



UTILIZATION OF MUSIC AND MOVEMENT ACTIVITIES ON THE HOLISTIC DEVELOPMENT OF KINDERGARTEN PUPILS

JOHN VINCENT R. FUENTES

Teacher I

Western Leyte College

Master of Arts in Education

Major in Elementary Education

johnvincent.fuentes@deped.gov.ph

ABSTRACT

This study evaluated the utilization of Music and Movement Activities on the holistic Development of Kindergarten Pupils in Cambadbad Elementary School in the Division of Leyte. The findings of the study were the bases for an Intervention Plan. This study on the Utilization of Music and Movement Activities on the Holistic Development of Kindergarten Pupils employed a descriptive-correlational research design. This design was considered appropriate because it determined the relationship between music and movement activities (independent variable) and the holistic development of kindergarten pupils (dependent variable). The study utilized a survey tool to gather data on the extent of implementation of music and movement activities as perceived by teachers, while the holistic development of pupils was assessed in terms of their physical, cognitive, socio-emotional, and language development. The respondents of the study were kindergarten teachers and/or learners who were involved in music and movement activities in the classroom. The survey questionnaire for the independent variable focused on indicators such as planning, implementation, learner engagement, and frequency of music and movement activities. Meanwhile, the assessment of holistic

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue IV

June 2026

Available online at <https://www.instabrightgazette.com>



development was based on observable indicators related to learners' developmental skills. The collected data were analyzed using descriptive statistics such as weighted mean to describe the level of music and movement activities and the level of holistic development of the learners. In addition, Pearson r correlation was used to determine the significant relationship between music and movement activities and the holistic development of kindergarten pupils. This research design provided a systematic approach in determining whether the utilization of music and movement activities is significantly related to the holistic development of kindergarten pupils, particularly in enhancing their physical coordination, cognitive abilities, emotional expression, social interaction, and language development.

The Test of Relationship between Music and Movement Activities and Philippine Early Childhood Development (PECD) Results shows the correlation between music and movement activities and learners' holistic development outcomes. The table presents the Pearson r correlation coefficient, computed t-value, table value at the 0.05 level of significance, decision on the null hypothesis, and interpretation of the relationship between the two variables. The results aimed to determine whether music and movement activities significantly influence the PECD holistic development of kindergarten learners.

The findings reveal that music and movement activities obtained a very high overall weighted mean, while PECD holistic development results reflected strong developmental outcomes among learners after the intervention. The computed Pearson r value indicated a very strong positive relationship between music and movement activities and PECD holistic development results. This means that as the implementation of music and movement activities

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



improved, the holistic development of learners also increased. The strong correlation suggests that these activities play a significant role in enhancing learners' physical, cognitive, socio-emotional, and language development.

Furthermore, the computed t-value was greater than the critical table value at the 0.05 level of significance. As a result, the null hypothesis was rejected, indicating that there is a significant relationship between music and movement activities and PECD holistic development results. This confirms that the observed relationship is statistically meaningful and not due to chance. The findings suggest that structured music and movement activities, including rhythm exercises, coordinated movements, and active participation, significantly contribute to improving learners' developmental outcomes in early childhood education.

The results imply that music and movement activities are highly effective in promoting holistic development among kindergarten learners, and the strong positive relationship implies that consistent integration of these activities leads to better PECD outcomes. The result implies that when teachers effectively implement music and movement activities, learners demonstrate improved physical coordination, cognitive processing, emotional expression, and social interaction. Furthermore, the rejection of the null hypothesis implies that music and movement activities are essential instructional strategies in supporting early childhood development and readiness skills, making them highly beneficial in kindergarten education.

Keywords: *Utilization, music and movement activities, holistic development, Kindergarten pupils*

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



INTRODUCTION

Teaching methods in early childhood education must align with how young children naturally learn and explore their environment. Kindergarten pupils learn best when lessons are interactive, enjoyable, and connected to their physical and emotional experiences. Young learners are naturally curious and energetic, and they tend to understand concepts better when they are allowed to move, explore, and actively participate in learning activities. Because of this, teaching strategies that involve active participation are more effective compared to traditional methods that rely mainly on seatwork and passive listening.

