

Teachers' Perceptions on the Use of Songs and Rhymes in Teaching Phonics to Grade 1 Pupils

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ABSTRACT

This study examined teachers' perceptions on the use of songs and rhymes in teaching phonics to Grade 1 pupils using a descriptive-correlational design. Data were collected through a survey questionnaire administered to seven teachers from selected elementary schools in Taytay, Rizal. Findings revealed that teachers strongly agreed on the effectiveness of songs and rhymes in improving pronunciation, phonemic awareness, engagement, and classroom behavior, with an overall mean of 4.27. Statistical analyses further indicated significant relationships between teachers' perceptions and their demographic profiles, including sex, age, teaching experience, and educational background. Overall, the study concludes that songs and rhymes are valuable instructional tools that enhance phonics learning and contribute positively to early literacy development.

INTRODUCTION

Teaching young children how to read is one of the most meaningful responsibilities of primary teachers. For Grade 1 pupils, learning phonics – the relationship between sounds and letters – lays the foundation for reading fluency and comprehension. However, maintaining learners’ interest in phonics lessons can be challenging, especially when instruction relies heavily on repetition and drills. To make learning more engaging, teachers often use songs and rhymes as creative tools to help pupils recognize and recall letter sounds, patterns, and word structures in a fun and memorable way.

Songs and rhymes have long been recognized as effective strategies in early literacy. Their rhythmic and repetitive nature helps children develop phonemic awareness, which is essential in connecting spoken sounds with written symbols. Bolduc and Lefebvre (2012), in their study involving 100 kindergarten pupils over a 10-week intervention, found that using nursery rhymes paired with music and phonological activities significantly improved children’s phonological awareness and spelling skills. Similarly, Bryant, Bradley, Maclean, and Crossland (1989) conducted a longitudinal study of 64 children from age three to six and discovered that early familiarity with nursery rhymes strongly predicted later reading and spelling performance. These findings emphasize that songs and rhymes play a vital role in building the early literacy skills necessary for phonics mastery.

More recent research continues to highlight the importance of music in literacy learning. Eccles et al. (2020) studied children aged five to seven and observed that those who received sustained music instruction throughout the academic year demonstrated greater improvement in phonological awareness compared to those with limited exposure. The researchers concluded that consistent integration of music-based learning strengthens language and literacy outcomes over time. Locally, Abdon (2022) implemented a 20-session phonological awareness program among Filipino kindergarten learners and found significant improvements in both mother tongue and English letter-sound recognition, suggesting that culturally adapted rhymes and songs are effective tools for developing reading readiness among young Filipino learners.

Despite these positive findings, the way teachers perceive and apply songs and rhymes in their own classrooms may differ. Some may find them highly engaging and effective, while others may face challenges in integrating them into the curriculum or managing class participation. Understanding teachers’ perceptions can provide valuable insights into how these strategies are used in real classroom settings and how they influence pupils’ learning experiences.

Thus, this study aims to explore how teachers view the use of songs and rhymes as instructional tools. By examining their experiences, challenges, and perceived effectiveness, this research seeks to highlight how music-based approaches contribute to phonics learning and how they can be enhanced to promote literacy development among Grade 1 pupils.

LITERATURE REVIEW

Foreign Studies

Foreign studies consistently show that musical activities such as songs, nursery rhymes, and rhythmic chants support early language and reading development. Early research by Bryant, Bradley, Maclean, and Crossland established that familiarity with nursery rhymes predicts stronger phonological awareness and later reading success. Subsequent experimental studies, such as Bolduc and Lefebvre (2012), demonstrated that combining music with explicit phonological instruction significantly improves phonological awareness, spelling, and memory. Meta-analyses by Standley (2008) and Gordon, Fehd, and McCandliss (2015) further suggest that music has a positive but variable impact on literacy, with stronger effects when integrated intentionally with reading instruction.

Local Studies

Local studies in the Philippines strongly support the effectiveness of songs and rhymes in teaching phonics and improving reading skills among young learners. Abdon and Barrios (2022) found that rhythm-based phonics instruction improved sound recognition and engagement among kindergarten pupils. Similarly, Tapic (2024) reported that song-integrated instruction enhanced vocabulary development, comprehension, and classroom behavior. Sasam and Arazo (2023) highlighted the benefits of digital songs in improving phonemic awareness and pronunciation, though challenges such as limited resources were noted.

