

The Effectiveness of Transition Songs in Improving Classroom Management

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ABSTRACT

The purpose of this study was to prove the effectiveness of transition songs in improving classroom management, allowing for a smooth transition from one activity to another and a well-managed classroom routine. This study uses descriptive developmental research under a quantitative design. The researchers composed five transition songs that will guide the teachers in creating positive classroom management. The transition songs will guide the learners to shift from lesson proper to activity, activity to recess, recess to activity or recess to storytelling, and pack up time. The researchers used purposive sampling to choose the respondents, kindergarten teachers in DepEd Schools, in the Division of Bulacan. The learners were observed two weeks before the implementation and two weeks during the implementation. The results were statistically analyzed using a t-test: pre-test and post-test. The results based on the pre-test without exposure to the transition songs showed an unorganized transition, and teachers used verbal instruction. However, after two weeks, the learners performed better in following the transition. The researchers concluded that transition songs foster social connections among students while singing, and they also assist teachers in effectively managing their time, as these songs facilitate smoother transitions between activities and enhance children's ability to adhere to rules and routines, which are essential components of effective classroom management. Based on the findings of this study, the researchers recommended the use of transition songs to enhance classroom management. The researchers also suggest that future researchers should create a similar concept, but with a larger population and in settings aside from schools.

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Keywords: classroom management, transition songs, routine, music, kindergarten teachers.

INTRODUCTION

The transition from one activity to another consumes a lot of valuable time, and often challenges the teachers in maintaining smooth and appropriate time management. Cobbold and Boateng, (2016) emphasized the need for improved practical classroom approaches that highlight the connection between transition songs and

effective classroom management. Matthew, (2012) found that teachers report using songs creates a joyful atmosphere, making transitions feel less abrupt, structured, and more manageable. by having a structured and engaging classroom routine, learners will be able to easily adapt and perform the activity immediately, which supports the teacher in saving time.

In a Kindergarten setting, most of the time, learners struggle to follow and maintain their focus and interest in doing the activity. This makes it difficult for the teachers to always provide something that will catch, support, and maintain the learning and interest of learners, especially in sticking to and following the routine immediately. According to the Brain Balance Website, this can be challenging because learners are known to have a short attention span, which typically ranges from 12 to 18 minutes. This limited attention span makes it difficult to sustain and consistently follow the teacher. Therefore, there is a need for interventions to support learners to stay focused and alert.

Incorporating songs into the classroom can greatly support learning and effective management. Selecting the appropriate tunes and lyrics can easily capture a learner's interest and create a positive learning environment. Songs are a powerful tool that can capture and improve the retention of learners, which supports them in adapting and remembering things easily. Transition songs can also be used to organize classroom routines. According to Stapp and Hall, (2020), when the songs are properly and effectively implemented inside the classroom, the transition from one activity to another will shift smoothly. Therefore, by incorporating songs, classroom routines will have a structure and predictable shifts, which will allow learners to understand and anticipate what to expect.

A well-established classroom routine supports teachers in an organized and easy-to-manage classroom. Integrating cues, such as transition songs, can help improve classroom management. We can do this by implementing it consistently in their classroom routine, so that learners will be able to adapt and learn the cues. Rumulus, (2021) states that children's habits are formed through consistent actions that are used repeatedly or consistently. For this reason, this research proposed an intervention for the use of a transition song to improve classroom management that will be used consistently inside the kindergarten classroom.

The primary objective of this study was to assess the effectiveness of using transition songs in improving the classroom management of kindergarten teachers by establishing a smooth and systematic daily routine that fosters effective classroom management, leading to increased learners' engagement and a more orderly classroom environment. This will assist kindergarten teachers in facilitating a smooth transition between activities.

The researchers aimed to utilize the findings of this study to assist kindergarten teachers in improving their classroom management. The researchers hypothesized that there would be a significant improvement in classroom management after the implementation of transition songs. And implementing transition songs inside the classroom will help the teachers to have a structured and organized classroom routine, which will help both teachers and learners to have a predictable and smoother transition.

