

**Research Article****CHALLENGES AND UTILIZATION OF PLAY-BASED APPROACH OF KINDERGARTEN TEACHERS*****Aileen P. Gayon**

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Abstract

This study examined the influence on the challenges encountered by kindergarten on the level of utilization of play-based approach in Lagonoy North District for the school year 2024-2025. It assessed challenges in terms of child-centered learning, engagement and interaction, environment, assessment; level of utilization same aspects were used. The study employed a descriptive-correlational method with 14 kindergartens of the district. Data were gathered through questionnaires and unstructured interview and analyzed using weighted mean, Pearson correlation, and coefficient of determination. Findings revealed that teachers had a challenge ($M=4.05$), were moderately high, and the level of utilization of play-based approach ($M=4.41$), were highly utilized. Challenges and level of utilization showed mixed correlations (0.353 to 0.97), with a significant relationship in select aspects. The study recommends a professional development training programs that focus on play-based learning strategies, effective classroom management, and alternative assessment methods to lessen the challenges encountered by the kindergarten teachers. It concludes that kindergarten teachers integrate play-based approach in teaching but struggle in implementation, so targeted interventions are needed to enhance the utilization and lessen the challenges encountered.

Keywords: Kindergarten, Play-Based Approach.

INTRODUCTION

Kindergarten is a crucial and joyful stage in a child's life. It is crucial because it marks the beginning of their learning journey, where they start to write, read, sing, dance, and interact with others. This stage is critical as children tend to absorb everything they see and hear, often believing it to be true. It is also the time when they begin to separate from their parents and place their trust to the teacher, someone they may have never met before. Also, they learn not just academic skills but also to trust, socialize, and grow independently. They learn to interact with others and discover things through play. Teachers play a crucial role in this process. They guide and motivate children in both indoor and outdoor settings. It's important that activities align with each child's interests, strengths, abilities, and cultural background. However, there are challenges in implementing play-based learning. Kindergarten teachers must find a balance between structured learning and free play. They also need to address the diverse needs of their students. Additionally, parental involvement is key. However, kindergarten teachers often face several challenges in implementing play-based approach in the classroom. One major difficulty is balancing academic expectations with play especially when there is pressure to meet the curriculum standards and prepare the pupils for assessment. Limited time and large class size can also make it hard to provide meaningful, individualized play experiences. Globally, challenges in implementation of play-based approach is the main concerns. one of the most frequent reported challenges for teachers is balancing policy and curricular mandates with play-based activities. According to Fesseha and Pyle (2016) play-based curriculum lacks a clear and more consistent conceptualization of play, which leaves teachers confused about implementing play-based learning.

Meanwhile, In the Philippines, play-based learning in kindergarten education is advocated but challenged by various factors. As a matter of fact, the Department of Education (DepEd) recognizes the significance of play in its role in early childhood education as stated in DepEd Order No. 47, series of 2016 that provides a 40-week curriculum focused on play- and theme-based activities to enhance learning outcomes among school learners. However, even it has reported several challenges encountered in the implementation. Still, play-based approach has been fully utilized in kindergarten classroom setting. A strong example of play-based learning can be found in Finland, where early childhood education balances both structured and unstructured play. This approach aims to develop important skills like problem-solving and collaboration (Pyle & Bigelow, 2015). More so, in New Zealand, the Te Whāriki curriculum framework emphasizes child-led learning through play. This allows children to explore their interests at their own pace (Chan, 2019). In support of this, DepEd Order No. 47, s. 2016, known as the Omnibus Policy on Kindergarten Education reinforces the significance of play-based learning, by emphasizing developmentally appropriate learning experiences, among kindergarten learners. It highlights the importance of creating safe, stimulating, and culturally relevant learning environments. This demonstrates the government's commitment to ensuring that early childhood education in the Philippines fosters meaningful and developmentally appropriate learning experiences through play.

Challenges

Play-based learning has gained significant attention in early childhood education due to its potential to foster holistic development. However, the integration of play-based learning within structured academic curricula presents challenges, particularly concerning educational policies, teacher beliefs, and cultural expectations. This review explores relevant

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literature on play-based learning, focusing on its implementation, challenges, and policy implications. According to a study conducted by Khalil *et al.* (2022) studied how teacher educators in universities view play-based learning. The results showed that while educators want to use play-based learning, they struggle with a lack of knowledge and face cultural and physical barriers. The study suggests that professional development programs could help address these issues, which could benefit early childhood education in other regions as well.

