

The Role of Kindergarten Teachers Fostering Play-Based Instruction

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Abstract

Teachers play an important role for the students learning and development. There are varieties of learning strategies on today's generation which are effective to the student's development and learning. Fostering a play based learning, especially in kindergarten students is a great learning strategy for all kindergarten teachers. Teachers have an important role incorporating play in the lesson that will make the students have fun while learning, and make it easier way for the teachers to teach the young learners. This study utilized descriptive phenomenological research design as a method to characterize the experiences of the subjects. The study conducted at a pre-school. The participants of the study are those kindergarten teachers who foster already the play-based learning in their classroom, who already have experiences in fostering this kind of learning strategy. Due to the study is using descriptive design, the researchers conducted a face-to-face interview to all the participants of the study that will lasts between 30-40 minutes. The researchers used semi-structured interview in which the questions are open-ended style. The data were utilized using the Collaizi's analysis method to examine the collected data in this study. This strategy enables a thorough investigation, allowing the researchers to develop a comprehensive interpretation of the data and eventually arrive at a dependable result. After a long analysis of the themes of the interview, it summed up with 4 concepts and end of up a general concept which it is called the Constructive Journeying of the kindergarten teachers.. As a result, the constructive journey of the kindergarten teachers is the effective and recommended role that the

kindergarten teachers must possess if they foster the play based learning in their discussion. In order to become a great and effective teacher, using the 4 themes to derive a generalized concept, the Constructive Journey. This shall help the teachers to reflect and enhance their teaching ways and develop the learning of the young learners through fostering the play-based learning.

Keywords: play-based learning, development, constructive journey, concept, education

1. Introduction

Teachers are crucial in educational frameworks, shaping society's development. Historically, they were knowledge transmitters, disseminating facts through lectures and textbooks. In the 21st century, they facilitate learning, enabling students to acquire knowledge, enhance critical thinking, and foster problem-solving skills. This shift has been observed across all educational levels, including kindergarten.

As a result, there has been a shift in the role of ECE teachers; most ECE teachers have been fostering Play-based Instruction. This method involves teachers using plays and engaging to teach. ECE Teachers supply educational engaging toys and learning activities for imaginative, cooperative, constructive, and physical play. These play experiences help children attain learning goals while also letting them explore their interests and build their skills. However, play is challenging to incorporate into kindergarten classrooms. It entails extensive planning and consideration, including the question, "Can teachers provide engaging materials in every kindergarten class?" Can teachers provide learners with a variety of learning-enhancing materials? Or are teachers prepared for this approach? These are just a few considerations to make before a school implements this strategy. In addition, when implementing this strategy, teachers, school administrators, and education sector officials should take into account the fact that kindergarten classrooms are comprised of learners with varying learning styles and paces.

Jean Piaget (1971) emphasized play's role in children's intelligence and suggested that teachers should provide engaging learning experiences and tools for critical thinking without excessive teacher intervention. Also, Vygotsky (1997) Teachers' role in play is to facilitate children's learning through peer interaction, requiring teacher-guided activities rather than teacher-initiated ones. (Dixon-Krass, 1996). Learner-initiated activities in the classroom are more interactive and productive than teacher-directed ones, as they encourage active participation in learning, rather than passively receiving knowledge. (Bruner, 1966). The researchers advocated for children to experiment with engaging instruments, citing the Department of Education's emphasis on play and meaningful experiences for effective learning (Department of Education[DepEd] Order No. 47, s.2016). This is why the DepEd required Filipino ECE teachers to use play-based learning. Also, the DepEd ordered to have a curriculum that is learner-centered rather than teacher-centered. In this manner, learners are initiating the learning process while teachers facilitate; gone are the days when teachers spoon-fed students (K to 12 toolkits, 2012). Omega and Olario (2019) The study highlight that play is the primary means for children to express themselves, enhancing the energy and enthusiasm of ECE teachers during classroom discussions.