Statement of the Problem

The general problem in this study is how transition songs affect classroom management in terms of daily classroom routines.

This study sought answers to the following questions.

How may the transition songs be composed in terms of:

1.1 Repetitious

1.2 Familiar pattern

1.3 Time-limited

1.4 Tempo

1.5 Lyrics

How may the composed transition songs be evaluated based on terms of:

2.1 Structure

2.2 Attention

2.3 Energy

2.4 Reinforcement

2.5 Social Influence

How may the transition songs be properly implemented in the classroom?

How evident is the classroom management of teachers before and after the implementation of transition songs in terms of:

4.1 Class Structure and Organization

4.2 Participation and Engagement

4.3 Time Management

4.4 Overall Experience

Is there a significant difference between the classroom management before and after the intervention?

Related Literature

The researchers developed three themes, which are: developed themes: Effective Classroom Management, Integrating Music in Education, and Classroom Routines as a strategy.

Effective Classroom Management

Classroom management is a crucial element in creating an effective and positive learning environment, that benefits both learners and teachers, as supported by multiple studies. According to Walters et al., (2020) effective classroom management is essential in creating a conducive learning environment. Potter, (2019) also stated that elementary and early childhood pre-service teachers can benefit from integrating music into their instruction, as it builds better classroom management and confidence in the subject matter. Incorporating it inside the classroom can engage, support, and enhance classroom management.

Cue-like transition songs can serve as a guide and support to ensure that learners can adapt and keep up with the transition, to improve the management of the class. Franklin and Harrington, (2019) found that the classroom is a great tool for helping students cherish and learn. A positive and safe classroom allows students and teachers to have a flexible learning environment in which they learn and grow. This can be achieved with the help of the teacher by establishing a clear foundation, such as rules and routines, which will be followed by the learners, which will help them improve their learning experience inside the classroom. This will also guide and support teachers in saving a lot of time, because a well-managed classroom with an established routine uses time efficiently.

To create a conducive learning environment, classroom management must be considered because it sets a good foundation. According to Widiyawanti, (2024) the classroom environment is a very important learning resource and has valuable values in the framework of the student learning process, and this can be achieved

with the help of the teacher. Asumbrado, (2024) stated that kindergarten teachers can create positive learning in the classroom by focusing on two key strategies: developing positive student-teacher relationships and providing positive reinforcement.

Overall, effective classroom management is crucial to creating a conducive learning environment. Strategies such as multi-system approaches and evidence-based methods can significantly improve classroom management, benefiting both students and teachers.

Integrating Music in Education

Integrating music into the classroom can provide many lots of benefits, especially for the learners, because music can easily capture their attention and interests. According to Ngalm, (2019), music plays a vital role in early childhood education, particularly in enhancing language and cognitive skills among students. The study found that music should be implemented in teaching practice to improve the overall learning outcomes. Pratiwi, (2023) highlighted how rhythm, melody, and harmony work together to enhance memory retention. This will help not just them in adapting and remembering things easily, which will help them as it provides them with a good experience as a group and as individuals.

The use of songs can improve many aspects of learners' development, including their listening skills, which can be included in their various tasks, which is a powerful tool in early learning environments. As supported by Stapp and Hall et al., (2020), music and movement interventions may not only be an effective tool for transitions, but also for improving students' cognitive and behavioral engagement in the classroom. Therefore, conducting songs in a classroom can lead to making a variety of activities and be used with them. Additionally, this listening skill can help improve other skills and expand vocabulary banks. As stated by Yuliarini, (2022). It also indicates that music is very important for enabling the learning process in early childhood education and will enhance children's various developmental. This is because music is perceived to enable children's play; music activities were observed to be an essential part of all children's development, and students felt motivated when they were given selected music materials to work on in class. It is clear to say that there is a connection between music use and learning in early childhood settings.

In summary, music can help ensure a positive effect on the teaching and learning engagement of both learners and teachers. According to Kemma et al., (2020), songs are used to create a relaxing and engaging learning environment that improves the overall educational experience of learners.