In the study conducted by Peercy *et al.* (2017) looked at how teachers deal with changes in curriculum, specifically the Common Core State Standards (CCSS). They focused on a fourth-grade teacher and an ESOL colleague who worked together to implement a new English/language arts curriculum based on the CCSS. Their findings revealed that teachers experience both struggles and opportunities for learning during this process. This research highlights the need for support systems for teachers navigating curricular changes, which is relevant for integrating play-based learning within evolving educational standards. Relatively, Bubikova-Moan *et al.* (2019) reviewed the views of early childhood education (ECE) teachers on play-based learning (PBL) across twenty-four countries. They analyzed sixty-two studies and found that teachers had different opinions on how play and learning fit together. Some felt uncertain about their roles in PBL and faced challenges due to policy pressures. This review emphasizes the importance of understanding both global and local perspectives in implementing PBL, which is crucial for improving early learning outcomes.

In modern times, Moore *et al.* (2015) critically examined the concept of play in the twenty-first century. They discussed the lasting influence of theorists like Piaget and Vygotsky on play-based practices. The authors questioned the idea that children learn "naturally" through play and emphasized the teacher's role in facilitating learning through social interaction. Their work advocates for a thoughtful approach to pedagogical play, offering a theoretical foundation for research on combining structured teaching with play in early childhood education. Another study conducted by Bigelow and Pyle (2015) delved into kindergarten teachers' perspectives on integrating play-based learning within academic curricula. Implementing play-based teaching approaches in early childhood education presents a spectrum of challenges. Through interviews and classroom observations, they uncovered that educators often grapple with balancing play and mandated academic standards, leading to tensions in curriculum delivery. This underscores the pressing need for supportive policies that enable educators to harmoniously blend play with academic instruction. Transitioning to another viewpoint, Lynch (2015) investigated early childhood educators' beliefs regarding play-based learning amidst escalating academic expectations. Utilizing qualitative methods, the study revealed that while educators cherish play, they feel compelled to prioritize academic skills due to policy pressures, resulting in diminished play opportunities. This insight highlights the imperative of aligning educational policies with children's developmental needs to preserve the essence of play in learning environments. In the realm of teacher education, Nolan and Paatsch (2018) explored pre-service teachers' experiences with play-based pedagogy. The findings indicated that limited exposure and training in play-based methods during teacher education programs result in a lack of confidence among new teachers to

implement such approaches. This emphasizes the need for comprehensive training in play-based learning within teacher education curricula. Another study conducted by Cheng (2016) examined the role of cultural and parental expectations in shaping play-based learning. The research, conducted in Hong Kong kindergartens, found that many parents and educators favored direct instruction over play, perceiving it as more academically beneficial. This cultural preference often resulted in reduced opportunities for play-based learning in early childhood classrooms. Cheng called for culturally sensitive approaches that promote the value of play in fostering cognitive and social development. The study suggested parent education programs to shift perceptions and encourage play-based pedagogies.

On the other hand, Skibbe *et al.* (2016) examined the relationship between play-based learning and language development in young children. Their findings indicated that while play significantly enhances communication skills, many educators lack the necessary strategies to intentionally foster language development through play. The study suggested that targeted teacher training programs could bridge this gap by equipping educators with the skills to incorporate language-rich activities within play-based environments. Consequently, Prioletta *et al.* (2018) investigated the enacted integration of literacy the enacted integration of literacy learning and play-based pedagogies. Two groups of teachers emerged from the data analysis: the play and development group, where five teachers dichotomized play and learning, and integrated play and learning group, where seven teachers combined play and learning. Teachers in the play and development group expressed that play may not be the best approach for literacy learning and were less likely to integrate the two. While teachers in the integrated play and learning group believed play to be important for children literacy learning and articulated a range of strategies for integration. Although they were differences in play-literacy integration between the groups, all teachers expressed challenges associated with implementing a play-based learning program. The data revealed differences in their beliefs about the role of play for literacy learning.