In the local area, at Play House Preschool, teachers have been fostering play-based instruction in their respective classrooms. However, implementing play-based instruction is difficult, and many obstacles are along the path. The first problem is that children have little attention span and quickly become bored. Toys that are continuously used or presented in the classroom might bore kids quickly due to their nature. Second, children are different; therefore, not everyone will like the teacher's games or resources. Third, lack of funding and resources, as not all kindergarten classrooms have enough learning tools. Fourth, time allocation in play-based learning hooks the lesson since students find it hard to stop playing. The sixth issue is that diverse classes mean students fighting for engaging tools. These are just a few obstacles that need to be addressed in implementing play-based instruction in every kindergarten class.

This study investigates the role of kindergarten teachers in promoting play-based instruction, aiming to determine its effectiveness and the challenges they face. The research aims to understand the importance of nurturing play-based learning in kindergarten classrooms and develop a curriculum integrated design that innovates ECE teachers' teaching styles, ensuring young learners' formative years are productive and memorable.

2. Methods

The researchers used descriptive phenomenological research design to examine the experiences of kindergarten teachers promoting play-based instruction. This qualitative methodology, which provided subjective descriptions of people, places, and events, were found to be effective in identifying obstacles and fundamental aspects of fostering play-based learning in kindergarten educational settings. The study provided a detailed description of these teachers' experiences. Moreover, the study focused on a preschool a private non-sectarian school accredited by the Department of Education. Established in 1992, the school has served diverse learners for 30 years. The school now has a sprawling campus and offers Senior High School, catering to hundreds of pupils from 25 countries.

The study's participants are kindergarten teachers from Play House Preschool who are of legal age and have prior experience teaching through play. Their instructional experiences with different kids will be critical to the research. The participants were invited to join by the researchers through a request letter, and they did so voluntarily and without coercion. The researchers used a semi-structured interview that would be performed face-to-face interview, in which the questions were open-ended approaches to allow the participants to discuss their experiences in dragon dancing.

In addition, this section described the researcher's activities in data collection. It entailed sending communication, conducting a face-to-face interview, reviewing the ethical consideration criteria for study, and approving the researcher's proposal. The researchers presented three potential research titles to the Dean of UV Graduate Studies, who advised the researchers to select a research adviser. After the adviser's approval, the researchers developed a research proposal, which was thoroughly reviewed and scrutinized by the adviser before receiving authorization to proceed with the design hearing. The researchers completed the necessary documents and submitted them to meet eligibility requirements. Following the

design hearing, the researchers adhered to the panelists' comments and suggestions, which align with the recorded proceedings and must be followed before obtaining endorsement from the Institutional Review Board (IRB). The IRB assessed the researcher's compliance with the suggested modifications and resubmit the required documents. The IRB approved the revised paper and authorized the researchers to proceed with the data-gathering procedure by issuing a Notice to Proceed (NTP) certificate. After obtaining the necessary approvals and permissions from the universities, the researchers individually met with each participant at the time and day of their preference to obtain their responses.

During the interview, the researchers commenced by providing participants with an orientation regarding the procedures and expectations for the entirety of the interview. During the orientation session, the researchers also ensured that any information provided by the participants maintained in strict confidentiality in accordance with the provisions of the Data Privacy Act of 2012. Next, the researchers gave a preliminary talk with the participants to establish trust and foster a relaxed environment. After that, the researchers initiated the interview process of inquiry by posing open-ended questions to the participants, thereby facilitating a comprehensive and in-depth exploration of their respective experiences. Furthermore, during the interview, the researchers may pose questions pertaining to the participant's provided answers. The researchers engaged in the note-taking technique and employ audiovisual recording to document the entirety of the interview. Before filming, the researchers ethically and courteously requested the participant's explicit consent. After the interview, the researchers analyzed and interpreted the gathered data from the interview, re-watching the recorded video to gather relevant information. The data were further interpreted to identify significant themes. To protect participant privacy, the data were securely stored in a password-protected folder accessible only to the researcher. After the study is completed, all collected data were deleted.