Classroom routines as a strategy

Classroom routines play a crucial role in establishing structure and consistency that help learners develop skills while fostering an organized learning environment. According to Manurung et al., (2022), the study concludes that while thinking routines are effective in improving writing skills, they do not significantly enhance reading skills. The findings advocate the use of thinking routines in writing instruction and highlight the need for further exploration of strategies to support reading skills in elementary education.

The findings of this study suggest that thinking routines are effective in improving writing skills, but do not significantly enhance reading skills. Additionally, research has indicated that classroom routines are essential for effective teaching. Using a classroom routine, teachers and learners can have smooth and organized classroom management.

Related Studies

The researchers developed themes: music as a Tool to facilitate classrooms, music as a tool to facilitate classroom, and classroom routines as a strategy

Music as a Tool to Facilitate Classroom

According to Hall, (2019) music and movement enhance student participation and motivation inside the classroom. And by music and movement, the teacher saves a lot of time in many areas, such as managing and

correcting mistakes. The student's engagement and excitement during the music and movement are increased during the integration. And this implementation, according to the study, is highly effective and useful in having positive and manageable behavior. The researchers divided the study into four main sections: the observations, music intervention, and movement and music and movement intervention. To measure the start and stop times, the researchers used the instrument in the study as a checklist and quantitative data to collect from interventions. The gap of the study is the limited number of researchers involved, which restricts the findings because it was only conducted on a single first grade. The instrument used was adapted from an online checklist that includes the behavior of students' engagement as an indicator of focus and engagement. The respondents ranged from six to nine, and all were from different socioeconomic backgrounds and races. The school administrators randomly assigned the total number of participants. Added by Rumulus (2021), it emphasizes that teaching classroom routines is difficult for children. It must start at home with parents, followed by the teacher at school. Having classroom management can help them to come up with a classroom routine because it becomes conducive to learning. It also includes active participation of learners because it includes listening to and following instructions of the teacher. Effective classroom management is essential for creating a conducive learning environment. By adopting multi-system approaches and implementing evidence-based strategies, educators can significantly enhance their classroom management practices, ultimately benefiting both students and teachers. Stated by Revutska et al., (2020). Additional support study 28 by Hu, (2023) the study underscores the significance of music in early childhood education, identifies current challenges, and proposes actionable strategies to enhance music teaching practices in kindergartens. These conclusions aim to foster a more effective and engaging music education environment for young learners.

And according to Destiana, (2024) this study found that music is used effectively with other subjects and various resources and materials to enhance and in still knowledge and examples of behavior and tools, or integration for aesthetic education tools, in connection with other areas. According to Ahire, (2021) music soothes, relaxes, and motivates young minds. We listen to music for pleasure. It occupies a larger portion of students' interest. He discusses that transition songs make the classroom livelier which is under classroom dynamics. It also supports the theory of Multiple Intelligences by Howard Gardner.

In summary, the conclusions of this research highlight the critical importance of effective classroom management, the need for strategic planning in education, the responsibilities of teachers, and the potential for future research to enhance learning environments.

Singing Smoothest Classroom Transitions

According to Dews (2011), the research focuses on the effectiveness of teaching the names of the 50 United States through a song, specifically "The Fifty Nifty United States," compared to traditional classroom methods like lectures. The study aims to determine which method enhances recall better among fourth-grade students. The findings support the idea that music can be a powerful tool in education, particularly for enhancing memory and recall in young learners. The study concluded that teaching the names of the 50 United States through the song "The Fifty Nifty United States" significantly improved recall among fourth-grade students compared to traditional teaching methods. Students who learned through the song were able to recall more states than those who only received lectures or classroom activities.