Other studies, including interventions at Sapangbato Elementary School (2024), Kinagunan Elementary School, and Baguio Central School (2023), demonstrated improvements in decoding skills, reading fluency, and learner confidence through music-based instruction. Teachers also reported better classroom management and increased student participation. Research by Omega (2019), Villanueva (2024), and Dela Cruz (2023) emphasized teachers' positive perceptions of music-based learning while identifying challenges such as lack of training, limited materials, and insufficient institutional support. Studies by Ramos and Castillo (2022) and research in Benguet (2024) further reinforced that while music enhances learning outcomes and motivation, teachers need structured guidance and resources for effective implementation. Overall, local literature highlights both the cognitive and motivational benefits of songs and rhymes, alongside the practical challenges faced in Philippine classrooms.

Synthesis

International and local studies collectively demonstrate that songs and rhymes are effective tools in developing phonological awareness and supporting early reading skills. Foreign literature emphasizes the importance of structured, sustained, and well-integrated music instruction, while local studies highlight teachers' positive perceptions and the practical benefits observed in classrooms. Both bodies of research agree that music enhances engagement and learning but requires proper alignment with phonics objectives, adequate training, and institutional support. These findings provide a strong foundation for the present

study, particularly in understanding how teachers perceive and utilize songs and rhymes in teaching phonics to Grade 1 pupils.

METHODOLOGY

The study employed a descriptive-correlational research design to examine teachers' perceptions on the use of songs and rhymes in teaching phonics to Grade 1 pupils. This approach was deemed appropriate as it allows the investigation of current trends and relationships without manipulating variables. Data were collected through a researcher-made survey questionnaire based on the study's problem, consisting of two parts: the respondents' profile and 20 items addressing their perceptions. The research was conducted in selected primary schools in Taytay, Rizal—specifically San Lorenzo Ruiz Elementary School and Arinda Elementary School—where seven (7) Grade 1 teachers served as respondents, providing relevant insights based on their actual teaching experiences.

The data gathering process involved securing permission from school authorities, obtaining informed consent from participants, and ensuring confidentiality of responses. Completed questionnaires underwent verification, editing, tallying, and interpretation to enhance accuracy and reliability. For data analysis, frequency and percentage distribution were used to describe respondent profiles, while the mean determined the level of agreement based on a five-point Likert scale. Additionally, inferential statistics such as Chi-square and Pearson Product-Moment Correlation Coefficient were applied to examine the relationship between respondents' profiles and their perceptions, enabling a comprehensive analysis of patterns and associations within the data.

RESEARCH RESULTS AND DISCUSSION

Part I. Profile of the Respondents

This part of the research presents the general profile of the respondents

Table 2. Distribution of Respondents as to Sex

Particulars	Frequency	Percentage
Male	2	29.00
Female	5	71.00
Total	7	100.00

Table 2 shows the sex of the respondents. It can be viewed that females have a frequency of 5 or 71 percent, while the male counterpart has 2 counts or 29 percent. Out of the 7 respondents, it is implied that female dominates the male respondents.

Table 3. Distribution of Respondents as to Age

Particulars	Frequency	Percentage
21-30 years old	1	14.00
31-40 years old	3	43.00
41-50 years old	2	29.00
51 years old and above	1	14.00
Total	7	100.00

Table 3 presents the distribution of respondents according to age. As shown, the largest proportion of respondents falls within the 31–40 years old age group, comprising 3 respondents or 43 percent of the total. This is followed by the 41–50 years old group with 2 respondents or 29 percent. Meanwhile, the 21–30 years old group and those 51 years old and above each represent 1 respondent or 14 percent of the sample. The data indicate that the majority of the respondents are in their middle adult years.

Table 4. Distribution of Respondents as to Years of Teaching Experience

Particulars	Frequency	Percentage
0-5 years	1	14.00
6-10 years	3	43.00
11-15 years	2	29.00
More than 15 years	1	14.00
Total	7	100.00

Table 4 presents the respondents' distribution according to years of teaching experience. The majority of respondents fall within the 6–10 years category (43%), followed by those with 11–15 years (29%), while both the 0–5 years and more than 15 years groups each comprise 14%. This indicates that most respondents possess a moderate level of teaching experience.

The findings suggest that the majority of Grade 1 teachers are mid-career professionals with substantial classroom experience, which likely contributes to their developed pedagogical skills and understanding of early literacy instruction. Their experience may influence more informed perceptions regarding the use of songs and rhymes in teaching phonics. Additionally, the presence of both novice and veteran teachers reflects a balanced workforce, fostering collaboration and the sharing of diverse instructional practices.