On the other hand, the researchers used Collaizi's analysis method to assess the data acquired for this investigation. This method is utilized to better comprehend the experiences of individuals or groups. It enabled researchers to identify emerging themes and their interconnected relationships. The study conducted an analysis of the data utilizing seven methodologies by Collaizi. First, to get a sense of the participants, read and reread all of the recordings of the phenomena verbatim. Second, important quotes or utterances that are directly related to the research phenomenon are taken from participant transcripts. Next, formulated meanings are constructed from the significant statements and formulated meaning are arranged into themes. After that, incorporating the outcomes into a rich and comprehensive narrative of the lived experience. Also, verification of the detailed description provided by the research participants. Lastly, including any fresh or relevant information that was validated by participants and modified to be consistent with the research

3. Result

Kindergarten teachers play a crucial role in promoting play-based learning, requiring strategic thinking, attentiveness to learners' needs, patience, and self-gratification. This constructive journey is essential for effective and exceptional teaching in this field, ensuring children

receive the necessary learning while playing.

Theme 1: Kindergarten Teachers are Strategic and Creative

Kindergarten teachers face significant challenges in managing and overseeing students, as they require knowledge, a broad perspective, patience, and perseverance. They must have different roles in the classroom, including being knowledgeable facilitators and strategic and creative educators, particularly in cultivating play-based learning. Traditional teaching methods are not sufficient, as kindergarten teachers must also become creative educators. They must be able to hold the attention of students, especially those who are play-oriented and easily distracted. As a result, most kindergarten teachers are fostering play-based learning techniques to make learning fun while gaining knowledge. Teachers must possess both strategy and creativity skills, imposing them on the class to ensure effective teaching and learning experiences.

One of the best ways to teach kindergarten students is to use play-based learning, especially since this type of learners is more engaged in playing than in listening to lectures, which is the traditional method of teaching. Therefore, in order to implement play-based learning, kindergarten teachers must each develop this in a different ways to become effective and efficient; they must divert their roles into strategist and crafty teachers to help the youngsters learn while having fun. According to one of the respondents;

I started by modelling. We should start by Learning by doing. Teacher must show to learners what and how to do a certain activity for them to have a guide. (Interviewee 1, Line 19-21).

A kindergarten teacher can effectively utilize play-based learning in the classroom, as per the interviewee.

Number one strategy that I used is repetition. As we all know, repetition is the key to mastery and retention. (Interviewee 1, Line 36-37).

Other respondent uses creativity and strategy as a strategy, the respondents says that:

One of the best strategies when we talk about play learning is giving praises and rewards. I can attest that this is really effective strategy with my students in the classroom. My students will feel excited when they hear they can get stickers, some prizes in doing the activity and when they win the game. (Interviewee 2, Line 38-40).

As a teacher, we should be creative enough in thinking different activities given the fact we have different learners. Each one of them has different likes and dislikes. Teachers must prepare activities that fit each learner's needs. (Interviewee 2, Line 345-347)

I am responsible to design a creative an educational play activities. Also, teacher have to actively engage with students during the activity. Incorporating valuable objectives of the activity.(Interviewee 4, Line 130-132).

Kindergarten teacher must fulfill a variety of roles in order to be a successful and efficient educator in the classroom, therefore;

Kindergarten teacher should be creative, innovative, engaging, organize and should be passionate about teaching for it takes a big heart to mold a student. (Interviewee 1, Line 307)

I believe, teacher should be creative and flexible to successfully implement play-based instruction. (Interviewee 7, Line 322).

Teacher must be creative and can think outside the box when preparing varied activities to the diverse learners. (Interviewee 3, Line 330)

Another respondent implemented plays in the class, as stated that:

I have tried structured and unstructured play for my students. And also guided playing using flashcards and toys. (Interviewee 3, Line 6-7).

