

# Extent of Utilization of Poetry in ECE Instruction on the Core Learning Domains

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*Abstract* — This study determined the extent of utilization of poetry in ECE instruction on the Core Learning Domains. It sought to examine both individual and instructional factors in the use of poetry in ECE on the core learning domains, which leads to the holistic development of the learners. The research specifically investigated the demographic and professional profiles of the respondent ECE teachers, including their age, civil status, teaching position, highest educational attainment, number of years teaching kindergarten, and the number of relevant trainings attended. It also assessed the extent of utilization of poetry in ECE instruction on the core domains of learning, namely cognitive, psychomotor, social, and emotional domains. Through a quantitative method, data were gathered via a survey questionnaire, allowing comprehensive analysis of the results. Results revealed a varying extent of utilization of poetry in ECE instruction influenced by some of the key profile variables, such as civil status. No significant difference was observed in certain domains. Further, a positive relationship was found between the extent of utilization of poetry in ECE instruction and the civil status of the respondents. Based on the findings, the following are hereby recommended: a) ECE teachers who are baccalaureate graduates are encouraged to enroll in graduate school to improve themselves professionally; b) ECE teachers are also encouraged to discover other relevant poetry instructional materials that could further enhanced the emotional skills of young learners; c) ECE teachers should strengthen the use of poetry in the development of the core domains of young learners to develop their self-confidence and self-esteem leading to emotional stability; and d) ECE teachers should strengthen family involvement in the utilization of poetry in supporting and guiding the studies of their children at home.

*Keywords* — utilization, poetry, early childhood education, instruction, core learning domains

## 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 Grade 1 and later primary grades. Knowledge of literacy and numeracy, in particular, is critical for teachers as they lay the foundation for learning (Quinto, 2023).

The kindergarten education 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 their 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 (Sch Sci Math, 2023).

One of the teaching strategies and techniques that enables the kindergarten teacher to provide effective instruction to different groups 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.

Indeed, teaching kindergarten is not easy or simple. In reality, kindergarten teachers come into a child's life at a crucial developmental age. What happens in the classroom will build a foundation for the rest of the pupils' academic careers. These are certain key strategies that a dedicated pre-school teacher must understand and employ. Teaching kindergarten is largely repetitive. The kindergarten teacher needs to establish simple learning objectives and repeat them as often as possible. The teacher explains the lesson same way over and over again. With the integration of music in their lessons, the kindergarten pupils have natural enthusiasm and curiosity for life (Kilag, Jimenez, & Diano, 2023).

This study investigated the extent of utilization of behavioral modification and management strategies among ECE teachers in SDO Urdaneta City. It explored how teacher profiles—such as age, sex, civil status, teaching position, educational attainment, years of service, and training—relate to the use of behavior modification practices. By identifying patterns and gaps in implementation, this research aims to provide insights that can inform teacher development programs, enhance classroom management practices, and ultimately improve the learning outcomes of young children.

## **Literature Review**

Tompkins (2020) revealed that poetry not only supports reading but also enhances the enjoyment of language and learning. Language learning is an integrative process comprising reading, writing, speaking, and listening in meaningful contexts. Improvement of a particular language process also facilitates improvements in other language processes (Templeton, 2020).

As a teaching tool, poetry initiates students in critical discourse (Camanqian, 2020; Stange & Wyant, 2020) by building skills, making connections, and supporting creative thinking

(Neuman, 2020). Spoken-word poetry, which utilizes the strengths of communities (i.e. oral tradition, call-and-response, home languages, storytelling, and resistance), has been reported to foster dialogue and action and enhance students' critical thinking.

Children “are natural poets” (Tompkins, Bright, Pollard & Winsor, 2020) as they jump rope, clap their hands, or dance to a song. In addition, “if children can sing or recite poetry, they will soon be able to read it, and if they can read it, they will soon be able to write it.

“Many Luscious Lollipops” by Heller (2020) proved to be an exemplary poetic book to involve the children in cooperative learning. Using a big book, the children read the patterned story together, while the teacher emphasized adjectives, rhymes, and pointed out the colorful illustrations associated with lollipops. The poem presented a way for the children to identify with one another, discover a positive perspective for problem solving, and develop a sense of community.