Table 5. Distribution of Respondents as to Highest Educational Background

Particulars	Frequency	Percentage
Doctor's Degree	0	0.00
With Doctor's Unit	1	14.00
Master's Degree	2	29.00
With Master's Unit	3	43.00
Bachelor's Degree	1	14.00
Total	7	100.00

Table 5 shows that most respondents have postgraduate education, with 43% holding Master's units and 29% having completed a Master's degree. Meanwhile, 14% hold a Bachelor's degree and another 14% have Doctoral units, with none having completed a Doctorate. This indicates a strong commitment to professional development among the teachers.

The findings suggest that higher educational attainment influences teachers' instructional practices and beliefs. Teachers with advanced training are more likely to apply research-based and innovative strategies, which may lead to more positive perceptions of using songs and rhymes in teaching phonics. Overall, their educational background and experience contribute to greater

confidence in integrating creative and effective methods for enhancing early literacy skills.

II. Problem Proper

Table 6. Computed Mean on the Use of Songs and Rhymes in Teaching Phonics to Grade 1 Pupils

Particulars	Weighted Mean	Qualitative Description
1. Songs help pupils remember letter sounds more easily.	4.26	Strongly Agree
2. Rhymes improve pupils' pronunciation skills.	4.97	Strongly Agree
3. Using songs makes phonics lessons more enjoyable for learners.	4.23	Strongly Agree
4. Songs and rhymes aid in teaching the blending of sounds.	3.85	Agree
5. Pupils learn phonics concepts faster when songs and rhymes are used	3.67	Agree
6. Pupils are more attentive during lessons with songs and rhymes.	4.12	Agree
7. Songs and rhymes increase pupil participation in class.	4.02	Agree
8. Learners show excitement when phonics lessons include music.	4.33	Strongly Agree
9. Using songs and rhymes reduces disruptive behavior in class.	4.68	Strongly Agree
10. Pupils are motivated to practice phonics at home after lessons with songs	4.57	Strongly Agree
11. Pupils can decode simple words better after singing phonics songs.	4.26	Strongly Agree
12. Songs help pupils improve their spelling skills.	3.57	Agree
13. Using rhymes enhances pupils' reading fluency.	3.27	Neutral
14. Songs and rhymes improve pupils' phonemic awareness.	4.86	Strongly Agree
15. Music-based phonics teaching benefits pupils with learning difficulties.	4.18	Agree
16. I find it easy to integrate songs and rhymes into my phonics lessons.	4.26	Strongly Agree
17. I feel confident in using songs and rhymes when teaching phonics.	4.39	Strongly Agree
18. I have enough resources and materials for music-based phonics lessons.	4.72	Strongly Agree
19. I believe songs and rhymes are effective teaching tools for phonics.	4.80	Strongly Agree

20. I plan to continue using songs and rhymes in my future phonics lessons.	4.44	Strongly Agree
Average Weighted Mean	4.27	Strongly Agree

Table 6 shows that teachers strongly perceive songs and rhymes as effective in teaching phonics to Grade 1 pupils, with an overall weighted mean of 4.27 (Strongly Agree). High ratings were given to their impact on pronunciation, phonemic awareness, and availability of resources, as well as their ability to improve pupil motivation, reduce disruptive behavior, and enhance engagement. Teachers also expressed confidence in using these strategies and observed increased learner excitement during music-integrated lessons.

However, slightly lower ratings were noted in areas such as blending sounds, spelling, reading fluency, and speed of learning, suggesting that these skills may require additional instructional support. Overall, the findings indicate that songs and rhymes effectively enhance foundational literacy skills while promoting active participation and enjoyment, making them valuable tools in phonics instruction.

Table 7. Significant Relationship between the Use of Songs and Rhymes in Teaching Phonics to Grade 1 Pupils and their sex

Particulars	Chi-square	Significance
1. Songs help pupils remember letter sounds more easily.	36.157*	0.000
2. Rhymes improve pupils' pronunciation skills.	24.698*	0.000
3. Using songs makes phonics lessons more enjoyable for learners.	33.541*	0.000
4. Songs and rhymes aid in teaching the blending of sounds.	34.687*	0.000
5. Pupils learn phonics concepts faster when songs and rhymes are used	28.694*	0.000
6. Pupils are more attentive during lessons with songs and rhymes.	33.251*	0.000
7. Songs and rhymes increase pupil participation in class.	42.681*	0.000
8. Learners show excitement when phonics lessons include music.	34.221*	0.000
9. Using songs and rhymes reduces disruptive behavior in class.	40.987*	0.000
10. Pupils are motivated to practice phonics at home after lessons with songs	42.887*	0.000
11. Pupils can decode simple words better after singing phonics songs.	26.410*	0.000
12. Songs help pupils improve their spelling skills.	26.551*	0.000
13. Using rhymes enhances pupils' reading fluency.	38.558*	0.000