Additionally, another respondent has also another strategy aside of using the flashcards in the class. As what the respondent claims;

Well, for me, maybe reading flashcards or addition flashcards. I was also able to use blocks for Math. From that, kids were able to know the place values easily without me getting frustrated on how to introduce this kind of topic to my learners (Interviewee 3, line 189-191).

This respondent suggests a strategy of using various learning tools instead of one;

Teachers must use variety of learning tools such as blocks, puzzles, flashcards and various interactives group games that promotes interaction. (Interviewee 3, Line 351).

On the other hand, this respondent has also her own conclusion based on her experiences, as she stated;

In my class, the best method is by using games, flashcards, engaging tools and structured play that aligns to our goals. (Interviewee 7, line 369).

However, Engaging students in an entertaining and practical environment in class is one of the strategies as well, the respondent says that:

I always use the technique of demonstration, so kids will be able to see how certain engaging materials are being used or executed. (Interviewee 5, line 31).

Cultivating play is one of the best strategies among other strategies, and a lot of teachers have already proven that it is really effective. According to this respondent,

As a teacher, I have to implement approaches/strategies such as offering varied material for varied activities, facilitating a guided or structured play and encouraging social interaction in order to develop their language and emotional development. Because play has a lot of benefits, not just for the kids but also the teachers. (Interviewee 8, line 155).

Being a strategic and creative teacher is really a great factor, as explained to one of the respondents:

One of my strategy is, we should give them instructions ahead, so that they wont be crazy when they see engaging materials or flashcards. (Interviewee 3, Line 41).

I used different strategies such as using engaging materials, learning activities, interactive games, open-ended play and imaginative play like role play etc. (Interviewee 5, Line 44).

Kindergarten teachers play a crucial role in guiding and motivating students, especially those unfamiliar with traditional classroom settings, by utilizing creativity and various effective teaching strategies to manage and motivate them to learn effectively. Teachers can substitute traditional teaching methods with games, activities, or other contemporary approaches, all of which have a positive effect on the learning process. (Al-olaimat, 2014). If kindergarten teachers employ a range of techniques and strategies, their performance in the classroom will be very satisfactory. Kindergarten teachers should become more proficient in using technology in the classroom in order to make it more effective. This will allow them to use more creative teaching strategies and innovative teaching approaches (Fariñas, 2021). Based on the data, it can be inferred that most kindergarten teachers fall into the category of creative educators because they incorporate the four facets of creativity into their lesson plans and overall strategies to help their students become successful learners who love learning new things (Isnaini & Ariyanti, 2019). According to Lynch (2015), Kindergarten teachers should enhance their creativity and effective tactics to promote play-based learning for student benefit by expanding their horizons. However, Gallego & Caingcoy (2020) Kindergarten teachers possess most effective teaching abilities, particularly strategic and creative thinking, which they believe they have acquired to effectively teach kindergarten children throughout their lives.

The 21st-century educational system has significantly evolved, particularly in countries where traditional methods are outdated. Research indicates that teachers possess high levels of creativity and effective teaching methods, which significantly impact students' collaboration and academic achievement by enabling them to achieve academic objectives through creativity and strategies. (Manlangit & Atienzar, 2023). Kindergarten teachers' strategies and creativity are likely influenced by the perceptions of kindergarten students. (Kang, 2020). Kindergarten teachers effectively utilize play-based learning strategies and creativity in their classrooms to enhance the learning experience for both teachers and students. (Dababneh, Ihmeideh & Al-Omari, 2010). Teachers who incorporate play into instruction positively impact teaching practices, as demonstrated by Li, 2019 and Michaelodu

& Pitri (2022), who believe kindergarten teachers possess advanced art-producing skills.

Kindergarten teachers are essential in guiding students to learn and progress gradually. They must be creative and strategic in creating engaging plays, especially for direct learners, and inventive in lectures and classes.