Utilization of Play-Based Approach

The use of the play-based teaching approach has gained recognition as a highly effective strategy in early childhood education, promoting cognitive, social, and emotional development. Rooted in child-centered pedagogy, this approach encourages active exploration, creativity, and hands-on learning experiences for young learners. In New Zealand, the study of Hunter (2019) looked at how play-based learning (PBL) is implemented in primary schools. The study emphasized the role of Resource Teachers in supporting younger classes. Through literature reviews and teacher surveys, it identifies the importance of professional development and mentoring as key factors for successful PBL implementation. The findings reveal both barriers and enablers faced by teachers, highlighting the need for continuous support. Furthermore, Jay and Knaus (2018) examine how changes in curriculum and national reforms affect play-based learning in Western Australian junior primary schools. They used qualitative methods, including interviews and collaborative meetings, to explore the necessary support and challenges for integrating play into early education. The research highlights a conflict between traditional teaching

methods and new play-based strategies. Meanwhile, Miller and Almon (2018) investigated how using iPads with math apps can impact kindergarten children's numeracy skills within a play-based learning environment. The research involved a small experimental group and found minor improvements in math achievement alongside high engagement levels. Factors such as the quality and difficulty of the apps played a role in the technology's effectiveness. In terms of perceptions, Edwards (2017) examined how play-based learning relates to intentional teaching. She proposed a Pedagogical Play-framework that combines traditional beliefs with modern insights about social interactions and modeling. The study analyzed various national and international research findings on play and teaching. It highlighted the challenges educators face in balancing exploratory play with structured learning. This framework can assist teachers in effectively merging play with intentional teaching strategies in ECE. In Canada, Fesseha and Pyle (2016) investigated how Ontario kindergarten teachers define and implement play-based learning. Their survey revealed two main definitions: one centered on social development and the other encompassing both social and academic growth. The study uncovered inconsistencies in how teachers implemented play-based learning and the challenges they encountered. A clear, consistent definition of play-based learning is essential to guide educators in integrating play effectively into their curricula. As part of early childhood milestones, Ali *et al.* (2018) reviewed the impact of play-based learning on early childhood education and development. They found that early education enhances social skills and academic performance while also holding psychological and sociological benefits. Their research, using a descriptive method to analyze various databases, stresses the significance of early play experiences in lifelong learning. These findings highlight the foundational role of play in early education, supporting initiatives that aim to incorporate play-based methods from a young age.

In the study conducted by Zosh *et al.* (2018) delve into the multifaceted nature of play, aiming to bridge the gap between playful activities and educational outcomes. They categorize play into free play, guided play, and games, each varying in child and adult involvement. Their findings underscore that guided play, where adults scaffold learning within a playful context, effectively promotes academic skills while preserving the joy of play. This aligns with the notion that integrating structured guidance within play can enhance educational experiences. Another study conducted by Weisberg *et al.* (2016) highlight the concept of guided play as a pedagogical approach that combines child autonomy with curricular goals. They argue that guided play, where educators subtly steer children's exploration towards learning objectives, effectively balances the benefits of free play and direct instruction. This approach not only fosters academic learning but also supports the development of critical thinking and problem-solving skills. The study's insights emphasize the importance of educator involvement in play to enrich learning experiences. Likewise, Pyle and Bigelow (2015) explore how different classroom settings influence the implementation of play-based pedagogy. They find that classrooms with flexible layouts and accessible materials encourage more child-initiated play and deeper engagement. Conversely, traditional classroom setups with rigid structures tend to limit opportunities for spontaneous play. This study highlights the significance of thoughtfully designed learning spaces in facilitating effective play-based learning.

Intervention

A kindergarten classroom is a place where a child can discover a love for learning through play. Intervention strategies in the play-based approach are structured techniques designed to enhance children's learning and development through guided and intentional play experiences. By implementing different interventions, educators can address individual learning needs, promote engagement, and ensure inclusive participation. According to a study conducted by Bidzakin (2021) who explore kindergarten teachers' perspectives on the 'play-based learning' approach to teaching Early Childhood classrooms. The findings revealed that the majority of the kindergarten teachers have knowledge and understanding of the concept play based learning approach to teaching. However, lack of learning materials, parent's expectations on children's academic performance and large class size were the major factors impeding teachers from implementing the play-based learning in Early childhood classrooms. The study recommended that the Education Directorate in collaboration with the Local Assembly should supply learning materials to schools, organize regular in-service training to teachers, and build more classrooms so as to curb the challenges raised.