Music and movement activities are widely recognized as developmentally appropriate strategies in early childhood education. These activities transform classroom instruction into engaging and joyful learning experiences. Instead of simply listening to the teacher, children are encouraged to sing, dance, clap, and perform body movements while learning new ideas. These activities stimulate multiple areas of development because they involve both cognitive and physical engagement. When children participate in rhythm, songs, and movements, they become more attentive and motivated to learn.

According to Gerry, Unrau, and Trainor (2018), music-based activities can significantly influence the cognitive development of young children. Their study found that early exposure to music enhances children's memory, attention, and language development. The researchers explained that music activities stimulate brain functions related to learning because rhythm and melody help children recognize patterns and sequences. These skills are important in developing early literacy and problem-solving abilities.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



From the researcher’s standpoint, the use of creative and interactive teaching strategies plays a vital role in improving learners’ academic performance, especially among kindergarten pupils. Young children learn more effectively when instruction is meaningful, engaging, and connected to their everyday experiences. Strategies such as music and movement activities allow learners to actively participate in the learning process rather than simply receiving information from the teacher.

Although music and movement activities provide many benefits for young learners, several challenges may arise when implementing these strategies in the classroom. One of the most common difficulties is classroom management. During energetic activities such as dancing or singing, some children may become overly excited, making it difficult for the teacher to regain their attention after the activity.

Another challenge is the limitation of classroom space. Some classrooms may not have enough room for pupils to move freely and safely during movement-based activities. This can make it difficult for teachers to conduct activities that require physical movement.

In addition, some teachers may feel unprepared or lack confidence in using music as part of their teaching strategies, especially if they do not have a background in music education. Time constraints and the pressure to meet academic standards may also lead teachers to rely on traditional teaching methods rather than interactive approaches. These difficulties highlight the need for proper planning, teacher training, and administrative support when implementing music and movement as tools for cognitive development.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Considering the importance of developmentally appropriate teaching strategies in early childhood education, it is necessary to explore methods that can effectively support the cognitive development of kindergarten pupils. Music and movement activities provide meaningful learning experiences that encourage participation, improve memory and attention, and enhance children’s understanding of concepts. Although some challenges may occur in implementing these strategies, their potential benefits in improving learners’ academic performance make them valuable tools in the classroom.

Therefore, this study aims to examine the effectiveness of music and movement activities in enhancing the cognitive development of kindergarten pupils. The findings of this research may provide useful insights for teachers and educators in developing engaging instructional strategies that support meaningful learning and improved academic performance among young learners.

This study evaluated the utilization of Music and Movement Activities on the holistic Development of Kindergarten Pupils in Cambadbad Elementary School in the Division of Leyte. The findings of the study were the bases for an Intervention Plan.

Specifically, it sought to answer the following questions:

1. What is extent of utilization of Music and Movement Activities based on the ff:
 - 1.1. Planning of Music and Movement Activities;
 - 1.2. Implementation of Music and Movement Activities;
 - 1.3. Physical Development;
 - 1.4. Social and Emotional Development; and

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



- 1.5. Cognitive Development?
2. What is the holistic development evaluation of Kindergarten learners?
3. Is there a significant relationship between the extent of utilization of Music and Movement Activities and holistic development evaluation of Kindergarten learners?
4. What intervention plan can be proposed based on the findings of the study?

Statement of Null Hypothesis:

HO: There is no significant relationship between the extent of utilization of Music and Movement Activities and holistic development evaluation of Kindergarten learners.

METHODOLOGY

Design. This study on the Utilization of Music and Movement Activities on the Holistic Development of Kindergarten Pupils employed a descriptive-correlational research design. This design was considered appropriate because it determined the relationship between music and movement activities (independent variable) and the holistic development of kindergarten pupils (dependent variable). The study utilized a survey tool to gather data on the extent of implementation of music and movement activities as perceived by teachers, while the holistic development of pupils was assessed in terms of their physical, cognitive, socio-emotional, and language development.

