture was crucial in preserving these communal acts of resistance. Understanding the meaning of popular music in the factory can help develop knowledge about the nature of the use and role of popular music contemporary advanced capitalism. Popular music in society emphasizes the role of popular music in upholding the social order and one that emphasizes the resistive and emancipatory in popular music. According to Greitemeyer (2009), listening to songs with prosocial lyrics helps increase prosocial thoughts and behavior. Studies have shown the songs with prosocial lyrics increase the accessibility of prosocial thoughts, leading to move interpersonal empathy fostered helping behavior.

The results of the study of Clark and Lonsdale (2022) provide additional support for the notion that musical tastes are somehow connected to people's feeling of identity and suggest that collective self-esteem may play a role in how their musical preferences evolve. According to Cinoglu and Arikan (2012) there are three main ways to explain identity and identity creation. The first is social identity theory, where parents believe that belonging to a group is what shapes an individual's identity. The second hypothesis is identity theory, which holds that the roles that are given to people are a primary source of inspiration for identity creation. In the final theory, the significance of individual values is discussed in relation to how identities are formed (personal identity theory).

With the help of this idea of identity, numerous and different ways that people and music interact can be considered (Hargreaves et al. 2002).

3. Methodology

This study utilized a correlational research design to describe the influence of Ben and Ben's songs on student's self-identity in terms of self-awareness, self-esteem, and self-evaluation. According to Seeram (2019), correlational research is a type of non-experimental research that facilitates prediction and explanation of the relationship among variables. A common question of interest in nursing research is the relationship between variables. Correlational analysis is a statistical technique employed to investigate the magnitude and significance of such relationships (Prematunga, 2012).

The study's respondents comprised of a target population of ninety-eight (98) grade 11 students and seventy-one (71) grade 12 students that is broken down to a sample of fifty (50) students who listen to Ben and Ben's songs in General Academic Strand at Dagatan National High School. The sample was taken through stratified random sampling.

After determining the respondents of the study, the researchers prepared a satisfaction scale or also known as Likert Scale. According to Joshi et al. (2015), Likert scale is applied as one of the most fundamental and frequently used psychometric tools in educational and social sciences research. This analytical review begins with the necessity of psychometric tools like the Likert scale and its variants and focuses on some convoluted

issues like validity, reliability, and analysis of the scale. This survey questionnaire was administered to the General Academic Strand students at Dagatan National High School, Division of Quezon Province.

After the respondents answered the data, the research team statistically assessed the data they had gathered to determine whether Ben and Ben's songs influence student's self-identity.

4. Results and Discussion

This chapter presents the findings of the study with the corresponding interpretations derived from the statistical treatment of the data.

The presentation of the data followed the major problem stated in the study, namely: (1) the perception of students towards Ben and Ben's songs, (2) the perception of students on their self-identity in terms of self-awareness, self-esteem, and self-evaluation and (3) the relationship between the perception of students towards Ben and Ben's songs and their self-identity.

Table 1. Perception of Student's toward Ben and Ben's Songs

Indicators	Mean	SD	Interpretation
1. I can relate to the lyrics and message of the Ben and Ben's songs.	3.26	.75	Strongly Agree
2. I find Ben and Ben's songs relaxing to listen on vacant times.	3.26	.66	Strongly Agree
3. I feel optimistic when listening to Ben and Ben's songs.	3.10	.67	Agree
4. I find Ben and Ben's songs inspirational.	3.08	.69	Agree
5. I learn some lessons when listening to Ben and Ben's songs.	3.18	.66	Agree
6. I enjoy listening to Ben and Ben's songs when I'm bored.	3.22	.93	Agree
7. I think Ben and Ben's songs creates personal life meaning.	3.18	.66	Agree
8. I sing Ben and Ben's songs to express my current emotion.	2.90	.76	Agree
9. I am motivated to create my own song because of Ben and Ben's songs.	2.46	.93	Disagree
10. I find Ben and Ben's songs as stress reliever	3.10	.76	Agree
Overall	3.07	.46	Agree

Legend: 3.50-4.00- Strongly Agree (Very High); 2.50-3.49- Agree (High); 1.50-2.49- Disagree (Moderate); 1.00-1.49- Strongly Disagree (Low)

Table 1 shows the perception of the students towards Ben and Ben's songs. When you look at the interpretation in every statement, it is noticeable that most of them agree with the given thought. The statements "I can relate to the lyrics and message of Ben and Ben's songs. " and " I find Ben and Ben's songs relaxing to listen to on vacant times " gained the highest mean equivalent of 3.26 and 3.26. It means that the students agree that Ben and Ben's songs have a possible effect on their self-identity. On the other side, the lowest mean is 2.46 which pertains to the statement of "I am motivated to create my own song because of Ben and Ben's songs." From this, we can tell that Ben and Ben's songs did not motivate the students to create their own song. Taken as a whole, the perception of the students towards Ben and Ben's has a total mean of 3.07 and standard deviation of .46896 interpreted implied that it is important that Ben's and Ben's songs may have some effects to student's perception.

According to Hallam et al. (2017) music has an impact on student's daily lives such as their skills and learning abilities. It also plays an important role when it comes to their confidence.