Aguilar (2024) examined the play-based learning concept and development in teaching kindergarten. The results revealed that the concept of a play-based learning approach on imagination creativity creates a combined imagination and knowledge in the school teachers' practices to stimulate children's development of learning, cognitive growth shows to promote learning development and benefits for students in an interactive environment, emotional and behavioral benefits show to boost self-esteem and joy for the preschool learners. The findings revealed that there is no significant relationship between the concept of the play-based learning approach and the play-based learning development of teaching in private schools in Vietnam among the respondents.

In a study by Pyle and Danniels (2018) reported challenges with play-based learning, including feeling unsure how to implement teacher-guided play and a lack of resources and training about learning through play. Play-based learning is centered around children's play and the teacher's role in enhancing the learning that takes place in play, including both developmental, social skills, self-regulation, and academic skills. Further, Parker *et al.* (2022) described how children can foster cognitive, social, emotional, creative and physical skills through active engagement in learning that is experienced as joyful, meaningful, socially interactive, actively engaging and interactive. They identify four key challenges that underpin the considerable gap between education policy and practice, and propose a useful framework that addresses these challenges via a common language and structure to implement learning through play. Meanwhile, several kindergarten programs internationally have mandated play-based learning, where all children's learning. However, Armon and Vu (2024) conducted an action research project on exploring the potential of play-based learning interventions for academic success. It aimed to improve preschool students' number fluency through play-based learning over six weeks. Findings revealed a significant increase in number mastery, with proficiency in counting from 1-10 rising from 40% to 60%. It suggests that play-based learning interventions can effectively promote academic success among preschoolers, including those from diverse backgrounds such as special education and English

language learners. Meanwhile, Kausar *et al.* (2024) It assessed the impact of play-based learning strategies such as role play, dramatic play, sensory play, storytelling, puppet play, loose parts play, and outdoor nature exploration that supports the holistic development of the children. The study found a strong correlation between structured play and improvements in cognitive, social, and emotional skills. It highlights that interactive play fosters communication, problem-solving, and creativity in young learners. The study recommended that preschool curricula incorporate structured play activities to support holistic child development. Healey (2019) developed and evaluated the ENGAGE or Enhancing Neurobehavioral Gains with the Aid of Games and Exercise program, a play intervention aimed at improving self-regulation skills in preschool children. The study revealed that structured play can significantly reduce behavioral issues such as hyperactivity, inattention, and aggression with effects comparable to traditional behavior management programs like the Triple P or the Positive Parenting Program. It emphasized that structured play is as effective as traditional behavior management strategies in addressing behavioral issues. The study recommended that early childhood education programs adopt structured play interventions alongside behavior management techniques to promote positive child development. In the same way, Mauro (2024) conducted action research project investigates how play-based learning strategies influence the cognitive, social, and emotional development of sixth-grade students. The study revealed that students exhibited a strong preference for play activities, both indoor and outdoor, independently and in groups. It was found out that after engaging in free play, students were more inclined to invite peers to join activities and demonstrated increased willingness to collaborate with individuals outside their usual friend groups. These suggest that meaningful play-based activities can enhance students' openness to various forms of learning and foster social inclusivity.

Similarly, Raguindin *et al.* (2021) studied the teaching improvement of daycare workers in imitation, joint attention and language activities using the play-based early intervention training program in Cabanatuan City, Nueva Ecija. The results revealed that daycare workers have existing knowledge and experience in teaching children with Autism. Play-based activities were modelled and participated in by daycare workers. These include demonstration, modelling, prompting and providing social reinforcers as reward. Five lectures and five training days were done to implement the training program. Findings shown significant improvement in facilitating imitation, joint attention and language children with Autism after the play-based early intervention training.

METHODOLOGY

The study used a descriptive-correlational method to examine the relationship between the challenges encountered by the kindergarten teacher and the level of utilization of play-based approach. The descriptive method assessed challenges and level of utilization of play-based approach, while the correlational method analyzed their relationships. Factors such as child-centered learning, engagement and interaction, environment, and assessment were explored. The findings provided insights into how challenges encountered by the kindergarten teachers influence the level of utilization of play-based approach and provide an intervention strategies to lessen the challenges.

RESULTS AND DISCUSSION

Table 1 shows that the environment ranked highest, had a weighted mean of 4.20, while assessment ranked lowest at 3.90, both interpreted as moderately high. The overall average weighted mean was 4.05. The result indicated that limitations in physical space, safety concerns, and insufficient resources continue to hinder the seamless execution of play-based learning. When classroom spaces are too small or not designed to accommodate active play, children may struggle to fully engage in meaningful, exploratory activities. Conversely, the challenge of assessment that ranked last which signifies that teachers may find it difficult to effectively measure learning outcomes in a play-based setting. Traditional assessment methods do not always fit in the play-based learning, making it challenging to track progress, document learning experiences, and provide concrete evidence of skill development. Teachers may need to rely on observational techniques, anecdotal records, and portfolios, which require additional time and effort. Based on research, these findings also emphasize the complexities of play-based learn in structured school settings. According to Wood (2015) declares that environmental constraints, such as inadequate space and limited resources, significantly impact the effectiveness of play-based approaches, particularly in early childhood education. Nevertheless, these challenges require institutional support and professional development for the teachers. Schools can explore solutions such as redesigned classroom spaces to accommodate active play and structured yet flexible assessment tools. Most importantly, giving teachers with strategies to better manage engagement and classroom behavior.

Table 1. Challenges encountered by kindergarten teachers

Aspects	AWM	Int.	Rank
Environment	4.20	MH	1
Child-Centered Learning	4.13	MH	2
Engagement and Interaction	3.97	MH	3
Assessment	3.90	MH	4
Overall Average Weighted Mean	4.05	Moderately High	

Legend:

WM : Weighted Mean

Int. : Verbal Interpretation

Scale	Range of Values	Interpretation
5	4.21 – 5.00	Very High (VH)
4	3.41 – 4.0	Moderately High (MH)
3	2.61 – 3.0	Fairly High (FH)
2	1.81 – 2.0	Fairly Low (FL)
1	1.00 – 1.0	Very Low (VL)

Table 2. Level of utilization of play-based approach

Aspects	AWM	Int.	Rank
Engagement and Interaction	4.49	FU	1
Assessment	4.42	FU	2
Children-Centered Learning	4.41	FU	3
Environment	4.30	FU	4
Overall Average Weighted Mean	4.41	Fully Utilized	

Legend:

WM : Weighted Mean

Int. : Verbal Interpretation

Scale	Range of Values	Interpretation
5	4.21 – 5.00	Fully Utilized (FU)
4	3.41 – 4.20	Very Highly Utilized (VHU)
3	2.61 – 3.40	Highly Utilized (HU)
2	1.81 – 2.60	Moderately Utilized (MU)
1	1.00 – 1.80	Fairly Utilized (FU)

Table 3. Significant relationship between challenges encountered by kindergarten teachers and the level of utilization of play-based approach

Level of utilization of Play-Based Approach	Level of Challenges	r-value	Degree of Correlation	p-value	Interpretation
Child-Centered Learning	Child-Centered Learning	0.96	Very High	0.011	Significant
	Engagement and Interaction	0.88	High	0.049	Significant
	Environment	0.80	High	0.103	Not Significant
	Assessment	0.64	Moderate	0.242	Not Significant
Engagement and Interaction	Child-Centered Learning	0.72	High	0.168	Not Significant
	Engagement and Interaction	0.97	Very High	0.005	Significant
	Environment	0.83	High	0.084	Not Significant
	Assessment	0.80	High	0.100	Not Significant
Environment	Child-Centered Learning	0.87	High	0.053	Not Significant
	Engagement and Interaction	0.97	Very High	0.005	Significant
	Environment	0.89	High	0.040	Significant
	Assessment	0.81	High	0.099	Not Significant
Assessment	Child-Centered Learning	0.53	Moderate	0.353	Not Significant
	Engagement and Interaction	0.94	Very High	0.015	Significant
	Environment	0.88	High	0.050	Not Significant
	Assessment	0.94	Very High	0.0153	Significant

Table 4. Extent of influence of challenges encountered by kindergarten teachers on the level of utilization of play-based approach

Level of utilization of Play-Based Approach	Level of Challenges	r-value	r ² -value	Interpretation
Child-Centered Learning	Child-Centered Learning	0.96	91%	Very Strong
	Engagement and Interaction	0.88	77%	Strong
	Environment	0.80	64%	Strong
	Assessment	0.64	41%	Moderate
Engagement and Interaction	Child-Centered Learning	0.72	52%	Moderate
	Engagement and Interaction	0.97	94%	Very Strong
	Environment	0.83	68%	Moderate
	Assessment	0.80	65%	Strong
Environment	Child-Centered Learning	0.87	76%	Strong
	Engagement and Interaction	0.97	95%	Very Strong
	Environment	0.89	80%	Strong
	Assessment	0.81	65%	Strong
Assessment	Child-Centered Learning	0.53	29%	Weak
	Engagement and Interaction	0.94	89%	Very Strong
	Environment	0.88	77%	Strong
	Assessment	0.94	89%	Very Strong

Legends:

r-value : computed correlation coefficient

Int. : verbal interpretation of degree of influence

*r*²-value: coefficient of determination***r*²-value Descriptors**

Scale	Int.
81% - 100%	- Very Strong
61% - 80%	- Strong
41% - 60%	- Moderate
21% - 40%	- Weak
00% - 20%	- Very Weak
0%	- No Influe

In terms of level of utilization (Table 2), the overall average weighted mean was 4.41, interpreted as fully utilized. Engagement and interaction ranked highest at 4.49, while environment ranked lowest at 4.30. This imply that teachers prioritize active participation, peer collaboration and meaningful social interactions during play, however, there may be still be room for improvement in optimal learning environments while play-friendly spaces are being utilized. The findings aligned with the studies of Weisberg *et al.* (2016) who stress that guided play, where teachers actively engage with children in meaningful ways, enhances both cognitive and social-emotional development. In another similar study by Bigelow *et al.* (2015) found that play-based learning improves communication skills, cooperation, and emotional regulation, particularly when teachers structure activities to promote peer interaction. These studies support the idea that active teacher involvement and well-designed play experiences contribute significantly to children's overall growth. As reflected in Table 3, the relationship between challenges encountered and level of utilization ranged from p-value of 0.353 to 0.97.

Majority of the aspects of challenges encountered and the level of utilization had no significance with one another. Clearly, these findings suggest that as the level of utilization of play-based learning increases, the challenges encountered by teachers also intensify. This supports the study conducted by Beuilby (2023) addressed the lack of engagement in play-based learning in early childhood education hindering the implementation of play-based learning. The lack of knowledge and support are major barriers. This concludes that targeted professional development can improve the implementation of play-based learning. Table 4 shows the extent of influence of the challenges encountered on the level of utilization of play-based approach ranged from *r*²-value of 29% to 95% ranged from weak to very strong. These findings emphasize the need for teacher training, curriculum adjustments, and administrative support to mitigate the challenges of implementing play-based learning. Schools should consider redesigned learning spaces to better accommodate active play. They should also consider the integration of structured yet flexible assessment methods and the provision to teachers with strategies for managing engagement and classroom behavior.

Conclusion

Teachers in Lagonoy North demonstrated fully utilized the play-based learning in teaching kindergarten learners, however, experienced a moderately high challenges in implementing the play-based teaching approach. Most aspects of challenges encountered and the level of utilization showed no significant relationship, except for correlation between the child-centered along engagement and interaction, environment and engagement, environment and assessment,. The influence of challenges encountered and level of utilization varies from weak to very strong,

Recommendations

The study recommends that Lagonoy North schools should support kindergarten teachers by accessing professional development program and training to better equip teachers with necessary skills, resources, and support systems to enhance the effectiveness of play-based learning in early childhood program. To facilitate the effective implementation of play-based learning and alleviate the challenges encountered by kindergarten teachers, schools should prioritize the enhancement of professional development programs. This can be accomplished by organizing comprehensive training workshops that focus on play-based learning strategies, effective classroom management, and alternative assessment methods. By providing teachers with specialized training, they will gain the essential skills needed to navigate the complexities of play-based instruction, manage student engagement, and develop suitable evaluation techniques. Addressing these aspects will help mitigate the challenges related to play-based learning. To enhance the implementation of play-based learning and assist kindergarten teachers in addressing instructional challenges, schools should prioritize comprehensive professional development programs. An effective strategy is to organize training workshops that concentrate on play-based learning techniques, effective classroom management, and alternative assessment methods. These sessions will provide educators with the necessary skills to facilitate child-centered learning, sustain student engagement, and create assessment methods patterned to play-based instruction.

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