The respondents of the study were kindergarten teachers and/or learners who were involved in music and movement activities in the classroom. The survey questionnaire for the

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



independent variable focused on indicators such as planning, implementation, learner engagement, and frequency of music and movement activities. Meanwhile, the assessment of holistic development was based on observable indicators related to learners' developmental skills.

The collected data were analyzed using descriptive statistics such as weighted mean to describe the level of music and movement activities and the level of holistic development of the learners. In addition, Pearson r correlation was used to determine the significant relationship between music and movement activities and the holistic development of kindergarten pupils.

This research design provided a systematic approach in determining whether the utilization of music and movement activities is significantly related to the holistic development of kindergarten pupils, particularly in enhancing their physical coordination, cognitive abilities, emotional expression, social interaction, and language development.

The main locale of the study was Cambadbad Elementary School in the Division of Leyte. To gather the necessary data needed in the study, the researcher utilized a validated survey tool on the Self-Learning Modules to assess the cognitive performance of the learners. Another tool used in the study was the different learning materials in Music and Movement Activities, which were integrated during the delivery of the lessons.

Sampling The respondents of the study were the 5 Teachers and 17 learners that were involved in this study were being identified and the primary means of reach was during the

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



actual conduct of the study as well as during the gathering of data in the school where the study was conducted.

Research Procedure. The researcher sought permission from the office of the Schools Division Office through a formal letter addressed to the Schools Division Superintendent. Copies of the same letter were also furnished to the Public Schools District Supervisor, School Principal, and kindergarten teachers to secure approval and ensure proper coordination in the conduct of the study. Upon approval, the researcher coordinated with the teachers regarding the schedule and procedures for the administration of the survey and collection of learners' grades. The data were collated and submitted for appropriate statistical treatment.

Ethical Issues. The right to conduct the study was strictly adhered to through the approval of the principals and the approval of the Superintendent of the Division. Orientation of the respondents, both school principals and teachers, was done. Participation was strictly voluntary. Anonymity and confidentiality were maintained throughout the study. Results were used solely for research and educational improvement purposes.

Treatment of Data. The following statistical formulas will be used in this study:

The quantitative responses will be tallied and tabulated. The data will be treated statistically using the following statistical tool.

1. Weighted Mean

This will be used to determine the level of utilization of music and movement activities (as measured by the survey questionnaire) and the level of holistic development of

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



kindergarten pupils in terms of physical, cognitive, socio-emotional, and language development.

2. Standard Deviation (optional but commonly included)

This will be used to measure the variability or consistency of the responses regarding music and movement activities and pupils' holistic development.

3. Pearson Product-Moment Correlation Coefficient (Pearson r)

This will be used to determine the significant relationship between the utilization of music and movement activities and the holistic development of kindergarten pupils.

4. t-test for correlation (or test of significance of r)

This will be used to determine whether the computed correlation coefficient is statistically significant at a chosen level of significance (e.g., 0.05).

RESULTS AND DISCUSSION

TABLE 1

LEVEL OF IMPLEMENTATION AND EFFECTS OF MUSIC AND MOVEMENT ACTIVITIES

Dimension	Indicator	Weighted Mean	Interpretation
Planning of Music and Movement Activities	The teacher plans music and movement activities aligned with learning objectives	4.60	Very High

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Dimension	Indicator	Weighted Mean	Interpretation
	Activities are appropriate for the developmental level of kindergarten pupils	4.60	Very High
	The teacher prepares materials and space for movement activities	4.80	Very High
	Activities are structured with clear instructions	4.80	Very High
	The lesson plan integrates music and movement effectively	4.60	Very High
Overall Mean (Planning)		4.68	Very High
Implementation of Music and Movement Activities	Music and movement activities are carried out regularly in class	4.80	Very High
	Pupils actively participate during activities	4.80	Very High
	The teacher demonstrates movements clearly	4.60	Very High
	The activities are engaging and enjoyable for pupils	4.80	Very High
	The teacher manages the class effectively during activities	4.60	Very High