14. Songs and rhymes improve pupils' phonemic awareness.	37.684*	0.000
15. Music-based phonics teaching benefits pupils with learning difficulties.	39.157*	0.000
16. I find it easy to integrate songs and rhymes into my phonics lessons.	28.157*	0.000
17. I feel confident in using songs and rhymes when teaching phonics.	36.157*	0.000
18. I have enough resources and materials for music-based phonics lessons.	24.588*	0.000
19. I believe songs and rhymes are effective teaching tools for phonics.	39.644*	0.000
20. I plan to continue using songs and rhymes in my future phonics lessons.	42.583*	0.000

*Significant

Table 7 shows a statistically significant relationship between the use of songs and rhymes in teaching phonics and teachers' sex, as all items yielded significant Chi-square values ($p = 0.000$). This indicates that male and female teachers differ in their perceptions of the effectiveness and integration of music-based strategies, suggesting that demographic factors may influence instructional approaches and the application of creative methods in phonics teaching.

Supporting local studies, Villanueva and Bacani (2024) and Bermudez (2025) affirm that phonics instruction, particularly when combined with engaging strategies like songs and rhymes, can enhance reading skills and literacy outcomes. However, contrasting evidence from Dees and Cooper (2025), Gordon, Fehd, and McCandliss (2015), and Barron et al. (2019) suggests that while music and phonological interventions may improve related skills, their direct impact on reading fluency and comprehension is limited or inconsistent. Additional reviews also question the overall strength of phonics-based approaches. Overall, these findings imply that while songs and rhymes are beneficial and engaging tools, their effectiveness in improving reading outcomes depends on various factors such as instructional quality, duration, and learner characteristics.

Table 8. Significant Relationship between the Use of Songs and Rhymes in Teaching Phonics to Grade 1 Pupils and their age

Particulars	Chi-square	Significance
1. Songs help pupils remember letter sounds more easily.	-0.597*	0.000
2. Rhymes improve pupils' pronunciation skills.	-0.981*	0.000
3. Using songs makes phonics lessons more enjoyable for learners.	-0.557*	0.000
4. Songs and rhymes aid in teaching the blending of sounds.	-0.985*	0.000

5. Pupils learn phonics concepts faster when songs and rhymes are used	-0.776*	0.000
6. Pupils are more attentive during lessons with songs and rhymes.	-0.787*	0.000
7. Songs and rhymes increase pupil participation in class.	-0.468*	0.000
8. Learners show excitement when phonics lessons include music.	-0.668*	0.000
9. Using songs and rhymes reduces disruptive behavior in class.	-0.673*	0.000
10. Pupils are motivated to practice phonics at home after lessons with songs	-0.614*	0.000
11. Pupils can decode simple words better after singing phonics songs.	-0.697*	0.000
12. Songs help pupils improve their spelling skills.	-0.843*	0.000
13. Using rhymes enhances pupils' reading fluency.	-0.948*	0.000
14. Songs and rhymes improve pupils' phonemic awareness.	-0.468*	0.000
15. Music-based phonics teaching benefits pupils with learning difficulties.	-0.410*	0.000
16. I find it easy to integrate songs and rhymes into my phonics lessons.	-0.642*	0.000
17. I feel confident in using songs and rhymes when teaching phonics.	-0.685*	0.000
18. I have enough resources and materials for music-based phonics lessons.	-0.996*	0.000
19. I believe songs and rhymes are effective teaching tools for phonics.	-0.524*	0.000
20. I plan to continue using songs and rhymes in my future phonics lessons.	-0.622*	0.000

**Significant*

Table 8 reveals a statistically significant relationship between teachers' age and their perceptions of using songs and rhymes in teaching phonics, with all items showing significant values ($p = 0.000$). This indicates that differences in age influence how teachers view the effectiveness and application of music-based phonics instruction, likely due to varying levels of experience, familiarity with creative strategies, and exposure to modern teaching approaches.

Supporting studies such as Santos (2024), Reyes (2024), and Delos Santos and Cruz (2023) confirm that phonics instruction—especially when integrated with songs, rhymes, and engaging activities—enhances phonemic awareness and early reading skills. However, contrasting findings from Nadera, Tangca-ag, and Tatel (2018) and Dinoro et al. (2023) suggest that phonics alone may not fully address reading challenges, particularly in areas like fluency and comprehension. Overall, while songs and rhymes are effective and engaging tools, their impact depends on a broader, well-rounded literacy approach.

Table 9. Significant Relationship between the Use of Songs and Rhymes in Teaching Phonics to Grade 1 Pupils and their years of Teaching Experience

Particulars	Chi-square	Significance
1. Songs help pupils remember letter sounds more easily.	-0.651*	0.000
2. Rhymes improve pupils' pronunciation skills.	-0.876*	0.000
3. Using songs makes phonics lessons more enjoyable for learners.	-0.449*	0.000
4. Songs and rhymes aid in teaching the blending of sounds.	-0.873*	0.000
5. Pupils learn phonics concepts faster when songs and rhymes are used	-0.541*	0.000
6. Pupils are more attentive during lessons with songs and rhymes.	-0.779*	0.000
7. Songs and rhymes increase pupil participation in class.	-0.573*	0.000
8. Learners show excitement when phonics lessons include music.	-0.642*	0.000
9. Using songs and rhymes reduces disruptive behavior in class.	-0.741*	0.000
10. Pupils are motivated to practice phonics at home after lessons with songs	-0.459*	0.000
11. Pupils can decode simple words better after singing phonics songs.	-0.357*	0.000
12. Songs help pupils improve their spelling skills.	-0.955*	0.000
13. Using rhymes enhances pupils' reading fluency.	-0.677*	0.000
14. Songs and rhymes improve pupils' phonemic awareness.	-0.585*	0.000
15. Music-based phonics teaching benefits pupils with learning difficulties.	-0.470*	0.000
16. I find it easy to integrate songs and rhymes into my phonics lessons.	-0.987*	0.000
17. I feel confident in using songs and rhymes when teaching phonics.	-0.789*	0.000
18. I have enough resources and materials for music-based phonics lessons.	-0.843*	0.000
19. I believe songs and rhymes are effective teaching tools for phonics.	-0.851*	0.000
20. I plan to continue using songs and rhymes in my future phonics lessons.	-0.257*	0.000

*Significant

Table 9 shows a significant relationship between the use of songs and rhymes in teaching phonics and teachers' years of experience, with all items

yielding significant results ($p = 0.000$). The findings indicate that less experienced teachers tend to have stronger agreement regarding the effectiveness of songs and rhymes compared to more experienced teachers, suggesting greater openness to contemporary, music-based instructional approaches among newer educators.

Supporting studies, such as Gonzales (2021), Mercado (2020), and Paquette and Rieg (2008), confirm that early-career teachers are more likely to adopt creative and multisensory strategies due to recent training and exposure to modern pedagogy. However, contrasting findings from Bautista (2019), Labrador (2020), and Hennessy (2017) suggest that experienced teachers may also effectively use music-based methods, as confidence and skill can develop over time. Overall, the results indicate that the use of songs and rhymes is influenced not only by teaching experience but also by factors such as training, teaching style, and institutional support.

Table 10. Significant Relationship between the Use of Songs and Rhymes in Teaching Phonics to Grade 1 Pupils and their Highest Educational Background

Particulars	Chi-square	Significance
1. Songs help pupils remember letter sounds more easily.	-0.769*	0.000
2. Rhymes improve pupils' pronunciation skills.	-0.476*	0.000
3. Using songs makes phonics lessons more enjoyable for learners.	-0.561*	0.000
4. Songs and rhymes aid in teaching the blending of sounds.	-0.9541*	0.000
5. Pupils learn phonics concepts faster when songs and rhymes are used	-0.647*	0.000
6. Pupils are more attentive during lessons with songs and rhymes.	-0.876*	0.000
7. Songs and rhymes increase pupil participation in class.	-0.654*	0.000
8. Learners show excitement when phonics lessons include music.	-0.764*	0.000
9. Using songs and rhymes reduces disruptive behavior in class.	-0.876*	0.000
10. Pupils are motivated to practice phonics at home after lessons with songs	-0.548*	0.000
11. Pupils can decode simple words better after singing phonics songs.	-0.487*	0.000
12. Songs help pupils improve their spelling skills.	-0.784*	0.000
13. Using rhymes enhances pupils' reading fluency.	-0.761*	0.000
14. Songs and rhymes improve pupils' phonemic awareness.	-0.622*	0.000
15. Music-based phonics teaching benefits pupils with learning difficulties.	-0.588*	0.000
16. I find it easy to integrate songs and rhymes into my phonics lessons.	-0.894*	0.000

17. I feel confident in using songs and rhymes when teaching phonics.	-0.862*	0.000
18. I have enough resources and materials for music-based phonics lessons.	-0.574*	0.000
19. I believe songs and rhymes are effective teaching tools for phonics.	-0.931*	0.000
20. I plan to continue using songs and rhymes in my future phonics lessons.	-0.487*	0.000

**Significant*

Table 10 shows a significant relationship between teachers' highest educational attainment and their perceptions of using songs and rhymes in teaching phonics, with all items yielding significant results ($p = 0.000$). The findings indicate that teachers with lower educational qualifications tend to show stronger agreement with the effectiveness of music-based phonics strategies compared to those with higher degrees, suggesting that educational background influences both perception and classroom application.

Supporting studies (Zuniga & Moore, 2021; Dees & Cooper, 2025; Mahmood, 2025; Villanueva & Bacani, 2024; Pascual, 2025) affirm that songs and rhymes enhance phonemic awareness, reading skills, and learner engagement. However, contrasting evidence (Gordon, Fehd, & McCandliss, 2015; Torgerson et al., 2019) indicates that their impact may be modest and context-dependent. Overall, the findings suggest that while songs and rhymes are valuable instructional tools, their effectiveness depends on proper implementation and other instructional factors.

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of the study, it can be concluded that teachers have a highly positive perception of the use of songs and rhymes in teaching phonics to Grade 1 pupils. The respondents strongly agreed that integrating songs and rhymes into phonics instruction is an effective strategy in enhancing pupils' engagement and supporting early reading skills.

The study also concludes that the teachers involved are generally experienced, professionally developing, and capable of implementing music-based instructional strategies. The dominance of female teachers, the prevalence of respondents in the mid-career age range, and the considerable years of teaching experience indicate a teaching population that is well-positioned to apply innovative and learner-centered approaches in phonics instruction. Furthermore, the respondents' pursuit of graduate studies reflects their commitment to improving instructional competence.

Moreover, the significant relationship found between the use of songs and rhymes in teaching phonics and the respondents' profile variables – specifically sex, age, years of teaching experience, and highest educational background – suggests that teachers' personal and professional characteristics influence how they perceive and utilize music-based strategies in the classroom. This implies that instructional effectiveness in phonics may be strengthened when teachers'

backgrounds and experiences are considered in the implementation of such approaches.

Overall, the study affirms that songs and rhymes are valuable instructional tools in teaching phonics at the Grade 1 level. Their integration into classroom practice not only supports effective phonics instruction but also aligns with teachers' positive perceptions and professional readiness, thereby contributing to improved early literacy development among pupils.

ADVANCED RESEARCH

1. Students are encouraged to actively participate in singing, chanting, and rhyming activities both in school and at home. Active involvement in these activities can help students develop better letter-sound recognition, improve pronunciation, and strengthen their foundational reading skills while making learning enjoyable and meaningful.
2. For Grade 1 teachers, they should consistently integrate age-appropriate songs and rhymes into daily phonics lessons. Teachers may use these strategies to enhance pupil engagement, reinforce letter-sound relationships, and support early reading development.
3. Schools should offer regular trainings, workshops, or in-service programs focusing on music-based and phonics-centered instructional strategies. Such professional development activities can help enhance teachers' confidence and competence in using songs and rhymes effectively.
4. For parents, they should be encouraged to support their children's early reading development at home by engaging them in simple phonics songs, nursery rhymes, and rhythmic reading activities. Parents may reinforce classroom learning by singing letter-sound songs, reading rhyming stories, and creating a literacy-rich home environment that promotes enjoyment and confidence in reading.
5. For school leaders, they should influence the use of songs and rhymes in phonics instruction, and school administrators are encouraged to support music-integrated literacy programs. This may include providing instructional materials, allocating time for collaborative lesson planning, and encouraging the use of innovative and learner-centered teaching strategies in early-grade reading instruction.
6. For future research, it is encouraged to conduct similar studies with a larger sample size and in different school settings. Further studies may also explore the direct impact of songs and rhymes on pupils' reading performance or examine other variables such as teaching strategies, learning styles, and classroom environment.

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