

Integration of Poetry in the Developmental Domains in Kindergarten Instructional Engagement

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Abstract — This study aims to investigate the extent of integration of poetry in the developmental domains in kindergarten instructional engagement among public elementary school teachers in Urdaneta City Division during the S.Y. 2022-2023. Utilizing a descriptive research method, the study involved a total of 72 respondents who were kindergarten teachers from various public elementary schools in the division.

The findings revealed that the majority of the respondent teachers were relatively young, female, and educationally qualified. The teachers demonstrated extensive utilization of instructional materials in their integration of poetry, emphasizing the importance placed on enhancing the teaching and learning experience. The extent of poetry integration was rated as "Very Extensive" across the developmental domains. However, the study also identified challenges that hindered the integration of poetry, highlighting the need for strategies and support to address these obstacles. Additionally, profile variables did not significantly impact the level of poetry integration, indicating that the extent of integration was not dependent on teachers' backgrounds. Based on these findings, recommendations were formulated, including the pursuit of higher education, continued emphasis on poetry integration, in-service training, support for overcoming challenges, and further research in this area.

Keywords — *Poetry, Psychomotor, Cognitive, Social, Emotional*

I. Introduction

Kindergarten teachers perform a complex and multidimensional role. They are responsible for implementing a program that is thoughtfully planned, challenging, engaging, integrated, developmentally appropriate, and culturally and linguistically responsive, and that promotes positive outcomes for all children. A developmentally appropriate Kindergarten program is challenging, but has expectations that are attainable for most children. The program should be flexible enough to respond to individual differences and should be consistent with children's ways of thinking and learning. In order to support the continuum of learning from one grade to the next, Kindergarten teachers need to be aware of the curriculum expectations for later primary grades. Knowledge of the literacy and numeracy, in particular, is critical for teachers as they lay the foundation for learning.

The Kindergarten program in the Philippines is being implemented nationwide. For the successful and effective teaching of Kindergarten, appropriate teaching styles and techniques should be employed. Kindergarten teachers must develop his style of teaching that can affect the

children's behavior toward learning. The Kindergarten teacher in the classroom is the facilitator of the learning process.

One of the teaching strategies and techniques that enables the Kindergarten teacher to provide effective instruction to different group of Kindergarten pupils is the integration of poetry in the Kindergarten curriculum which includes theme related activities, language and arts activities, math activities and indoor and outdoor games.

According to the Republic Act 10157, also known as the Kindergarten Law, it is mandated that all five-year-old children should be provided with equal opportunities to foster their physical, social, emotional, and intellectual development, including values formation, to prepare them for formal schooling. The early years of a child's life hold great significance since experiences during early childhood can have lasting impacts throughout their lifetime (Harvard, 2009). Early education, as a specialized form of education provided to children before entering primary school, plays a vital role in their overall development (Mezieob, 2006). Research on Kindergarten has demonstrated its profound influence on various aspects of a child's growth, with the first teacher being recognized as an immensely influential figure in a child's life (Barnard, 2001).

Poetry, as per the English Dictionary, is a literary genre where words and expressions take center stage and come together in a captivating, vibrant, and distinct manner to express emotions and thoughts. Through poetry, one gains a profound insight into the emotions of the poets and the rhythmic essence of various cultures. Mittal (2014) defines poetry as "a piece of writing in which words are arranged beautifully and rhythmically." According to Ahmad (2014), poetry is adorned with rhythm, elegant language, and elevated grammatical elements. Wordsworth famously described poetry as "the spontaneous overflow of powerful feelings." Poetry serves as a means of sharing experiences, narrating stories, and expressing emotions or ideas. It has the power to captivate the imagination of its audience through its form, rhythm, and word choice, creating vivid visual images (Antika, 2016). Poetry distinguishes itself from other literary genres through its impressive and effective means of reaching readers. As a valuable authentic material, poetry serves as a motivating and enjoyable tool for language learners. Antika (2016) emphasizes the significance of poetry in the classroom, as it offers unique and touching fictional meanings by skillfully arranging and connecting words. The rhythmic and musical elements in poetry set it apart from other genres, making it stand out and captivate its audience.

Teachers can help children develop cognitively by helping children learn more about themselves, their families, and the people around them by: (1) Reading and telling stories; (2) Providing fantasy-play and encouraging children to imitate what they see around them in their daily lives; (3) Building on children's interests by talking about how people and things are alike and different.

Teachers can help children learn about the environment in which they live by: (1) Taking walks around the neighborhood to help them find out more about nature; (2) Providing books and

pictures about the environment. Teachers can help children learn to concentrate by: (1) Keeping noise levels down when children are playing; (2) Telling stories that encourage children to remember what happened; (3) Allowing children time to follow through with what they are doing.

Teachers can help children develop their thinking and problem-solving skills by: Providing lots of things for children to play and experiment with, for example: Building with blocks and learning about shape and space, making snakes with clay and learning about shorter and longer filling containers with sand and learning about more, less, and how many, playing memory games, e.g., looking at a page in a book and then naming everything from memory, putting cards face down and turning them up one at a time to find matching pairs, remembering the events in a story or what happened the day before, encouraging children to work in their own ways and try to solve their own problem.

II. Methodology

Research Design and Strategy Research Design and Strategy

In this study, the researcher adopted a descriptive research method, given the nature of the research problems presented. The descriptive method of research involves observing and describing the behavior and characteristics of a particular phenomenon, population, or group, without attempting to influence or control it (Creswell, 2014). By using this research design, the study aimed to provide a comprehensive and accurate picture of the extent of poetry integration in instructional engagement within Kindergarten classrooms by ECE teachers, focusing on the psychomotor, cognitive, social, and emotional domains.

As elucidated by Mackey and Gass (2015), the descriptive method of research functions as a way of capturing a snapshot of a specific phenomenon or group, enabling researchers to document and understand what is happening within that context. By utilizing various data collection techniques, such as surveys, interviews, and observation, the study sought to gather empirical data to reveal patterns and trends related to the integration of poetry in the early childhood education setting. The decision to employ a descriptive research method was particularly appropriate in this investigation, as it enabled the researcher to objectively examine the relationship between the profile attributes of Kindergarten teachers and the extent of poetry integration across different developmental domains. Through careful observation and documentation of the teachers' instructional practices and the incorporation of poetry-related activities, the study aimed to shed light on how factors like age, sex, civil status, highest educational attainment, number of years teaching Kindergarten, and the number of relevant trainings influenced the pedagogical approach in the classroom.

By employing the descriptive method of research, this study aimed to contribute to the existing body of knowledge on early childhood education and the incorporation of creative arts like poetry in instructional practices. The findings from this research may help inform educators,

policymakers, and curriculum developers on the potential benefits of integrating poetry into kindergarten instruction and the factors that may influence its successful implementation. Ultimately, this study sought to promote more effective and engaging teaching strategies that foster holistic development in young learners, cultivating a lifelong appreciation for the beauty and power of language through the art of poetry.

Population and Locale of the Study

The subjects of the study were the seventy two (72) Kindergarten teacher which is the total enumeration from the ten clusters of the Schools Division Office of Urdaneta City during the S.Y. 2022-2023. These teachers are likely to have different levels of education, experience, and backgrounds. They may come from different schools, districts, or states, and may have varying teaching styles and approaches. Some common characteristics of this population may include a love for working with young children, a passion for teaching, and a desire to create a nurturing and positive learning environment. They may have obtained specialized training in early childhood education or have degrees in education or related fields.

Data Gathering Tools

The researcher used a questionnaire checklist instrument specifically made for the study based on the constructed problems. It was used to gather information from the Kindergarten teachers. The questionnaire checklist consisted of four parts. Part I dealt on the background information on the profile of the kindergarten teachers namely age, sex, civil status, highest educational attainment, numbers of years of teaching experience and the number of relevant training attended. Part II dealt on the instructional materials used in the integration of poetry in kindergarten. Part III covered the extent of integration of poetry in the developmental domains in kindergarten instructional engagement along psychomotor domain, cognitive domain, social domain and emotional domain. Part IV covered the challenges encountered by the kindergarten teachers in the integration of poetry.

Data Gathering Procedure

Before commencing the data collection phase, rigorous measures were taken to ensure the ethical considerations and integrity of the research. The necessary permissions and approvals were obtained from the relevant authorities, including the Schools Division Superintendent and Public School District Supervisors. These approvals were critical in gaining access to the participating Kindergarten teachers, as well as ensuring that the research adhered to the educational institution's guidelines and regulations.

In order to obtain accurate and reliable data, the researcher personally distributed the questionnaires to the selected respondents. This approach allowed for direct engagement with the participants, establishing a rapport that potentially encouraged candid and thoughtful responses. Additionally, by personally delivering the questionnaires, the researcher could address any

clarifications or concerns raised by the respondents, further enhancing the quality of the data collected.

During the data collection process, the researcher took great care to emphasize the confidentiality and anonymity of the respondents. Ensuring the privacy of the participants was crucial in encouraging honest and unbiased answers, as the teachers may have felt more comfortable expressing their genuine opinions and practices without fear of judgment or repercussions. This confidentiality also protected the identities of the teachers and their schools, minimizing potential biases or external influences in their responses.

The completed questionnaires were retrieved by the researcher to safeguard the data and maintain consistency in the research process. By retrieving the questionnaires personally, any missing or incomplete responses could be identified and addressed promptly, ensuring the accuracy and comprehensiveness of the data collected.

Treatment of Data

The following statistical tools were used to answer the specific problems of the study. The data gathered were processed using the SPSS. To determine the profile of the Kindergarten teachers namely age, sex, civil status, highest educational attainment, numbers of years of teaching experience and the number of relevant training attended, frequency counts and percentages was used. Each of the profile variable was categorized and assigned with corresponding numerical value in order to facilitate the computation. To answer Problem No. 2 on the instructional materials used in the integration of poetry in teaching kindergarten, weighted mean be used. The following five-point rating scale was used to interpret the result.

Statistical Range	Descriptive Equivalent	Transmuted Rating
4.50 – 5.00	Always	Highly Extensive
3.50 – 4.49	Often	Extensive
2.50 – 3.49	Sometimes	Moderately Extensive
1.50 – 2.49	Seldom	Slightly Extensive
1.00 – 1.49	Never	Not Extensive

To answer Problem No. 3 to quantify the extent of integration of poetry in the developmental domains in kindergarten instructional engagement along psychomotor domain, cognitive domain, social domain and emotional domain the average weighted mean was used to gather the data. The following five-point rating scale was used to interpret the result.

Statistical Range	Descriptive Equivalent	Transmuted Rating
4.50 – 5.00	Always	Highly Extensive
3.50 – 4.49	Often	Extensive
2.50 – 3.49	Sometimes	Moderately Extensive
1.50 – 2.49	Seldom	Slightly Extensive
1.00 – 1.49	Never	Not Extensive

To answer Problem No. 4 on the problems/challenges encountered by the kindergarten teachers in the integration of poetry in the developmental domains in kindergarten instructional engagement, weighted mean was utilized. The following five-point rating scale was used to interpret the result.

Statistical Range	Descriptive Equivalent
4.50 – 5.00	Very Serious
3.50 – 4.49	Serious
2.50 – 3.49	Moderately Serious
1.50 – 2.49	Slightly Serious
1.00 – 1.49	Not Serious

For Problem No. 5, the Analysis of Variance (ANOVA) was used to evaluate significant difference in the extent of integration of poetry in the developmental domains in kindergarten instructional engagement by the respondent teachers across their profile variables.

To answer Problem No. 6 on determining the relationship between the extent of integration of poetry in the developmental domains in kindergarten instructional engagement by the respondent teachers and the profile variables, the Coded Pearson Product Correlation was used.

III. Results and Discussion

This chapter interprets, presents and analyzes the data of the study. Specifically, it presents the six significant parts of the study through which the data gathered had been discussed. These include the following namely: (1) profile of the kindergarten teachers in terms of age, sex, civil status, position, highest educational attainment, number of years teaching kindergarten, and number of relevant trainings attended in the district, division, regional, national, and international levels; (2) instructional materials used in the integration of poetry in the kindergarten instructional engagement; (3) extent of integration of poetry in the developmental domains in kindergarten instructional engagement; (4) problems encountered by kindergarten teachers in their extent of integration of poetry in the developmental domains in kindergarten instructional engagement ; (5) significant differences in the extent of integration of poetry in the developmental domains in

kindergarten instructional engagement; (4) the significant relationships between the extent of integration of poetry in the developmental domains in kindergarten instructional engagement.

Profile of the Respondents

Some variables related to the profile of the kindergarten teachers are herein considered. Such variables included in this study are age, sex, civil status, position, highest educational attainment, number of years teaching kindergarten and number of relevant trainings attended.

Table 1: Profile of the respondents

Profile Variables	Variable Category	Frequency	Percentage	
Age	21-30	14	19.4	
	31-40	23	31.9	
	41-50	31	43.1	
	51-60	4	5.6	
Sex	Male	2	2.8	
	Female	70	97.2	
Civil Status	Single	20	27.8	
	Married	47	65.3	
	Widow/er	5	6.9	
Position	Teacher I	11	15.3	
	Teacher II	12	16.7	
	Teacher III	48	66.7	
	Master Teacher II	1	1.4	
Highest Educational Attainment	BEED/BSE	15	20.8	
	BS with MA Units	35	48.6	
	MA Degree Holder	17	23.6	
	MAEd with Doctoral Units	2	2.8	
	EdD/PhD Degree Holder	3	4.2	
Number of Years Teaching Experience	5-below	19	26.4	
	6-10	36	50.0	
	11-15	17	23.6	
Trainings Attended	District	3-below	31	43.1
		4-6	15	20.8
		7-above	26	36.1
	Division	3-below	30	41.7
		4-6	7	9.7
		7-above	35	48.6
	Regional	3-below	62	86.1
4-6		9	12.5	
7-above		1	1.4	
National	3-below	66	91.7	
	4-6	6	8.3	
	International	3-below	65	90.3
	4-6	7	9.7	

Age. Based on the data presented in the table, the majority of the respondents, comprising 19.4 percent, fall within the age bracket of 21-30 years old. This suggests that a significant portion

of the kindergarten teachers participating in the study are relatively young, indicating that they have a considerable amount of time ahead of them to continue developing both professionally and personally in their teaching careers. Furthermore, the table reveals that 31.9 percent of the respondents are between 31 and 40 years old, 43.1 percent are between 41 and 50 years old, and only 5.6 percent are 61 years old and above. This distribution indicates that there is a considerable presence of middle-aged teachers and a relatively smaller number of older teachers in the sample. The prevalence of middle-aged teachers may suggest a stage in their careers where they have accumulated substantial experience, which could potentially influence their instructional practices and attitudes towards poetry integration in the classroom.

Sex. Another personal attribute considered in this study is the sex of the kindergarten teachers. The data revealed a notable gender disparity among the respondents, with a substantial majority of 97.2 percent being female teachers, while only a small proportion of 2.8 percent were male teachers. This finding is consistent with the prevailing trend observed in the educational landscape, where teaching broader societal trend that has been well-documented in various public schools across the country. This phenomenon can be attributed to a combination of historical, cultural, and social factors that have shaped the perception of teaching as a suitable and socially acceptable career choice for women. This finding is supported by Kellem (2009) who emphasized that nurturing, caring, and being empathetic is often associated with women, making the teaching profession particularly attractive to many female individuals seeking a fulfilling and impactful career.

Civil Status. The civil status of the kindergarten teachers which is believed to be more reliable to consider in determining the extent of integration of poetry in kindergarten instruction. It can be gleaned from the table that a significant proportion of the respondent kindergarten teachers, comprising 65.3 percent, are married. This finding indicates that a considerable number of teachers in the sample are likely to have additional family responsibilities, such as caring for a spouse and children. Married teachers may have diverse demands on their time and energy, which could influence the amount of time they can dedicate to exploring and implementing innovative teaching practices like poetry integration.