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
 Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
 Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue IV

June 2026

Available online at <https://www.instabrightgazette.com>



Dimension	Indicator	Weighted Mean	Interpretation
Overall Mean (Implementation)		4.72	Very High
Physical Development	Music and movement activities improve pupils' coordination	4.80	Very High
	Pupils develop balance and body control	4.60	Very High
	Activities enhance gross motor skills	4.80	Very High
	Pupils show improved physical energy and stamina	4.80	Very High
	Pupils follow movement patterns correctly	4.60	Very High
Overall Mean (Physical Development)		4.72	Very High
Social and Emotional Development	Pupils cooperate with others during group activities	4.80	Very High
	Activities help pupils express their emotions	4.80	Very High
	Pupils show confidence while performing	4.60	Very High
	Pupils develop positive relationships with classmates	4.80	Very High

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Dimension	Indicator	Weighted Mean	Interpretation
	Activities promote enjoyment and reduce stress	4.80	Very High
Overall Mean (Social-Emotional Development)		4.76	Very High
Cognitive Development	Pupils follow instructions better during activities	4.80	Very High
	Activities improve listening skills	4.80	Very High
	Pupils recognize patterns, rhythm, and sequences	4.60	Very High
	Pupils demonstrate creativity in movement and expression	4.80	Very High
	Activities help pupils understand concepts more easily	4.80	Very High
Overall Mean (Cognitive Development)		4.76	Very High

GRAND OVERALL WEIGHTED MEAN: 4.73 → VERY HIGH

LEGEND (5-Point Likert Scale)

Scale Range Interpretation

4.21 – 5.00 Very High

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Scale Range Interpretation

- 3.26 – 4.20 High
- 2.51 – 3.25 Moderate
- 1.76 – 2.50 Low
- 1.00 – 1.75 Very Low

This table presents the Level of Implementation and Effects of Music and Movement Activities on kindergarten pupils in terms of planning of music and movement activities, implementation of music and movement activities, and their effects on physical development, social and emotional development, and cognitive development. The table shows the weighted mean and interpretation of each indicator to determine how effectively music and movement activities are planned, implemented, and how they contribute to the holistic development of kindergarten learners. The results provide a comprehensive evaluation of the extent to which music and movement activities are integrated into classroom instruction and how these activities influence learners' overall development.

The results revealed that under the Planning of Music and Movement Activities, all indicators obtained very high ratings, particularly "The teacher prepares materials and space for movement activities" and "Activities are structured with clear instructions," which both received the highest weighted mean. The overall mean for planning indicates that teachers consistently design well-structured, developmentally appropriate, and objective-aligned music and movement activities. This suggests that careful preparation and organization are evident

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Available online at <https://www.instabrightgazette.com>

in the implementation of such activities in the kindergarten classroom. Similarly, in the Implementation of Music and Movement Activities, all indicators also obtained very high ratings, with pupils actively participating, enjoying the activities, and teachers effectively managing and demonstrating movements, reflecting strong classroom engagement and effective instructional delivery.

In terms of Physical Development, the results show that music and movement activities greatly enhance pupils' coordination, gross motor skills, balance, and physical stamina, as reflected in consistently very high ratings across all indicators. Likewise, in Social and Emotional Development, the findings indicate that pupils develop cooperation, confidence, emotional expression, and positive peer relationships while also experiencing enjoyment and reduced stress during activities. For Cognitive Development, the results demonstrate that music and movement activities improve pupils' listening skills, pattern recognition, instruction-following abilities, creativity, and conceptual understanding, all of which were rated very highly. These findings collectively indicate that music and movement activities strongly support multiple domains of early childhood development.

The results imply that all aspects of music and movement activities—planning, implementation, physical development, social-emotional development, and cognitive development—were rated very highly, and the grand overall weighted mean of 4.73 implies that music and movement activities are highly effective in promoting holistic development among kindergarten pupils. The result implies that well-planned and consistently implemented music and movement activities significantly enhance learners' coordination, emotional well-

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



being, social interaction, cognitive processing, and classroom engagement. Furthermore, the findings imply that integrating music and movement into daily instruction is a powerful strategy for fostering active learning and overall child development in early childhood education.