Theme 2: Kindergarten teachers are attentive to what the learners need

Teachers play a crucial role in monitoring and adapting to their students' needs, especially in kindergarten. They are aware of their students' behavior and learning needs, and must provide extra support considering their diverse perspectives. Kindergarten teachers must be vigilant in promoting play-based learning, as these learners are prone to conflict. Fostering play-based learning is a challenge, and teachers must be sensitive to students' needs in both play and classroom. Understanding their students' needs is essential for effective teaching and knowledge acquisition. According to these respondents that;

Play-based instruction greatly helps my students in honing their communication and social skills. (Interviewee 1, Line 1).

I believe, through play, kids learn to communicate, socialize with their classmates and it also develops their leadership skills as they lead group activities. They can also develop their independence, as they do the task on their own.(Interviewee 1, Line 50-51).

However, this respondent has different perspective on encouraging play in the classroom, based on this respondent;

I incorporated play-based instruction by setting up educational toys and activities integrated to the lessons, that allows them to explore, interact and learn through hands on experiences. (Interviewee 4, Line 43)

Being attentive to pupils is really important as a teacher, especially knowing what the best approach to help them is and what is the right way to be. According to the respondent,

As what I have observed, it enhances their social skills as children collaborates during play, promoting creativity and problem solving as they explore imaginative scenarios and facilitating a positive attitude towards learning. (Interviewee 4, Line 56-57).

Additionally, other respondents clarified the advantages of play-based learning for kindergarten pupils, which is exactly what the students require because they are learning via direct experiences. It was explained that;

I introduced it by grouping or group instruction. Like I group them according to their learning phase and learning styles. (Interviewee 8, Line 32-33).

When we group them according to their needs we can easily prepare the materials needed without being too disorganized. I believe, teacher must make

things easier for the learners to understand a certain topic smoothly. (Interviewee 7, Line 47-48).

However, one of the respondents revealed that to address the needs of the students, they came up with a plan that was designed to help them. They come up with a plan based on what they observed that is necessary and can help the kindergarten students. The respondents explained that:

It should be designed to improve socio-emotional, physical language, interactive play during play sessions. (Interviewee 1, Line 193-194).

On the other side, it is also important to think a better intervention than focusing on one component or action. According to her, the more prepared the teacher is, the more effective the improvement will be.

Intervention plan should vary in each activity. Teachers must provide variety of activities that cater diverse learners. (Interviewee 3, Line 297-298).

Before implementing play-based instruction for diverse learners, a kindergarten teacher should have observational skills to understand individual needs and should effectively communicate with the kids in order to encourage them to join or engage in various activities. (Interviewee 8, Line 323-324).

Nevertheless, we need to think as well that students have differences and we need to consider those. As part of the responsibility, fostering play and activities is not suitable for all the learners. She elucidated that,

Teacher must consider that not all activities are fit to your classroom due to its diversity. Teacher must be organized to know how to cater each learners' needs. This helps learning objectives seamlessly or run the activity smoothly which integrate from play to educational outcomes. (Interviewee 4, Line 331-334).

Overall, via play, teachers can meet the needs of their pupils in any way that allows them to grow and develop. This respondent concluded about it.

My students can benefit through this as play builds imagination, creativity and it also foster cognitive growth or thinking skills. It also encourages independence and it helps them emotionally as they learn how to interact with their classmates. (Interviewee 3, Line 54-55).

Teachers' attentiveness to students significantly influences the classroom atmosphere, as they may overlook some students while being attentive to others. According to (Cicekci & Sadik, 2019) Educators should maintain focus on students' specific needs to maintain a conducive classroom environment, as attentiveness significantly impacts their learning process and their responses in class. (Al'Omairi & Al Balushi, 2015). According to Commodari's (2013) research, Preschool teachers' attention levels can impact a child's behavior and academic performance. Teachers play a leadership role, ensuring they meet the needs and academic expectations of all students. (Balyer & Ozcan, 2020). Furthermore, the study by Capinding

(2023) The study revealed that teachers are fully aware of their students' learning circumstances and show variations in their attention to their classroom needs.