Position. The table provides valuable information regarding the distribution of respondent kindergarten teachers across different teacher ranks or positions. Out of the total of seventy-two (72) teachers, the majority, comprising 66.7 percent, hold the position of Teacher III. This finding suggests that a significant proportion of the kindergarten teachers in the study are experienced and have attained a higher level of expertise and qualification within their teaching career. Corollary to this, Ahmad (2014) underscore the importance of experienced teachers in providing a solid foundation for educational quality, the potential growth and development of teachers in the intermediate ranks, the fresh perspectives contributed by new teachers, and the invaluable mentorship and leadership of master teachers. This diversity of teacher expertise is essential for fostering an effective educational environment.

Highest Educational Attainment. Continuing professional growth is widely regarded as an essential aspect of a teacher's career journey, as it enables them to continually enhance their knowledge and skills to become more effective educators and leaders in the field of education. Teachers, being facilitators and leaders in the classroom, recognize the importance of advancing their professional growth by pursuing higher education, such as graduate and post-graduate studies. Teachers with advanced degrees often bring a deeper understanding of subject matter, refined pedagogical skills, and the ability to critically analyze educational practices. They are better equipped to develop comprehensive lesson plans, adapt to diverse learning styles, and provide students with a broader perspective on the subject matter. Additionally, teachers with advanced degrees are more likely to engage in research, stay updated with the latest educational trends, and contribute to curriculum development, all of which contribute to a more innovative and effective learning environment. Their higher level of educational attainment also sets a positive example for students, motivating them to pursue higher education and demonstrating the value of continuous learning. Ultimately, teachers with advanced degrees play a crucial role in elevating the overall educational standard and promoting a culture of excellence in teaching.

Number of Years Teaching Kindergarten. The number of years a teacher has been teaching kindergarten plays a crucial role in their ability to gain mastery and expertise in delivering effective instruction to young learners. This finding aligns with Reilly's (2012) assertion, which emphasizes the value of collaboration between experienced and newer educators. The combination of fresh ideas from new teachers and the wisdom gained from years of experience among veteran teachers can lead to a dynamic and enriching learning environment for both teachers and learners. Young teachers can benefit from the mentorship and guidance of more experienced colleagues, while veteran teachers can gain new insights and perspectives from their younger counterparts. As the adage goes, "Experience makes the best teachers." Educators who have been in the service for many years have likely encountered various challenges, adapted their teaching approaches, and developed a deep understanding of effective classroom management and learner engagement. Young teachers, eager to make a positive impact on their learners' lives, can learn from the experiences of older teachers and apply these valuable lessons in their own teaching practices.

Number of Relevant Trainings Attended. Indeed, trainings play a vital role in developing teacher competencies and enhancing their knowledge and skills to effectively teach specific subjects and grade levels. The data presented in the table indicates that the majority of teacher respondents have attended 1-3 relevant trainings at all levels, with the exception of division-level trainings, where a greater number of respondents have attended 7 or more trainings. This trend suggests that teachers value and actively participate in training opportunities to enhance their teaching practices.

This finding is substantiated by Cabanting's study in 2016, which asserts that the level and quality of training that a teacher receives have significant implications for their teaching effectiveness and the overall educational experience for pupils. Well-designed and comprehensive

training programs provide teachers with the skills and knowledge needed to excel in the classroom thereby improving learning outcomes of the pupils.

Instructional materials used in integrating poetry in the developmental domains in kindergarten instructional engagement

Table 2 presents the instructional materials used in integrating poetry in the developmental domains in kindergarten instructional engagement. The table provides a comprehensive overview of the instructional materials used by kindergarten teachers to integrate poetry across the developmental domains in their instructional engagement. Each material is accompanied by its corresponding weighted mean score, transmuted rating, and rank based on the ratings. The results offer valuable insights into the frequency and significance of these materials in the poetry integration process. Among the instructional materials, three emerged as highly utilized resources. Topping the list with a weighted mean of 4.67 and securing the first rank is “Manipulatives/toys.” These hands-on tools are extensively used by teachers to create interactive and engaging learning experiences for young learners, fostering a deeper understanding of poetic elements.

Table 2: Instructional materials used in integrating poetry in the developmental domains in kindergarten instructional engagement

Instructional Materials Used	Weighted Mean	Transmuted Rating	Rank
1. Posters/illustrations	4.51	VE	3
2. Poetry Books	4.25	E	6
3. Rhyming Games	4.32	E	5
4. Videos/multimedia	4.58	VE	2
5. Word Wall	4.01	E	7
6. Journal	3.63	E	10
7. Manipulatives/toys	4.67	VE	1
8. Puppets	3.86	E	8
9. Bookmarks	3.68	E	9
10. Audio materials	4.49	E	4
OWM	4.20	E	

Legend:

Rating Scale	Descriptive Equivalent	Transmuted Rating
4.50 – 5.00	Always	Very Extensive (VE)
3.50 – 4.49	Often	Extensive I
2.50 – 3.49	Sometimes	Moderately Extensive (ME)
1.50 – 2.49	Seldom	Slightly Extensive (SE)
1.00 – 1.49	Never	Not Extensive (NE)

The overall weighted mean of 4.20 for all instructional materials demonstrates an extensive usage and integration of these resources in kindergarten instructional engagement. This highlights the teachers’ recognition of the value of incorporating a diverse range of materials to create a multi-sensory and engaging learning environment for their students.

In Guevara’s study conducted in 2019, the research findings emphasized the positive impact of using manipulative toys alongside traditional instruction in the learning process. The study suggested that when students are provided with the opportunity to interact with manipulative toys during their lessons, they tend to learn and understand the subject matter more effectively. This integration of hands-on learning with conventional teaching methods proves to be beneficial in enhancing students’ comprehension and retention of the material.

Table 3: Summary of the extent of integration of poetry in the developmental domains in kindergarten instructional engagement

Developmental Domains of Kindergarten Learners	Average Weighted Mean	Transmuted Rating
1. Psychomotor Domain	4.57	VE
2. Cognitive Domain	4.59	VE
3. Social Domain	4.57	VE
4. Emotional Domain	4.55	VE
OWM	4.57	VE

With such high ratings in all domains, it is evident that the teachers are dedicated to creating a comprehensive and enriching learning experience for their learners. By integrating poetry, they are able to enhance cognitive development, promote social interactions, foster emotional growth, and support the development of psychomotor skills.

The success of the integration of poetry in kindergarten instruction can be attributed to the teachers’ deliberate efforts in planning and delivering engaging and effective lessons. The use of poetry adds an element of playfulness and creativity to the learning process, making it more enjoyable and memorable for the learners. The data suggests that kindergarten teachers should continue to prioritize and focus on integrating play in their teaching approaches. By doing so, they can further enhance the effectiveness of their instructional delivery and achieve quality outcomes in the learning process.

Challenges encountered by kindergarten teachers in the extent of integration of poetry in the developmental domains in kindergarten instructional engagement

Table 8 presents the challenges encountered by kindergarten teachers in the extent of integration of poetry in the developmental domains in kindergarten instructional engagement. It can be gleaned from the table that the challenges encountered by the kindergarten teachers in their extent of integration of poetry in the developmental domains in kindergarten instructional engagement obtained an overall weighted mean of 3.96 with a transmuted rating of “Serious.”

The rating of “Serious” implies that these challenges posed substantial hindrances to the teachers’ efforts in integrating poetry in a comprehensive and impactful manner. Despite their best intentions, they faced notable obstacles that affected the successful implementation of poetry integration across the developmental domains.

Table 4. Challenges encountered by kindergarten teachers in the extent of integration of poetry in the developmental domains in kindergarten instructional engagement.

Indicators	Weighted Mean	Descriptive Equivalent	Rank
1. Kindergarten pupils have a short attention span, and it can be challenging to keep them engaged in poetry for an extended period.	4.32	S	1
2. Some kindergarten pupils may not speak the same language as the teacher or their peers, making it difficult to understand and appreciate poetry	4.15	S	2
3. Kindergarten pupils may struggle to comprehend the meaning of the words and concepts presented in the poetry.	4.00	S	4
4. Kindergarten pupils have limited vocabulary and may struggle to understand the vocabulary used in poetry.	3.96	S	7.5
5. Kindergarten pupils may have limited background knowledge about the subjects discussed in the poetry, making it harder for them to understand and appreciate it.	3.86	S	12
6. Kindergarten pupils may not have been exposed to poetry before, making it difficult for them to understand and appreciate it.	3.97	S	6
7. Some kindergarten pupils may not be interested in poetry, and it may be challenging to engage them.	3.96	S	7.5
8. Kindergarten pupils may not feel confident in their ability to express themselves creatively through poetry.	3.92	S	9
9. Kindergarten pupils may struggle with writing, making it challenging to express themselves through poetry.	3.90	S	10
10. Teachers may have limited access to poetry resources such as books or videos.	3.75	S	15
11. With a packed curriculum, kindergarten teachers may have limited time to devote to poetry.	3.85	S	13
12. Teachers may not receive support from parents or school administrators in integrating poetry into the curriculum.	3.81	S	14
13. Kindergarten pupils learn differently, and some may not respond well to poetry as a teaching method.	3.89	S	11
14. Managing a classroom full of young children can be challenging, especially when trying to integrate poetry into the lesson plan.	3.99	S	5
15. Assessing a child's understanding and appreciation of poetry can be challenging, especially for young children.	4.06	S	3
AWM	3.96	S	

It is important to acknowledge these challenges and consider them when assessing the overall effectiveness of poetry integration in kindergarten instruction. Addressing these difficulties through targeted support, professional development, and resource allocation can help alleviate the barriers and enable teachers to overcome the challenges they face.

Among the fifteen indicators related to the challenges encountered by the kindergarten teachers in integrating poetry in the developmental domains in kindergarten instruction, item no. 1 stands out with the highest mean rating of 4.32, described as “Serious.” This particular item addresses the challenge of kindergarten pupils having a short attention span, which can make it difficult to keep them engaged in poetry for an extended period.

This can be associated with the findings from Antika's study (2016) which emphasized a significant challenge when it comes to young children in kindergarten: they struggle to maintain attention for extended periods while learning about poetry. This difficulty makes it a bit tough to keep their interest in poems for long. This challenge can make it tricky to help them develop language skills, creativity, and a genuine liking for poetry. To address this, teachers need to get creative in making poems more enjoyable and exciting for these kids. This could involve using pictures, interactive activities, taking breaks, and selecting poems that resonate with their preferences and understanding. By doing this, teachers can help children appreciate poetry and learn from it, laying a foundation for a lifelong appreciation of reading and writing.

Summary of ANOVA results for mean differences in the extent of integration of poetry in the developmental domains in kindergarten instructional engagement

This study also attempted to compare the extent of integration of poetry in the developmental domains in kindergarten instructional engagement when grouped according to their profile variables. This is to provide more in depth analysis of the data gathered with the use of the statistical measure which are the Analysis of Variance (ANOVA) and the post-Hoc (Scheffe) Test of Mean Differences.

Table 9 provides the summary of computed ANOVA as indicated by F-values and their corresponding significance values. By looking very closely at the table, it can be observed that the kindergarten teachers significantly differ in the extent of integration of poetry in the developmental domains in kindergarten instructional engagement most especially when grouped together on the basis of their profile variable highest educational attainment.

Table 5. Summary of ANOVA TEST for the significance of the mean differences in the extent of integration of poetry in the developmental domains in kindergarten instructional engagement

Profile Variables	Sources of Variation	Sum Squares	ofdf	Mean Square	F	Sig.
Age	Between Groups	1.317	3	.439	1.264	.294
	Within Groups	23.619	68	.347		
	Total	24.936	71			
Civil Status	Between Groups	.348	2	.174	.488	.616
	Within Groups	24.589	69	.356		
	Total	24.936	71			
Position	Between Groups	1.019	3	.340	.966	.414
	Within Groups	23.917	68	.352		
	Total	24.936	71			
Highest Educational Attainment	Between Groups	4.977	4	1.244	4.177	.004*
	Within Groups	19.960	67	.298		
	Total	24.936	71			
Number of Years Teaching Experiences	Between Groups	.681	2	.340	.969	.385
	Within Groups	24.256	69	.352		

	Total	24.936	71			
RT_District	Between Groups	.171	2	.086	.239	.788
	Within Groups	24.765	69	.359		
	Total	24.936	71			
RT_Division	Between Groups	.556	2	.278	.786	.460
	Within Groups	24.381	69	.353		
	Total	24.936	71			
RT_Regional	Between Groups	.023	2	.011	.031	.969
	Within Groups	24.914	69	.361		
	Total	24.936	71			
RT_National	Between Groups	.444	1	.444	1.268	.264
	Within Groups	24.493	70	.350		
	Total	24.936	71			
RT_International	Between Groups	.485	1	.485	1.390	.242
	Within Groups	24.451	70	.349		
	Total	24.936	71			

These are indicated in the table by the F-values marked with asterisk (*) with their significant values which are within the limit of .05 level of significance as the general point of reference. Hence across such profile variable, it can be said that the kindergarten teachers are not comparable in extent of integration of poetry in the developmental domains in kindergarten instructional engagement.

Similarly, Antika (2016) affirmed that teachers with higher degrees often possess advanced knowledge and research skills, which can lead to more challenging and intellectually stimulating lessons. This, in turn, can better prepare students for higher education or future career pursuits, instilling a sense of academic excellence.

Consequently, in the case of the other computed F-values that did not show any significant difference in the extent of integration of poetry in the developmental domains in kindergarten instructional engagement as shown in Table 9, the null hypothesis that there is no significant difference in the extent of poetry integration in kindergarten instruction across profile variables age, civil status, position, number of years teaching experiences, and relevant trainings attended in the district, division, region, national and international levels is accepted. In other words, the extent of integration of poetry in the developmental domains in kindergarten instructional engagement does not vary when grouped based on the following profile variables age, sex, civil status, position, number of years teaching kindergarten and the number of relevant trainings attended in the district, division, regional, national and international levels.

IV. Conclusion

Based on the findings of this study, the following conclusions were drawn:

1. Kindergarten teachers of the public elementary schools are relatively young, female dominated and educationally qualified.
2. Kindergarten teachers extensively utilize instructional materials to integrate poetry across developmental domains in their instructional engagement. This demonstrates their strong commitment to enhancing the teaching and learning experience using diverse resources such as posters, books, games, multimedia, and manipulatives. The findings underscore the importance of poetry integration in kindergarten instruction.
3. Kindergarten teachers place a strong emphasis on incorporating poetry across various domains to support children's development.
4. Kindergarten teachers faced challenges that hindered their integration of poetry in the developmental domains during kindergarten instructional engagement. These challenges could potentially hamper the effective integration of poetry in the instructional process, emphasizing the need for strategies and support to address these challenges and enhance the successful integration of poetry in kindergarten instruction.
5. Profile variables such as age, sex, civil status, teaching position, educational attainment, teaching experience, and training attended did not have a significant impact on the level of poetry integration in the instructional process.
6. The kindergarten teachers' extent of poetry integration in kindergarten instruction is not dependent on profile variables.

V. Recommendations

Based on the forecited findings and conclusions of this study, the following recommendations are formulated:

1. Kindergarten teachers may take their own initiative to pursue the highest educational degree and should undergo professional upgrading through trainings and seminar workshops.
2. Kindergarten teachers may always maintain their very extensive integration of poetry in the developmental domains in kindergarten instructional engagement even if their profiles vary.

3. A well-designed in-service training in integrating poetry in the delivery of instruction should be conducted and implemented to sustain the performance of the teachers along this area.
4. Provision of targeted support, professional development, and allocating appropriate resources for kindergarten teachers to overcome challenges they encountered and create a more conducive environment for poetry integration in kindergarten classrooms
5. Other research studies maybe conducted to look into other aspects on the extent of integration of poetry in the developmental domains in kindergarten instructional engagement using more relevant variables such as parental involvement and technology integration and in other venues.

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