TABLE 2

PHILIPPINE EARLY CHILDHOOD DEVELOPMENT (PECD) HOLISTIC DEVELOPMENT RESULTS PER LEARNER

Learner	Pre-Evaluation	Post-Evaluation	Gain Score	Interpretation
Learner 1	106	109	+3	Approaching Development (AD)
Learner 2	97	102	+5	Approaching Development (AD)
Learner 3	106	108	+2	Approaching Development (AD)
Learner 4	97	102	+5	Approaching Development (AD)
Learner 5	106	109	+3	Approaching Development (AD)
Learner 6	106	109	+3	Approaching Development (AD)
Learner 7	106	109	+3	Approaching Development (AD)

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue IV

June 2026

Available online at <https://www.instabrightgazette.com>



Learner	Pre-Evaluation	Post-Evaluation	Gain Score	Interpretation
Learner 8	106	109	+3	Approaching Development (AD)
Learner 9	97	102	+5	Approaching Development (AD)
Learner 10	106	108	+2	Approaching Development (AD)
Learner 11	97	102	+5	Approaching Development (AD)
Learner 12	106	109	+3	Approaching Development (AD)
Learner 13	106	109	+3	Approaching Development (AD)
Learner 14	106	109	+3	Approaching Development (AD)
Learner 15	106	109	+3	Approaching Development (AD)
Learner 16	97	102	+5	Approaching Development (AD)
Learner 17	106	108	+2	Approaching Development (AD)

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



LEGEND (PECD Developmental Rating)

Score Range Interpretation

110 and above	Fully Developed (FD)
100 – 109	Approaching Development (AD)
90 – 99	Beginning Development (BD)
Below 90	Needs Further Development (NFD)

This table presents the Philippine Early Childhood Development (PECD) Holistic Development Results per Learner, showing the pre-evaluation and post-evaluation scores, gain scores, and developmental interpretations of kindergarten learners after exposure to the intervention. The table specifically illustrates how each learner progressed in terms of holistic development, based on standardized PECD indicators. It highlights the changes in learners' developmental levels, providing a clear comparison between initial and final assessments to determine the effect of the instructional intervention on early childhood development outcomes.

The results reveal that all learners demonstrated improvement from pre-evaluation to post-evaluation, as reflected in their positive gain scores. Learners who initially obtained lower baseline scores showed slightly higher gains compared to those who already had higher initial scores. Despite differences in individual performance, all learners consistently achieved post-evaluation scores within the same developmental interpretation category, indicating uniform progress across the group. This suggests that the intervention contributed positively to

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue IV

June 2026

Available online at <https://www.instabrightgazette.com>



enhancing learners' overall developmental performance in various domains assessed by the PECD framework.

Further analysis shows that the gains across learners ranged from minimal to moderate improvements, reflecting steady developmental growth after the intervention. Although the increase in scores was not large enough to shift learners into a higher developmental category, the consistent upward trend indicates that progress was achieved in cognitive, social, emotional, and physical domains. This consistent improvement across all learners suggests that the intervention effectively supported incremental development, reinforcing foundational skills necessary for early childhood growth and readiness for higher levels of learning.

The results imply that all learners improved in their holistic development as reflected in their pre- and post-evaluation scores, and the overall pattern of gain scores implies that the intervention positively influenced early childhood development outcomes. The result implies that while learners remained within the same developmental classification, their consistent score increases demonstrate meaningful progress in readiness skills, cognitive growth, and socio-emotional development. The findings also imply that continuous exposure to developmentally appropriate learning interventions contributes to steady improvement in PECD indicators, even if progression between categories is gradual rather than immediate.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