A kindergarten teacher who acts like a mother to her students by showing them good behavior, caring, support, and attention has a positive effect on the kids and significantly aids in their growth (Obaki, 2017). According to Saez, Folsom, Al Otaiba, and Schatschneider's (2011) study, teachers' attentiveness to their pupils has an effect on their behavior, especially when it comes to carrying out class instructions. Zanolli, Dagget, & Pestine (2019) found that teachers can enhance student engagement by providing complete attention at the start of activities when children struggle to stay engaged. (Shi's 2017) The study emphasizes the need for students to be provided with effective learning strategies, mentoring, and supervision, while promoting gender equality in education. (Bassi, Diaz, Blumberg & Reynoso, 2018).

Theme 3: Kindergarten teachers bear a high level of patience

Kindergarten teaching is a demanding profession that demands patience and dedication. In the Philippines, kindergarten teachers must be able to handle diverse personalities and students, providing clear explanations and guidance when needed. They must also stand firm when students fight and bear with their noise. These students are more active in playing and talking to their peers, making it crucial for them to be patient with them, especially when incorporating play-based instruction. To achieve desired outcomes, kindergarten teachers must be patient and dedicated.

Kindergarten students are unpredictable and easily distracted by toys and play, making it difficult to handle them. Modern methods like plays or activities can be challenging to discuss with these students. To effectively handle this, teachers must be patient and explain the process multiple times to ensure students understand the material. This is a common problem faced by kindergarten teachers, necessitating appropriate support and guidance. According to one of the respondents;

It is very important that we explain them the instructions properly and more so, we should demonstrate it so they can really understand. (Interviewee 2, Line 24)

Based on her experiences, she shares parallels with the experience of another respondent in teaching to pupils not just one but several aspects of it as long as they understand.

I will discuss the instruction again and again until they fully understand it. I do the technique of repetition. (Interviewee 7, Line 100-101).

You have to process what happened to the child and make them understand the concept of the given activity and let them do it again and again, until they get the concept of the entire activity. (Interviewee 1, Line 83)

Kindergarten students often engage in trouble, particularly when they have only one available toy, which tests their patience as a teacher due to their shared interests. According to another respondent;

It's very common for children to fight, especially when they like the toys or playing a certain game, and tend to fight with each other. So, that's actually the most common obstacle that I've encountered. (Interviewee 2, Line 67-69)

Furthermore, teachers are always patient with their students; especially with this type of learner, a high level of patience is required so that you do not lose your anger. According to one of the respondents,

As a teacher, I have to stay calm and keep my cool in handling different reactions from the kids. I don't want to be that monster type of teacher, I have to be the calm teacher as much as I can. I have to patiently explain to them that they don't have to feel upset when things don't go their way. Things happen for a reason. (Interviewee 8, Line 102-105).

This demonstrates the need of being patient with pupils because they have different learning styles. As explained by the respondent;

Teachers should be creative, full of energy, patient, loving and able to understand the different learning styles of each kids. (Interviewee 3, Line 174).

A characters that teacher must posses miles of patience, amount of energy, flexible and creative in creating games and activities especially our classrooms are consist of diverse learners. (Interviewee 8, Line 184).

Teachers are responsible for children's academic progress, influenced by their qualities that benefit them. Maintaining quality, especially patience, is crucial to avoid burnout and ensure students' success. (Matish, Anggraeni & Saroinsong, 2023). The study of Khalil, Aljanazrah, Hamed & Murtagh (2022). The study reveals that teachers' lack of knowledge and patience significantly impacts their ability to introduce play-based learning in classrooms, leading to improved academic performance and reasonableness. (Ertac & Alan, 2018). Teacher patience, a construct useful in assessment processes, appears to be a progressively evolving source of power. (Zhang, 2022). Instructors' classroom actions reflect their expectations for students' academic success, largely due to their patience, care, and attention during the learning process. (Aydin & Ok, 2022).

The study suggests that improving teacher growth rates is largely dependent on fostering classroom qualities like self-efficacy and patience. The study suggests that improving teacher growth rates is largely dependent on fostering classroom qualities like self-efficacy and patience. (Abis, 2022). The teacher should create a positive learning environment by being patient, empathetic, and demonstrating good behavior, while making learning enjoyable and acceptable for the lesson's completion. (Joshi, Gokhale & Acharya, 2012). Teachers' behavior significantly impacts student academic performance, with more favorable attitudes leading to increased classroom accomplishments and improved performance. (Shah, 2009). Genuine care and patience from teachers enhance their students' dedication to learning and drive them to put in more effort to achieve their goals. (Lumpkin, 2007). According to Bhattacharjee (2021) Teaching is a demanding profession that requires patience and conflict resolution to effectively guide diverse student personalities in the right direction.

Theme 4: Teacher develop the Child in return Resorts to Self-Gratification and Self-fulfilment

The education of students is crucial for their lifelong development and future success. Teachers, particularly in kindergarten, face numerous challenges but witness their pupils' gradual learning and development. Despite their struggles, the biggest reward comes from witnessing their pupils' success and knowing they contributed to their growth. As teachers, we must strive to nurture the growth of future generations and contribute to their success.

Teachers face numerous challenges in kindergarten, especially in fostering play-based learning. This approach helps teachers understand and support their students' learning process by observing small improvements over time, despite students not understanding everything in one talk. Teachers are excited about witnessing these improvements. As one of the responders elucidated:

The fulfillment and enjoyment we get as our learners perform the given task with so much energy and positivity. (Interviewee 1, Line 185-186).

When fostering play-based learning in the classroom and witnessing the pupils achieve small but meaningful progress, other respondents shared a similar experience. As stated by this respondent;

It makes me happy seeing my students learn while having fun at the same time(Interviewee 2, Line 187).

I love the feeling of witnessing them enjoy and full of enthusiasm on how they discover and explore through play. (Interviewee 4, Line 194).

However, there are other things that make a kindergarten teacher joyful and full of optimism for the kids as they grow; it's an accomplishment for them to see how these kids pick up new abilities and learn new ones in the classroom. As one of the respondent has discovered;

Witnessing how the learning process can lead students experience greater beautification in learning is what moved me. Like, seeing them engaged emotionally as well enhancing their knowledge and skills.(Interviewee 1, Line 207-208)

Teachers witness the children's small changes, feeling happy and fulfilled as they learn and grow. They also celebrate the children's significant growth, reaching a level they could never have predicted, making it an accomplishment for them. This respondent share about this experience that;

When I see my students taking the lead in cheering their friends, when they are doing the activity. These little things make my heart full with joy.(Interviewee 2, Line 209-211)

Kindergarten teachers play a crucial role in fostering a better child by guiding them in developing their talents, confidence, and knowledge, which not only brings fulfillment and satisfaction but also signifies their accomplishment and achievement. As stated by this

respondent,

Before, I had a reading game, it was boys vs. girls. 60 One of my student acted as referee, he was very happy that time. He stood in front and shouted “Boys vs. Girls .Go”. 62 This makes me really proud because before that boy was really shy in nature. However, after months of being together, that boy voluntarily do that, like no one push him to act as referee and talk in front of us. This simple moment brings me joy. Knowing that, little by little I can change his attitude towards the crowds. (Interviewee 2, Line 229-235).

Teachers take pride in their students' performance due to their self-improvement and curiosity about learning, as well as their self-development and self-improvement in themselves. According to the respondent;

The exciting moments is when the children gets curious about a certain topic, being curious is a positive indicator that they are processing critical thinking which really beneficial to their holistic development.(Interviewee 4, Line 197).

Besides, seeing their kids progress, even if only a little at a time, is a source of pride for teachers. According to this reply, seeing how kids improve under their supervision is already cause for happiness.

Witnessing the growth and development of the children under my care. Whenever we see the children developing to their potential under our care, we also celebrate their achievements and cherishing the moments of joy with the learners. (Interviewee 4, Line 214-215).

Regardless of the teachers' contentment with the development and advancement of their students, we cannot deny that we can be happy when our students recognize what they have accomplished. According to the respondent's story.

When kids make mistakes and they say sorry. This is a a touching experience for me. I would always tell them not be scared when they make mistakes because they can learn from it. And hearing and observing them manage it makes me feel proud to them. (Interviewee 7, Line 221-223).

Factors can impact teachers' hearts, making them feel successful in their education and touching the hearts of students, thereby influencing their motivation and motivation to teach, as this respondent highlighted;

I feel successful and fulfilled when I am able to touch the lives of my young learners who have varied family backgrounds and personality. Also, touching their lives to become lifelong. (Interviewee 8, Line 224-225).

All of the students' achievement translates into teacher success. Although it takes a lot of tactics to cultivate in the classroom, there has been some success made by the kids. Based on the respondent answer;

I am really happy and proud to say that the result was really rewarding because kids were able to read simple phrases on their own, they tried blending sounds in order for them to read sight words successfully. (Interviewee 3, Line 242).

Another respondent expressed her satisfaction with seeing students wanting to study and progress on their own initiative. Based on her;

The excitement that we can see in the eyes of every learners whenever they grasp new concepts through play. It's really nice to see them being really curious and see their eagerness to learn a lesson. I love the feeling of seeing the children being amazed with the simple things I teach them. Like it's just very little and simple but for them it means a lot. (Interviewee 5, Line 243-246).

The research of Korthagen & Evelein (2016) Teachers' self-fulfillment is not solely based on personal feelings but also on positively impacting teaching behaviors, motivating students, pique their interest, and advancing their learning. (Oana & Ona, 2019). Classroom growth is the primary factor affecting a teacher's job satisfaction, alongside workload and student discipline (Toropova, Myrberg & Johansson, 2021). According to Barni, Danioni & Benevene (2019) Teacher satisfaction is influenced by their ability to enhance students' academic success, with school atmosphere and student achievement being key factors, with students exceeding expectations. (Zakariya, 2020).

Kindergarten teachers should actively participate in lessons, particularly during playtimes, to foster a positive attitude and employ effective strategies to enhance the performance of their lively and active students. (De Stasio, Benevene, Pepe, Buonomo, Ragni & Berenguer, 2020). High job satisfaction among teachers suggests they justify their teaching duties, particularly when students achieve strong scores, indicating good progress. (Iqbal, Aziz, Farooqi & Ali, 2016). Kindergarten instructors' self-fulfillment leads to increased productivity and improved child learning, enhancing the quality of working life and fostering a sense of worthlife. (Al Jadidi, 2022). Teachers significantly contribute to students' achievement, and the more successful students are, the greater their satisfaction as teachers. (Salehi & Yunus, 2015). As explained to the study of Castaneda, Varela & Jones (2022) Teacher satisfaction is significantly influenced by student achievements, progress, and overall well-being in the classroom, making these elements crucial for self-gratification and self-fulfillment.

The author proposes a generalized concept called Constructive Journeying, based on an interview with kindergarten instructors. These educators face a challenging journey in educating and managing students, balancing positive and negative experiences. They must handle differences, likes, dislikes, and sometimes cause problems. Despite these challenges, their work is always constructive, inspiring other teachers to develop similar strategies. This roller coaster of experiences fosters growth and responsibility in the classroom. Further, the researchers would like to encourage to do self-reflection always on the practices, strategies and activities done in school to improve these practices, strategies and activities and become effective. The process therefore involves constructive on the part of the kindergarten teachers. With the creation of the effective means of teaching kindergarten, the kindergarten are expected to gain positively in many aspects.

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Authors contributions

Ms Elizabeth Donasco and Dr. Ria M. Vertulfo were responsible for study design and revising. Ms Donasco was responsible for data collection, draft of the manuscript and revision. Dr. Vertulfo was responsible for the methodology, treatment of data and editing. All authors read and approved the final manuscript.

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