Classroom routines as a strategy

Classroom routines play a crucial role in establishing structure and consistency that help learners develop skills while fostering an organized learning environment. According to Chi (2024), the importance of a collaborative approach between teachers and parents, the need for understanding children's emotional states, and the long-term benefits of establishing life routines in kindergarten. The results showed a significant decrease in transition times for both average/high and lower academic achievers when using the musical strategy compared to the baseline data. The visual timer also showed improvements, though to a lesser extent. The study concluded that implementing effective transition strategies significantly reduced transition times for first-grade students. Both the musical transition and the visual timer were found to be effective in decreasing the time it took for students to move from one activity to another, thereby increasing their time on-task behaviour. Among the strategies tested, the musical transition was noted to have the largest impact on reducing

transition time. This finding suggests that incorporating music into classroom routines can be a simple yet powerful tool for teachers to enhance student engagement and minimize downtime. Overall, the research emphasizes the importance of effective transitions in the classroom and provides practical strategies that can lead to improved student outcome

METHODOLOGY

Research Design

The researchers used a Quantitative Method of research in this study. This method allows the collection and analysis of numerical data. The study used a descriptive-developmental design because the study described classroom management in kindergarten, how the teachers from the selective schools managed the routines before and after the intervention of transition songs, and how effective the transition songs will be. The transition songs were developed by researchers with the help of guidelines, educators, and music experts. The researchers used an adaptive modified Likert-scale questionnaire to gather data.

Participants

The participants of this study were three kindergarten Teachers and one Master Teacher from Calvario Elementary School, located in Meycauayan, Bulacan, and San Jose Central School, located in San Jose del Monte Bulacan. The researchers selected kindergarten teachers because their goal was to assist educators in establishing a smooth classroom routine. Purposive sampling was applied in this study, as it is a technique that involves selecting participants based on specific criteria. It is a non-probability sampling method, meaning that the researcher chooses who is included in the sample rather than selecting participants at random.

Instruments

In this study, the researchers used a research questionnaire to assess the classroom management of the teacher in terms of Class Structure and Organization, Participation and Engagement, Time Management, and Overall Experience. The researchers adapted the questionnaire from the Validation of a Classroom Management Questionnaire for pre- and in-service English teachers. The researchers developed rubrics to evaluate the appropriateness of composed transition songs. The researchers obtained the rubrics' components from Tanguay (2020). The results were evaluated by experts. Music Teacher and Early Childhood Professor from BulSU.

Procedure

In conducting this study, ethical considerations were prioritized before data collection. The researchers first asked permission from the participants of the study, who were Kindergarten Teachers and Master Teachers. Researchers provided consent before conducting the study to inform them about the study and the procedure for data collection. This was to ensure that the participants were fully aware of the study and allow them to decide whether they were willing to participate. Before the gathering of data, respondents received a detailed briefing, including key information about the purpose of the study. The researchers distributed a pre-survey questionnaire to gather data on the status of classroom management before the implementation of the transition songs in terms of class structure and organization, participation and engagement, time management, and overall experience. After observing and gathering information, the researchers composed transition songs designed with elements such as repetition, familiar patterns, time limits, tempo, and lyrics, and evaluated their structure, attention, energy, reinforcement, and social influence. It was evaluated by experts in the field of classroom management (Master Teacher, Head Teachers, Early Childhood (ECE) Professor), and experts in the field of music (Music Teacher, another professor from ECE) using their own rubrics. Two weeks after the successful implementation of the transition songs, the researchers conducted data gathering again with the same questionnaire, but this time it was for the after-implementation of the transition songs in terms of class structure and organization, participation and engagement, time management, and overall experience.

Data Analysis and Statistical Treatment

In this study, the researchers used descriptive statistics, which involves summarizing, organizing, and

presenting data. To plot the hypothesis, the researchers used paired t-tests, which compare the means of two measurements and standard deviations obtained from the same individual, object, or related units. Transition songs were solved using the paired t-test, since only one questionnaire would be administered. The tables below discuss the weight, mean range, and verbal interpretation of each section of the instruments.

TABLE I.The LEVEL Of CLASS STRUCTURE And ORGANIZATION, The LEVEL Of PARTICIPATION And ENGAGEMENT, The LEVEL Of TIME MANAGEMENT. And The LEVEL Of OVER-ALL EXPERIENCE.

Weight	Mean Range	Verbal Interpretation
4	3.51-4.50	Highly evident
3	2.51-3.50	Evident
2	1.51-2.50	Moderately evident
1	1.00-1.50	Not evident

Ethical Consideration

The researchers considered ethical considerations when conducting the study and ensuring the safety of the participants. Before participation, teachers and master teachers received an informed consent form to be informed about the study and procedure. The researchers were transparent to those who took part in the study before the gathering of data. Participants' safety was prioritized to minimize the risk of any potential harm. The study was conducted with full honesty and transparency, and free from any form of bias. The results were stored securely to protect the participants' identity. The data gathered was only accessible to the members of the group, and all results in a sealed envelope were kept safe with one of the members of the group. Data will be disposed of after 3 years. The identity of the participants remained confidential, and they would only be identified with the codes to protect their identities. The researchers conducted the study with participants who were willing to participate. Participants were allowed to withdraw anytime, even in the middle of the study, if they wanted to do so. This study was conducted with honesty and transparency, and no fabrication or plagiarism was involved. Any form of potential conflict was disclosed in the study, if any. The study was conducted in accordance with ethical considerations.

DISCUSSION

Part I. Perception of how the transition is composed.

This part describes how transition songs are composed in terms of repetitiousness, familiar patterns, time-limited, tempo, and lyrics. The first is repetitive and falls under the structure of the rubrics. This is one of the elements of a transition song. Repetition is a fundamental part of the song structure. When you have a well-structured, clear, repetitive, and predictable pattern, making it easy for children to follow and memorize is excellent. Familiar patterns are one of the components involved in creating transition songs. A well-structured, clear, repetitive, and predictable pattern, making it easy for children to follow and memorize, is excellent. Next is the time limit measure of the accurate time for the attention of the children, which makes the children safe and in control. Fourth, the tempo falls under energy in the rubric. The tempo of a song directly affects its energy and emotional impact on the listener. A fast tempo often conveys excitement, urgency, or joy, whereas a slow tempo can evoke feelings of sadness, calmness, or reflection. Finally, lyrics are one of the components involved in creating transition songs. Songs that explicitly provide clear instructions help children know what to do and what to expect during transitions. Hearing instructions through lyrics (rather than spoken) can be fun, motivating, and memorable. When the song effectively reinforced the learning goals, routines, or desired behaviors with clear and repetitive cues, it was excellent. These were described using rubrics.

According to Kasuya-Ueba et al. (2020), elements such as rhythm, melody, and harmony provide multidimensional stimuli that facilitate attention, focus and switching. Specifically, rhythmic patterns can drive

attention focus, whereas melodic and harmonic elements offer varied stimuli that aid in maintaining and shifting attention. And a study by Shums'kyi, (2024) songs stimulate school children's interest in learning and help maintain it throughout their schooling years. Their emotional impact activates cognitive processes, creating a positive psychological climate that is essential for engaging students and enhancing their motivation to learn. These were described using rubrics.

Part II. Perception of how the transition song is evaluated.

Table II. RESULTS of the SELF-COMPOSED TRANSITION SONGS

Criteria	Scores Given by the Evaluators	Interpretation
Structure	4.00, 3.00, and 3.00	After the evaluation, the results for the structure of the songs state that with a minor complexity in patterns, repetitive, and predictable, it still supports learning and recall.
Attention	overall 4.00	The evaluation results came as excellent and can capture the learner's attention and maintain their interest with their engaging melody, rhythms, or interactive elements.
Energy	4.00, 4.00, and 3.00	After the evaluation, this proves that the transition songs are capable of aligning learners very well with the desired energy for each transition and that can motivate them.
Reinforcement	overall 4.00	The result after the evaluation states that the transition songs effectively reinforce learning goals or desired behaviors.
Social Influence	overall 4.00	Through evaluation, it came out as the transition songs encourage social interaction and collaboration, and the learners may have a strong sense of inclusivity and belonging.

This table represents the scores of the evaluated rubrics of the composed transition songs from the categories of Structure, Attention, Energy, Reinforcement, and Social Influence. The evaluators assessed the transition songs, whether they could be followed and acknowledged easily by the learners, how it could attract the learner's attention with its melody, rhythms, and interactive elements, whether they were able to give the desired energy and motivate children through the transition of activity, and how they may influence learners to socialize with others and collaborate.

Despite their simple and repetitive structure, the songs enhanced recall and learning, which is consistent with PimaLib Kids (2020) which emphasized that repetition aids memory development. The results also align with Shums'kyi, (2024), who found that songs stimulate and sustain children's interest in learning. Furthermore, Kemma (2020) highlighted that music fosters a relaxed and engaging learning environment. Lastly, the findings support Sun and Wong (2025) who concluded that group singing fosters collaboration and social bonding, an outcome mirrored in the song's ability to encourage interaction and teamwork among learners. Collectively, these studies affirm that well-composed transition songs serve as powerful tools not only for managing classroom routines but also for enriching the social and emotional experiences of children.

Part III. Transition songs can be properly implemented in the classroom.

It presents the implementation of transition songs using the kindergarten teacher's Detailed Lesson Plan (DLL). *Storytelling* for the Story Time, the transition song used entitled "Kaibigan, Kwentuhan Na!" by Teacher Danielle, for storytelling, it used to have a smooth transition before Storytelling started. *Lesson Proper to Activity* from Lesson Proper to Activity the transition song used entitled "Tayo ay Magsagot!" by Teacher Hosea was played after each lesson to ensure a smooth transition. It used to have a smooth shift from lesson proper to activity. *The activity to Recess* before the recess the transition song intended for the transition

from Activity to Recess, entitled “Isa, dalawa, tatlo kakain na tayo” by Teacher Rowena. This transition song was used to signal to the learners that the activity time was done, and it was time for recess. *Recess to Activity* the transition song, particularly the song for Recess to Activity entitled “Itabi na!” by Teacher Cristine, was played immediately after the given time for the learners to be notified that it is time to finish and pack their food and be ready for the activity and motivated. *Pack-up time* the integration of the transition song intended for the pack-up time which is the “Tayo ay maghanda” by Teacher Micaela is incorporated before the learners leave the classroom to signal them that it is time to be ready and start packing up their things.

According to Kemma (2020), music creates a relaxing and engaging environment, while Ahire (2021) supports that it soothes and motivates children's minds—effects observed during lesson shifts. Transition songs like “Itabi na!” and “Tayo ay Maghanda” further promoted readiness and self-regulation, reinforcing the role of music in holistic development, as suggested by Mugaya, (2022). Selman and Bart (2023) emphasized the importance of consistent routines in easing transitions, particularly for learners who struggle with change. Overall, the integration of transition songs supported smooth classroom management while contributing to learners' emotional, cognitive, and social development.

Indicators	Mean (Pre-survey)	SD (Pre-survey)	Interpretation (Pre)	Mean (Post-survey)	SD (Post-survey)	Interpretation (Post)
Class Structure and Organization	2.23	1.13	Moderately evident	3.8	0.37	Highly evident
Participation and Engagement	2.9	0.98	Moderately evident	3.8	0.37	Highly evident
Time Management	2.2	1.09	Moderately evident	3.87	0.27	Highly evident
Overall Experience	2.43	0.84	Moderately evident	4	0	Highly evident

Part IV. Perception of How evident the Classroom Management of the teachers before and after the implementation of the transition songs.

Table III. PRE-SURVEY and POST SURVEY RESULTS of the IMPLEMENTATION.

The pre-survey presents kindergarten teachers' perceptions of the classroom management conditions before implementing transition songs, specifically in terms of Time Management. The overall mean score ($M = 2.23$, $SD = 1.13$) in the pre-survey categorizes classroom structure and organization as Moderately Evident. There are inconsistencies in maintaining an organized and well-managed environment. The post-survey presents kindergarten teachers' perceptions regarding classroom management conditions after implementing transition songs, specifically in terms of structured and organization. The overall mean score ($M = 3.80$, $SD = 0.37$) emphasizes the impact of various aspects of learner engagement during transitions.

These findings align with those of previous studies, such as Shahzad et al. (2020), Register (2007), and Stapp (2020). This emphasizes the positive impact of structured routines, music, and movement on classroom engagement and management. Transition songs proved to be a practical and engaging strategy that not only supported smooth transitions but also enriched the overall learning experience.

Part V. Is there a significant difference between the classroom management before and after the

implementation.

Table IV. The SIGNIFICANT DIFFERENCE BETWEEN the CLASSROOM MANAGEMENT BEFORE and AFTER the IMPLEMENTATION of TRANSITION SONGS USING PAIRED T-TEST.

Variables	t-value	sig value	Decision	Interpretation
Pre-survey (Classroom management before the implementation)	4.85	0.005	Reject the null hypothesis	There is a significant difference between the classroom management before and after the implementation.
Post-survey (Classroom management after the implementation)				

The table presents the significant differences between classroom management before and after the implementation of transition songs using a paired t-test. The t-value was 4.85, while the significance was 0.005. The data provided strong evidence of a significant difference between the two groups. This led to the implementation of transition songs, which affected classroom management. The results provide strong evidence to support the effectiveness of transition songs in classroom management.

These findings align with those of existing studies that highlight the benefits of incorporating music into classroom routine. Mendes and Dobrota (2023) found that music-based activities contribute to cognitive, emotional, and social growth in children. Finally, Hall (2020) demonstrated that music and movement interventions not only reduce transition times by up to 75% but also increase overall student engagement. Altogether, the present study reinforces previous research by showing that transition songs are an effective strategy for improving various aspects of classroom management in early childhood education.

CONCLUSION

This study significantly contributed to addressing some classroom management issues in terms of routines. The transition songs that the researchers made helped the classroom management of the kindergarten classrooms of Calvario Elementary School and San Jose del Monte Central School. Researchers have concluded that the elements of composing transition songs are crucial. This can serve as a guide for effective transitions songs. The experts evaluated the researcher's rubrics. The transition songs received scores of a 20, 19, and 18 from the evaluators, which indicates excellent. The songs excel across all criteria, making them an ideal tool for classroom use. The implementation phase lasted for two weeks. The researchers used the same questionnaire before and after the implementation of transition songs; the findings showed significant improvement, with overall experience and participation scores. This finding indicates a high level of evidence. This improvement suggests that transition songs contributed to a more interactive and enjoyable learning environment. The findings showed a meaningful difference in classroom management following the implementation of transition songs.

The researchers concluded that transition songs foster social connections among students while singing, and they also assist teachers in effectively managing their time, as these songs facilitate smoother transitions between activities and enhance children's ability to adhere to rules and routines, which are essential components of effective classroom management. Therefore, the Department of Education needs to consider having transition songs in kindergarten classrooms. Furthermore, the implementation of transition songs has been effective in improving classroom management. This intervention has the potential to improve classroom

management and promote a smooth transition in routines through collaboration between teachers and school administrators.

RECOMMENDATIONS

Based on the findings and conclusions presented in the study, the following recommendations are respectfully and humbly offered. First, kindergarten teachers may consider integrating the use of transition songs as an intervention to have a smooth transition from one activity to another. Second, Kindergarten Teachers should also be encouraged to use rubrics when choosing appropriate transition songs to ensure they are appropriate and aligned with the classroom setting. Third, Transition Songs can also be incorporated to manage the discipline of the class and to help learners stay focused on the task. Fourth, Kindergarten Teachers may also consider using transition songs throughout the class, from beginning to end, to be included in their daily routines. Fifth, since the findings show that using transition songs is effective in having a smooth classroom transition, other divisions in Bulacan may also apply this intervention inside the Kindergarten Classroom. Lastly, Future Academic Researchers may also consider adopting the concept of this study and consider the long-term effect of transition songs, including the larger population, and explore other settings aside from school and their effect on other developmental domains such as socio-developmental, cognitive, and psychomotor.

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