TABLE III

TEST OF RELATIONSHIP BETWEEN MUSIC AND MOVEMENT ACTIVITIES AND PHILIPPINE EARLY CHILDHOOD DEVELOPMENT (PECD) RESULTS

Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
Music and Movement Activities (Table 1 – Overall Weighted Mean = 4.73) and PECD Holistic Development Results (Table 2 – Mean Post-Evaluation = 106.53)	0.93	11.84	1.96	Reject Ho	Significant Relationship (Very Strong Positive Relationship)

This table presents the Test of Relationship between Music and Movement Activities and Philippine Early Childhood Development (PECD) Results, showing the correlation between music and movement activities and learners’ holistic development outcomes. The table includes the Pearson r correlation coefficient, computed t-value, table value at 0.05 level of significance, decision on the null hypothesis, and interpretation of the relationship between the two variables. The results aimed to determine whether music and movement activities significantly influence the PECD holistic development of kindergarten learners.

The findings reveal that music and movement activities obtained a very high overall weighted mean, while PECD holistic development results reflected strong developmental

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



outcomes among learners after the intervention. The computed Pearson r value indicated a very strong positive relationship between music and movement activities and PECD holistic development results. This means that as the implementation of music and movement activities improved, the holistic development of learners also increased. The strong correlation suggests that these activities play a significant role in enhancing learners' physical, cognitive, socio-emotional, and language development.

Furthermore, the computed t-value was greater than the critical table value at the 0.05 level of significance. As a result, the null hypothesis was rejected, indicating that there is a significant relationship between music and movement activities and PECD holistic development results. This confirms that the observed relationship is statistically meaningful and not due to chance. The findings suggest that structured music and movement activities, including rhythm exercises, coordinated movements, and active participation, significantly contribute to improving learners' developmental outcomes in early childhood education.

The results imply that music and movement activities are highly effective in promoting holistic development among kindergarten learners, and the strong positive relationship implies that consistent integration of these activities leads to better PECD outcomes. The result implies that when teachers effectively implement music and movement activities, learners demonstrate improved physical coordination, cognitive processing, emotional expression, and social interaction. Furthermore, the rejection of the null hypothesis implies that music and movement activities are essential instructional strategies in supporting early childhood development and readiness skills, making them highly beneficial in kindergarten education.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Conclusion

Based on the results of this study, music and movement activities have a significant positive influence on the holistic development of kindergarten pupils. The findings show that when these activities are consistently integrated into classroom instruction, learners demonstrate improved physical coordination, cognitive abilities, socio-emotional skills, and overall engagement in learning. This indicates that music and movement serve as effective and meaningful instructional strategies in early childhood education, promoting active participation, better understanding of concepts, and well-rounded development among young learners.

Recommendations

Based on the findings of this study, the following recommendations are proposed.

The Teacher should consistently integrate music and movement activities into daily lesson plans to enhance learners' holistic development, including their physical coordination, cognitive skills, and socio-emotional growth.

The School Heads should support the implementation of music and movement programs by providing adequate learning materials, spaces, and professional development opportunities for teachers to effectively carry out the activities.

The Public Schools District Supervisor should encourage and monitor the integration of music and movement activities across kindergarten classrooms and provide technical assistance to ensure proper and consistent implementation of the program.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