Table 2. Perception of Students towards their Self-identity as to Self-Awareness

Indicators	Mean	SD	Interpretation
1. I am aware of my own characteristics	3.30	.78	Strongly Agree
2. I know what my best traits	3.14	.63	Agree
3. I can identify my emotions	3.22	.70	Agree
4. I know what I want to be in the future	3.02	.82	Agree
5. I know my limitations	3.36	.74	Strongly Agree
Overall	3.20	.47	Agree

Legend: 3.50-4.00- Strongly Agree (Very High); 2.50-3.49- Agree (High); 1.50-2.49- Disagree (Moderate); 1.00-1.49- Strongly Disagree (Low)

Table 2 represents the perception of students towards their self-awareness. In table 2, you will see that every statement interpreted strongly agree and agree. The statement "I know my limitations" has the highest mean of 3.36. It signifies that students are aware of their own limits. As for the lowest mean pertaining which gathered 3.02, it means that students are not decided yet about what they want to be in the future. With the overall mean of 3.20 and standard deviation of .47, it is interpreted agree. It implies that the students agree about their perception of self-awareness.

A student's self-awareness is important because it affects their behavior as well as their beliefs. It may also affect their performance in their class (Flavian, 2016).

Table 3. Perception of Students towards their Self-identity as to Self-Esteem

Indicators	Mean	SD	Interpretation
1. I am confident to express my emotions	3.02	.74	Agree
2. I do not hesitate to socialize with others	3.06	.73	Agree
3. I can share my thoughts and ideas	3.12	.74	Agree
4. I can volunteer myself to a certain activity	2.94	.71	Strongly Agree
5. I am not afraid to show my talent	2.70	.81	Agree
Overall	2.96	.55	Agree

Legend: 3.50-4.00- Strongly Agree (Very High); 2.50-3.49- Agree (High); 1.50-2.49- Disagree (Moderate); 1.00-1.49- Strongly Disagree (Low)

From the table above you will see the perception of the students towards their self-esteem. As we can all notice most of the interpretation agree with the given thought. The statements "I do not hesitate to socialize with others." and "I am able to share my thoughts and ideas" gets the highest mean of 3.06 and 3.12 meaning that the students are able to socialize with other people as well as share their opinions and ideas about a certain topic. The lowest mean of 2.70 goes to statement 3 "I am not afraid to show my talent. It indicates that the students don't have enough confidence to show their talents. As a result, the overall mean is 2.96 and standard deviation of .55 interpreted agree. It signifies that the students know that they have enough self-esteem to do their best.

According to Manning (2007) students who have high self-esteem have a higher chance to perform well in school and other different types of activities.

Table 4. Perception of Students towards their Self-identity as to Self-Evaluation

Indicators	Mean	SD	Interpretation
1. I know my strengths and weaknesses	3.38	.69	Strongly Agree
2. I know my responsibilities	3.44	.50	Strongly Agree
3. I can practice good moral and right conduct	3.30	.64	Strongly Agree
4. I don't give up on things easily	3.28	.88	Strongly Agree
5. I always look on the positive side	3.32	.68	Strongly Agree
Overall	3.34	.48	Strongly Agree

Legend: 3.50-4.00- Strongly Agree (Very High); 2.50-3.49- Agree (High); 1.50-2.49- Disagree (Moderate); 1.00-1.49- Strongly Disagree (Low)

Table 4 indicates the perception of the students towards their self-evaluation. This shows that every statement interpretation strongly agrees with the given thoughts and ideas. "I know my responsibilities" gets the highest meaning of 3.44, it means that the students are aware of their own responsibilities. On the other hand, statement number 4 gained the lowest mean of 3.28. In this we can tell that the students are not always sure that they don't give up on things easily. Lastly, it is noticeable that the overall mean falls under 3.34 with the standard deviation of .48 interpreted as strongly agree showing the positive perception of the students towards their own self-evaluation.

Based on the study of Yang et al. (2016), students have learned about themselves or their self-evaluation to have self-esteem and to identify their self-identity. This helps them to be better at doing every activity.

Table 5. Correlation between Ben and Ben's Songs and Self-identity

	Self-identity		
	Self-awareness	Self-esteem	Self-evaluation
Ben and Ben's Songs	.255	.898	.416

Legend: $p < 0.05$ – significant; $p > 0.05$ – Not Significant

It can be seen from table 5 that there is no significant relationship between listening to Ben and Ben's songs and self-identity since the p-value are all greater than 0.05. It implied that Ben and Ben's songs do not directly influence the self-identity of SHS students. Listening to music in young people does not always align with their wellbeing outcomes (Stewart, Garrido, Hense, & McFerran, 2019). They suggested that the relationship between intentions and outcomes are mediated by differing levels of self-awareness and insight into mood regulation process occurring during music listening.

According to Shepherd and Sigg (2015), in young people, music plays a prominent role in defining social identity, and so relationship between music preference and self-esteem is expected and music preference scores for clusters of music genres were found to significantly correlate with self-esteem. Furthermore, some measures of group differentiation based on music preference were significantly associated with self-esteem, but the relationship differs depending on gender.

5. Conclusion

Based on the findings, we can say that most of the respondents agree that Ben and Ben's songs have an impact on their personal lives. The respondents have positive perception towards their self-identity as to awareness, self-esteem, and self-evaluation. It was also found out that there is no significant relationship between Ben and Ben's songs to self-Identity as to self-awareness, self-esteem, and self-evaluation. It implied

that Ben and Ben's songs do not directly influence the self-identity of SHS students. Thus, it failed to reject the null hypothesis.

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