As children proceeded through the steps of the writing process, they worked beyond the basics of knowledge and comprehension because poetry is a synthetic and interactive process that naturally encourages critical, creative, and higher-order thinking (Fehl, 2020). Scriven and Paul (2020) defined critical thinking as “that mode of thinking about any subject, content, or problem in which the thinker improves the quality of his or her thinking”. After reading these poems, the children gleaned certain truths and drew a group consensus of trust and right and wrong. In addition, they acquired personal insights about family, friends, and acquaintances from reading and discussing poetry, and gained a higher level of learning, demonstrating their awareness of good behavior and positive thinking.

According to Campbell (2021), one positive consequence of reading poetry aloud is that it inspires children to write poems. Children began by constructing poems related to conduct, activities, and places at school. They created a simple anagram poem by first thinking of a word and then using the sequential letters to form additional words, phrases, and expressions about behavior.

Meanwhile, Baclig and Soriano (2020) conducted a study on teaching strategies, methods, and style in teaching children with autism. The most commonly used teaching strategies in teaching children with autism are visual, collaborative teaching for teaching methods, and the classical approach in teaching style.

## II. Methodology

The research design is the foundational framework that shapes the entire research endeavor. It encompasses critical elements such as selecting suitable research methods, strategies for data collection, sampling methodologies, and approaches to data analysis.

## **Research Design and Strategy**

This study utilized a descriptive-correlational research design, which is appropriate for identifying patterns, relationships, and variations among variables without manipulating the environment. The descriptive aspect provided a snapshot of existing practices in behavioral modification and management among ECE teachers. The correlational element investigated whether there were significant relationships between the teachers' demographic and professional profiles and their behavior management practices.

## **Population and Locale of the Study**

The subjects of this study were the sixty (60) kindergarten teachers of SDO Urdaneta City, during the S.Y. 2024-2025, who were selected through complete enumeration. This method ensures that each kindergarten teacher in the school or district has an equal chance of being included in the study, thus providing a fair representation of the population. The selected teachers were invited to participate voluntarily, and their anonymity and confidentiality were strictly maintained throughout the research process. The inclusion of kindergarten teachers in this study is crucial as they play a fundamental role in laying the foundation for children's future learning and development. Their perspectives and experiences provided valuable insights into the effectiveness of current teaching practices and the challenges they face in delivering quality education to young learners.

## **Data Gathering Tools**

To gather information for this study, the researcher used a questionnaire checklist.

The questionnaire checklist was constructed by the researcher after conducting a comprehensive search of related literature and studies. This approach enabled the researcher to gather the necessary data effectively and ensured that the questionnaire was designed to elicit meaningful responses from the respondents.

The questionnaire checklist consisted of two parts. Part I elicited the profile of the kindergarten teachers, namely age, sex, civil status, teaching position, highest educational attainment, number of years of teaching experience, and the number of relevant trainings attended. Part II dealt with the extent of utilization of poetry in ECE instruction by the kindergarten teachers along the cognitive domain, psychomotor domain, social domain, and emotional domain.

The questionnaire checklist was reviewed, refined, and enhanced by three (3) experts using the Survey/Interview Validation Rubric for Expert Panel developed by Simon & White (2016) as cited in Campilla & Castañaga (2021). The questionnaire obtained a 3.94 mean, interpreted as "Highly Valid." This validation process aimed to guarantee that each question is clear, relevant to the actual experiences of the respondents, and can be easily understood.

### **Data Gathering Procedure**

After refining and finalizing the questionnaire checklist, the researcher sought permission to conduct the study from the Office of the Schools Division Superintendent of Urdaneta City. This permit is essential to obtain official approval, ensuring that the study aligns with ethical guidelines and procedures set by educational authorities.

Once the permit was secured, the researcher personally administered the questionnaire to the kindergarten teachers. The researcher distributed the questionnaires, provided a clear explanation of the study's purpose and significance to encourage the teachers' active participation, and collected the completed questionnaires to ensure that all essential data had been captured accurately.

Subsequently, the researcher analyzed and interpreted all the data collected using the research instrument. This analysis involved organizing and summarizing the data using appropriate statistical methods and techniques. The outcomes of the analysis were presented in a detailed report, which included tables to facilitate the interpretation and comprehension of the data.

### **Treatment of Data**

After the data had been collected using the questionnaire checklist, the researcher sorted, tallied, organized, and tabulated the data into an Excel spreadsheet. This process ensured that the data were properly structured, and any errors or inconsistencies could be identified and corrected. Subsequently, the collected data were subjected to treatment using appropriate statistical tools to analyze the relationships between variables and draw meaningful conclusions from the study.

## **III. Results and Discussion**

This chapter presents the analysis and interpretation of the data from the study. Specifically, it presents the four significant parts of the study through which the data gathered was discussed. These include the 1) profile of the kindergarten teachers in terms of age, sex, civil status, position, highest educational attainment, number of years of teaching kindergarten and the number of relevant trainings attended in the district, division, regional, national and international levels, 2) extent of utilization of poetry in ECE instructions on the core learning domains cognitive, psychomotor, social and emotional domain, 3) significant difference in the extent of utilization of poetry in ECE instruction in core learning domains across their profile variables, and 4) the significant relationships between the extent of utilization of poetry in ECE instruction in the core learning domains.

## Profile of the Respondents

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

Table 1 on the next page presents the distribution of the respondents' profiles.

**Age.** As shown in the table, the largest proportion of respondents, accounting for 33.3 percent, falls within the age bracket of 31-40. Additionally, the data show that 15 or 25 percent belong to the age bracket of 41-50, while 15 or 25 percent belong to the age bracket of 21-30.

The finding would imply that kindergarten teachers in their thirties and forties are fairly represented in the sample. However, the age bracket 51-60, which is 10 or 16.7 percent of the respondents, indicates a relatively smaller representation of older individuals.

**Table 1**  
**Profile of the Respondents**

Profile Variables	Variable Category	Frequency	Percentage	
<b>Age</b>	21-30	15	25	
	31-40	20	33.3	
	41-50	15	25	
	51-60	10	16.7	
<b>Sex</b>	Male	1	1.7	
	Female	59	98.3	
<b>Civil Status</b>	Single	25	41.7	
	Married	35	58.3	
	Widow/er	0	0	
<b>Teaching Position</b>	Teacher I	16	26.7	
	Teacher II	18	30	
	Teacher III	24	40	
	Master Teacher II	2	3.3	
<b>Highest Educational Attainment</b>	BEED/BSE	16	26.7	
	with M. A. Units	39	65	
	MA Degree Holder	5	8.3	
	MAEd with Doctoral Units	0	0	
	EdD/PhD Degree Holder	0	0	
<b>Number of Years Teaching Experience</b>	5-below	20	33.3	
	6-10	16	26.7	
	11-15	19	31.7	
	16-20	5	8.3	
	21-25	0	0	
<b>Trainings Attended</b>	<b>District</b>	3-below	25	41.9
		4-6	35	58.1
		7-above	0	0
	<b>Division</b>	3-below	13	21.7
		4-6	27	45
		7-above	20	33.3
	<b>Regional</b>	3-below	43	71.7

	4-6	17	28.3
<b>National</b>	3-below	58	96.7
	4-6	2	3.3
<b>International</b>	3-below	17	28.3
	4-6	0	0

**Sex.** Also included in the personal attribute is sex in kindergarten teachers. As shown in the table, the majority of the respondents are female, which is 59 or 98.3 percent. In contrast, there is only one (1) male teacher, making up 1.7 percent of the participants. This significant gender difference is consistent with the prevailing trend observed in many public schools across the country, where teaching is predominantly seen as a female-dominated profession.

**Civil Status.** As seen in the table, 35 or 58.3 percent are married, which is normally expected by virtue of their age, ranging from 21 to 40 years old and above. It can also be noted in the table that there are 25 or 41.7% who are single.

**Teaching Position.** As reflected in the table, most of the kindergarten teachers are Teacher III, that is 24 or 40 percent, 18 or 30 percent are Teacher II, 16 or 26.7 percent are Teacher I, while there are 2 or 3.3 percent who are Master Teachers.

The distribution of positions among kindergarten teachers provides valuable insights into the career progression and hierarchy within the educational setting. It showcases the varying levels of experience and expertise among the respondents, with Teacher III being the most prevalent rank, likely comprising seasoned and accomplished educators.

**Highest Educational Attainment.** As gleaned in the table, the majority of the respondents have earned their masteral units, that is 39 or 65 percent, 5 or 8.3 percent are masteral degree holders, while 16 or 26.7 percent are baccalaureate graduates, which is the lowest level of educational qualification. This would imply that the majority of the respondents are very conscientious in pursuing their professional development. This gives the impression that the respondent teachers value education, considering that the acquisition of knowledge is a distinguishing hallmark of a professional teacher.

**Number of Years Teaching Kindergarten.** As reflected in the table, the greatest group classification is below 5 years that is 20 or 33.3 percent, 16 or 26.7 percent have been teaching for 6-10 years, 19 or 31.7 percent have been teaching for 11-15 years while 5 or 8.3 percent have been teaching for 16-20 years. It can be said that teachers are hand in hand enjoying with the old ones in the service, thus acquiring some skills. Based on the general knowledge that experience makes the best teachers and there are many more things to learn, young teachers in the service are trying their best in order to attain the goal of educating children to become well-rounded personalities.

**Number of Relevant Trainings Attended.** Trainings among teachers develop competencies and supplements the knowledge and skills to teach a particular subject and grade level, which eventually results in better performance of the learners. It can be seen in the table that most of the ECE teachers attended 4-6 trainings in the district and division levels, while the

majority of them attended 3 trainings in the regional and national levels. This goes to show that trainings are welcomed by the teachers to improve their craft in teaching. This would also imply that in-service training attended by the respondent teachers increases their knowledge and skills in teaching, thus improving their performance as a result of personal interactions with the experts.

### **Extent of Utilization of Poetry in ECE Instruction on the Core Learning Domains**

This portion of the chapter presents the extent of utilization of poetry in ECE instruction on the core learning domains such as cognitive, psychomotor, social, and emotional domains.

Table 1 on the next page presents the extent of utilization of poetry in ECE instruction along the cognitive domain.

As observed in the table, the overall extent of utilization of poetry in ECE instruction obtained an overall weighted mean of 4.74 described as “Very Extensive” so that the ECE teachers are confident in saying that the utilization of poetry in the development of the core domains of learning such as cognitive, psychomotor, social and emotional is very successful in the teaching learning process of young learners. The result of the assessment shows that the use of poetry is very commendable. In this case, young learners will eventually develop their core domains of learning, thus making them well-rounded personalities before proceeding to the next grade level.

**Table 1**  
**Extent of Utilization of Poetry in ECE Instruction on the Core Learning Domains**

<b>Indicators</b>	<b>Weighted Mean</b>	<b>Transmuted Rating</b>
1. Cognitive Domain	4.79	VE
2. Psychomotor Domain	4.80	VE
3. Social Domain	4.71	VE
4. Emotional Domain	4.68	VE
<b>Overall Weighted Mean</b>	<b>4.74</b>	<b>VE</b>

Legend: 4.50-5.00 – Very Extensive (VE); 3.50-4.49 – Extensive (E); 2.50-3.49 - Moderately Extensive (ME); 1.50-2.49 - Slightly Extensive (SE); 1.00-1.49 - Not Extensive (NE)

### **Summary of Anova Results for Mean Differences in The Extent of Utilization of Poetry in Ece Instruction in the Development of Core Domains of Learning**

This study attempted to compare the extent of utilization of poetry in ECE instruction 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 measures, which are the Analysis of Variance and the t-test of mean differences.

Table 2 on the next page presents the summary of the ANOVA test for the significance of the mean differences in the extent of utilization of poetry in ECE instruction in the development of the core domains of learning across the profile variables.

Table 2 summarizes the result of the computed ANOVA, specifically focusing on the F-values and their corresponding values. Upon careful examination of the table, it becomes evident that there are no significant differences observed among ECE teachers in terms of the extent of utilization of poetry in their instructional delivery across the different areas previously mentioned. Therefore, the null hypothesis was accepted. This lack of significant differences particularly holds when teachers are grouped based on their profile variables.

The non-significant findings suggest that the utilization of poetry in ECE instruction is consistent across various profile variables such as civil status, age, teaching experience, position, or any other factors examined in the study. In other words, regardless of their characteristics or qualifications, ECE teachers exhibit a similar level of poetry utilization in their instructional delivery.

This implies that the extent of utilization of poetry is not influenced by factors such as civil status, position, highest educational attainment, or any other profile variables considered in the study. It suggests a level of consistency in the approach of utilizing poetry in instruction among the teachers involved.

While the absence of a significant difference may seem surprising, it also indicates a level of uniformity and consensus among the ECE teachers regarding the value and importance of utilizing poetry in instructional delivery. It suggests a shared understanding among educators that poetry is a valuable and effective pedagogical tool for promoting learning and development in young children.

**Table 2**  
**ANOVA Test for the Significance of the Mean Differences in the Extent of Utilization of Poetry in ECE Instruction on the Core Learning Domains**

Profile Variables	Sources of Variation	Sum of Squares	df	Mean Square	F	Sig.
<b>Age</b>	Between Groups	.294	3	.098	1.478	.236
	Within Groups	2.518	56	.066		
	Total	2.812	59			
<b>Civil Status</b>	Between Groups	.310	2	.155	2.413	.103
	Within Groups	2.502	57	.064		
	Total	2.812	59			
<b>Position</b>	Between Groups	.233	3	.078	1.146	.343
	Within Groups	2.579	56	.068		
	Total	2.812	59			
<b>Highest Educational Attainment</b>	Between Groups	.134	2	.034	.463	.762
	Within Groups	2.678	57	.072		
	Total	2.812	59			
<b>Number of Years Teaching Experiences</b>	Between Groups	.068	3	.023	.314	.815
	Within Groups					

	Within Groups	2.744	56	.072		
	Total	2.812	59			
<b>RT_District</b>	Between Groups	.154	3	.077	1.133	.333
	Within Groups	2.658	56	.068		
	Total	2.812	59			
<b>RT_Division</b>	Between Groups	.163	2	.081	1.199	.312
	Within Groups	2.649	57	.068		
	Total	2.812	59			
<b>RT_Regional</b>	Between Groups	.017	2	.017	.247	.622
	Within Groups	2.795	57	.070		
	Total	2.812	59			
<b>RT_National</b>	Between Groups	.060	2	.060	.871	.356
	Within Groups	2.752	57	.069		
	Total	2.812	59			
<b>RT_International</b>	Between Groups	.060	2	.060	.871	.356
	Within Groups	2.752	57	.069		
	Total	2.812	59			

These findings have implications for teacher training and professional development. Since there are no significant differences in the utilization of poetry in the development of the core domains of learning based on profile variables, it suggests that training programs should emphasize the importance of poetry utilization in the development of the core domains of learning for young learners for all ECE teachers regardless of their background or experience. By promoting the integration of poetry in instructional practice, ECE teachers can create an engaging, effective learning experience for their learners.

Table 3 shows the t-test on the significant difference in the extent of utilization of poetry in ECE instruction, specifically on the development of core domains of learning across the profile variable sex.

**Table 3**  
**T-test Results on the Significant Difference in the Extent of Utilization of Poetry in ECE Instruction across their Profile Variable Sex**

	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	13.260	.853	-2.783	236	.006	-.17751	.06379	-.30319	-.05184
Equal variances not assumed			-2.584	104.759	.011	-.17751	.06870	-.31374	-.04129

As seen in the table, the overall significant value indicator of .853 is higher than the significance value of .05 level of significance. This significant difference warrants the acceptance of the research hypothesis that there is a significant difference in the extent of utilization of poetry in ECE instruction in the development of core domains of learning among young learners. In other words, it is not comparable. It means that regardless of sex, the ECE teachers can utilize poetry in their delivery of instruction in developing the core domains of learning for young learners.

**Relationship Between the Extent of Utilization of Poetry in ECE Instruction by the Respondent Teachers and their Profile Variables**

This study further determined the extent of utilization of poetry in ECE instruction. This was done by using the Pearson-r Product of Coefficient of Correlations or Pearson-r. In doing so, the profile variables of ECE teachers were correlated to their extent of use of poetry in ECE instruction.

Table 4 shows the data for such correlation. As seen in the table, it is evident that a significant relationship exists among the variables when considering civil status. This finding suggests that civil status is a relevant factor that influences the outcome or results being measured or analyzed in the study.

The significant relationship implies that there is a notable association or connection between civil status and the variables under investigation. In other words, the civil status of individuals is likely to have an impact on the outcome or behavior being studied.

**Table 4**  
**Relationship Between the Extent of Utilization of Poetry in ECE Instruction by the Respondent Teachers and their Profile Variables**

<b>Profile Variables</b>	<b>Pearson Correlation</b>	<b>Sig. (2-tailed)</b>
Age	-.198	.218
Sex	-.163	.318
Civil Status	-.325	.039*
Position	-.128	.429
Highest Educational Attainment	-.078	.618
Number of Years Teaching Experience	-.039	.817
RT_District	.037	.825
RT_Division	-.179	.269
RT_Regional	.079	.633
RT_National	-.148	.359
RT_International	-.148	.359

The specific nature of the relationship between civil status and the variables is not provided in the given information. Further analysis would be required to determine the direction and strength of the relationship. It could be that individuals with different civil statuses demonstrate varying responses or behaviors related to the variables examined in the study.

#### **IV. Conclusions and Recommendations**

In light of the findings in this research, the following conclusions were formulated: The respondents, ECE teachers, widely vary in their profile, and in certain instances, their variations are extreme, and are female female-dominated group of respondents. Additionally, the very extensive use of poetry in ECE instruction can be attributed to the creativity of teachers in developing the core domains of learning for young learners. Furthermore, the respondents vary in their extent of utilization of poetry in ECE instruction when grouped according to their profile variables. Moreover, the profile civil status is a determinant factor in the extent of utilization of poetry in ECE instruction by the respondent ECE teachers.

Based on the findings and conclusions of the study, the following recommendations are formulated: The respondent ECE teachers who have master's units are encouraged to complete their studies in a reputable institution. Since the development of the emotional domain obtained the lowest mean, ECE teachers are encouraged to discover other relevant poetry materials that could further enhance the emotional skills of young learners. Additionally, the ECE teachers should strengthen the use of poetry in the development of the core domains of young learners to develop their self-confidence and self-esteem, leading to emotional stability. Furthermore, the ECE teachers should also strengthen family involvement in the utilization of poetry in supporting and guiding the studies of their children at home. Moreover, further studies should be conducted using more appropriate and relevant variables to determine further the extent of utilization of poetry in the delivery of instruction.

## V. Recommendations

In light of the findings in this research, the following conclusions were formulated: The respondents, ECE teachers, widely vary in their profile, and in certain instances, their variations are extreme, and are female dominated group of respondents. Additionally, the very extensive use of poetry in ECE instruction can be attributed to the creativity of teachers in developing the core domains of learning for young learners. Furthermore, the respondents vary in their extent of utilization of poetry in ECE instruction when grouped according to their profile variables. Moreover, the profile civil status is a determinant factor in the extent of utilization of poetry in ECE instruction by the respondent ECE teachers.

Based on the findings and conclusions of the study, the following recommendations are formulated: The respondent ECE teachers who have master's units are encouraged to complete their studies in a reputable institution. Since the development of the emotional domain obtained the lowest mean, ECE teachers are encouraged to discover other relevant poetry materials that could further enhance the emotional skills of young learners. Additionally, the ECE teachers should strengthen the use of poetry in the development of the core domains of young learners to develop their self-confidence and self-esteem, leading to emotional stability. Furthermore, the ECE teachers should also strengthen family involvement in the utilization of poetry in supporting and guiding the studies of their children at home. Moreover, further studies should be conducted using more appropriate and relevant variables to determine further the extent of utilization of poetry in the delivery of instruction.

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