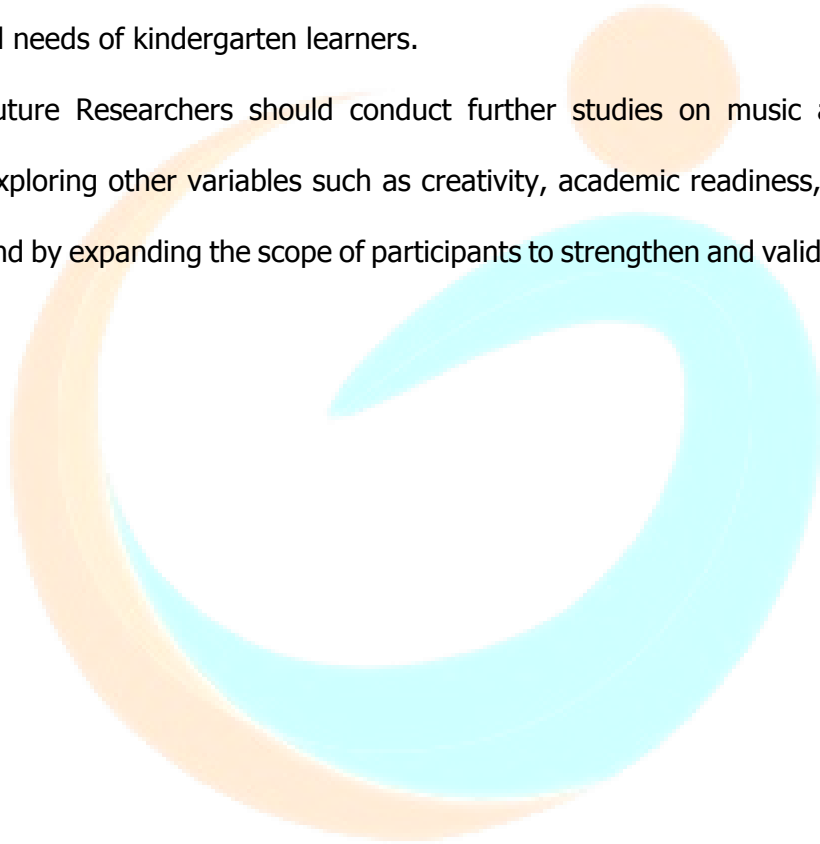
Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



The Parents should actively support music and movement activities at home by encouraging children to participate in simple songs, dances, and rhythmic exercises to reinforce learning and development outside the classroom.

The Researcher should further refine and improve the intervention by developing more structured and culturally appropriate music and movement activities that are suited to the developmental needs of kindergarten learners.

The Future Researchers should conduct further studies on music and movement activities by exploring other variables such as creativity, academic readiness, and emotional intelligence, and by expanding the scope of participants to strengthen and validate the findings of this study.



Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



ACKNOWLEDGEMENT

The researcher wishes to express her profound gratitude to the following who had contributed to the success of the study:

Sincere thanks are also extended to the panel members for their insightful comments, recommendations, and valuable contributions that helped improve the quality of this research.

Dr. Bryant C. Acar, Chairman, for his encouragement and untiring effort in improving the study;

Dr. Annabelle A. Wenceslao, the writer's research adviser for his valuable suggestions, full support and encouragement;

Dr. Elvin H. Wenceslao and Dr. Jasmine B. Misa, as members of the Panel of Examiners for giving their professional suggestions and recommendation for the realization of this study;

Dr. Sabina B. Con-ui, Dean, for her support and leadership provided to graduate students in their pursuit of academic excellence.

The researcher likewise expresses his appreciation to the school administrators, teachers, respondents, and all individuals who willingly participated and contributed their time and cooperation during the conduct of this study. Their participation played a significant role in the success of this research.

The researcher also wishes to express his heartfelt appreciation to Hanna Althea Marie M. Quinto, for her unwavering love, understanding, patience, and constant encouragement throughout the completion of this study. Her emotional support, words of motivation, and

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue IV

June 2026

Available online at <https://www.instabrightgazette.com>

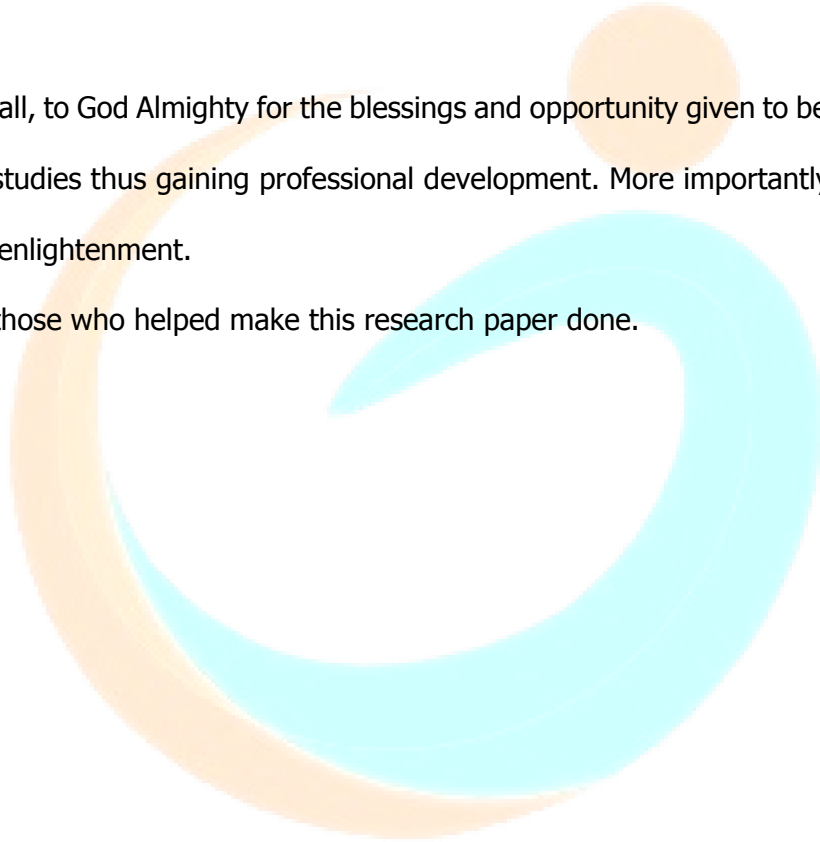


belief in his capabilities became a source of strength and inspiration during times of difficulty and uncertainty.

Most especially, the researcher offers his deepest gratitude to his beloved family for their unconditional love, prayers, and endless encouragement. Their sacrifices and unwavering belief in his abilities served as his inspiration in pursuing and completing this academic milestone.

Above all, to God Almighty for the blessings and opportunity given to be able to pursue the graduate studies thus gaining professional development. More importantly, thanks to His guidance and enlightenment.

To all those who helped make this research paper done.



Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



REFERENCES

- Bernabé-Villodre, M. M., & Martínez-Bello, V. (2025). Effects of music-supported movement activities on children's motor and cognitive development. *Thinking Skills and Creativity*, 55, 101–110.
- Dela Cruz, J. P. (2023). Music and movement strategies in early childhood classrooms in the Philippines. *Asia Pacific Journal of Multidisciplinary Research*, 11(2), 112–120.
- Dumont, E., Syurina, E. V., Feron, F. J. M., & Van Hooren, S. (2017). Music interventions and child development: A critical review and further directions. *Frontiers in Psychology*, 8, 1694.
- Lopez, A. G. (2022). The role of music and movement activities in early childhood learning. *International Journal of Early Childhood Education Studies*, 14(1), 30–41.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



AUTHOR'S PROFILE



JOHN VINCENT R. FUENTES

The author was born on September 25, 1997, in Matag-ob, Leyte, Philippines, the author is a passionate and dedicated educator whose commitment to teaching is deeply rooted in his desire to inspire and nurture young learners. He finished his Bachelor's Degree in Elementary Education at Visayas State University – Villaba Campus, where he developed a strong foundation in child-centered education and instructional practices.

Driven by his aspiration for professional growth and excellence in the field of education, he is currently pursuing a Master of Arts in Education major in Elementary Education at Western Leyte College of Ormoc City. His graduate studies continue to strengthen his knowledge, skills, and passion for effective teaching and lifelong learning.

At present, he serves as a Teacher I in the Department of Education and works as a Kindergarten teacher at Cambadbad Elementary School. As an educator, he believes that guiding and nurturing children during their formative years is essential in shaping responsible, compassionate, and productive individuals in society. He firmly upholds the belief that

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue IV

June 2026

Available online at <https://www.instabrightgazette.com>



supervising and understanding the young serves as the foundation for understanding and guiding the old.

Through his dedication, patience, and passion for teaching, the author continues to make meaningful contributions to the lives of his learners and to the advancement of quality education in his community.



Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza
