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PLAY-BASED LEARNING APPROACH ON PHONEMIC AWARENESS OF KINDERGARTEN LEARNERS: THE TEACHER'S VIEWPOINT

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ABSTRACT

This study examines the effectiveness of a play-based learning approach in developing the phonemic awareness of kindergarten learners from the teacher's viewpoint. Phonemic awareness, defined as the ability to recognize and manipulate individual sounds in spoken words, is a crucial foundation for early reading and literacy development. However, young learners often struggle with traditional, teacher-centered methods that may limit engagement and participation. In response, this study explores how play-based strategies can support more meaningful and developmentally appropriate learning experiences. A quantitative research design was employed, utilizing semi-structured interviews and classroom observations among selected kindergarten teachers. The findings indicate that play-based learning significantly enhances learners' phonemic awareness by providing interactive, enjoyable, and child-centered activities such as rhyming games, sound matching, storytelling, and music-based exercises. Teachers reported that these activities increased learners' motivation, attention span, and active involvement in lessons. Furthermore, the results reveal that play-based approaches foster a supportive and low-pressure learning environment, allowing children to experiment with sounds and language without fear of making mistakes. Teachers also observed improvements not only in phonemic skills—such as blending, segmenting, and sound identification—but also in learners' social interaction, creativity, and self-confidence. The study concludes that play-based learning is an effective instructional approach for enhancing phonemic awareness among kindergarten learners. It is recommended that educators integrate playful and engaging strategies into early literacy instruction to promote holistic development and improve learning outcomes. Future research may further explore its long-term impact on reading proficiency.

KEYWORDS: *Play-Based Learning, Phonemic Awareness, Kindergarten Learners, Early Literacy, Teacher's Viewpoint, Child-Centered Learning*

I. INTRODUCTION

Play-based learning is an effective educational technique that fosters children's holistic development by providing opportunities for children to learn via active, engaging and meaningful play activities. It encourages the development of cognitive, social, emotional and physical skills via exploration, creativity and interaction in a child-centered setting. This is in line with the 2012 Kindergarten Education Act (Republic Act No. 10157) which advocates developmentally appropriate and inclusive learning experiences that readies children for formal schooling and stresses the role of play in early childhood education.

Teaching professionals are among the most important individuals in promoting the application of play-based learning through the creation of a conducive and engaging environment, inclusion of play in the curriculum, and continuous evaluation of learner progress in numerous aspects. Regrettably, scientific research has demonstrated the gap between the understanding of teachers about play-based learning and its actual application in their pedagogical practices, indicating the need for consistent strategies and teacher training (Pyle et al., 2023). Scientific evidence suggests that play-based learning is a powerful means to develop phonological awareness and literacy skills through collaboration.

In addition, theoretical approaches such as Montessori's theory which states that play is important for the development of independence, creativity and problem-solving abilities encourage play-based learning. Both free play and directed play are beneficial for development, however, guided play has been demonstrated to be more successful than direct teaching in obtaining academic results (Skene et al., 2022). However, there are problems to implementing it effectively such as lack of teacher training and inadequate resources (Acevedo, 2022). Overall, play-based learning continues to be a potent and developmentally appropriate method to improving school preparation and lifetime learning for young learners (Taylor & Boyer, 2020; Kaimara et al., 2021).

1.1 Statement of the Problem

1. What is the demographic profile of the respondents in terms of age, sex, teaching position, number of teaching years, and highest educational attainment?
2. What is composite mean on the effect of play-based learning activities in enhancing phonemic awareness among kindergarten learners based on teachers' perspectives in areas such as letter-sound recognition, sound blending, sound segmentation, rhyming, and listening skills?

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3. What is the composite mean on the challenges faced by the respondents in implementing play-based learning activities in enhancing phonemic awareness among kindergarten learners in terms of letter-sound recognition, sound blending, sound segmentation, rhyming, and listening skills?
4. Is there a significant difference in the respondents' assessment of the effect of play-based learning activities on phonemic awareness among kindergarten learners when grouped according to their profile?
5. Is there a significant relationship between the respondents' assessment of the effect of play-based learning activities and the challenges they encountered in implementing them?
6. Based on the findings of the study, what action plan may be developed?

2. REVIEW OF RELATED LITERATURES AND STUDIES

With the vital significance of academic expectations and standards to be met by young kids today, teachers should aim to develop appropriate educational approaches in an effort to help kindergarten children meet the necessary academic demands. Having said this, it is essential to comprehend what play entails educationally through approaches like play-based learning (Taylor & Boyer, 2020).

In this respect, kindergarteners need to function in an ever-changing environment of teaching and evaluation with play as a crucial instrument in the educational process. In fact, several governments and curricula, in India and elsewhere, have emphasized the importance of play as the foundation of learning and education. The existing style of teaching is focused mostly on the principles of memorizing and comprehension. Without the element of play engaged, nothing can be termed joyful learning (Kidwai, 2020).

Furthermore, important problems for instructors include inadequate facilities for age-appropriate play that promotes learning, a lack of an implementation framework, and curricular congestion (Lungu & Matafwali, 2020). Play is a highly effective technique for children to learn.

Play allows youngsters to learn about their surroundings by inquiring, exploring, engaging, and problem-solving (Heang et al., 2021). Unfortunately, the quantity of play occurring in early childhood classrooms is decreasing. With higher academic requirements, the instructor is under pressure. There has to be more space to play. Instruction has become a priority in teaching assessment (Scrabeck, 2020). Teachers' perspectives and practices of play-based learning are influenced by their professional background, including experience, competence, educational level, and Support from the school principal (Radzi et al., 2023).

Similarly, the perspectives of teachers have a strong correlation with their use of play-based instruction in addition to their perception of holistic development of children (Cheung, 2022). Play-based instruction plays an important role in the development of language and literacy among preschoolers through play. The development of literacy and language skills, in addition to social and emotional skills, allows individuals to develop healthy relationships, settle disputes, overcome negative influences, listen, cooperate, and communicate.

A positive learning strategy that enables making and testing predictions, both creativity and creative abilities help in the development of ideas in numerous disciplines. A sufficient understanding of procedural knowledge goes a long way in assisting a pupil to become competent in the execution of his motor abilities. Aguilar (2024) states that play is highly significant for the formation of concepts and abilities in early childhood education. In addition, play also helps develop social, emotional, physical and cognitive abilities. Thus, youngsters learn to read correctly while playing. For instance, kindergarten children learned how to segment, identify the sound of letters and detect sight words by playing games such as letter blocks, cards, timer, etc. This is one example of how play-based learning might be useful in teaching phonemic awareness and phonics. In the teaching of phonemic awareness, phonics, and reading, it must always come first. Phonological and phonemic Awareness is taught utilizing literature, games, and activities (Groth, 2020).

Moreover, play-based reading activities can help children develop creative thinking and self-expression by encouraging them to take risks and experiment with new ways of thinking (Allee-Herndon et al., 2022). Teaching techniques that improve phonemic Awareness through play-based activities would lay a strong foundation for kindergarten students' advanced reading (Tipan, 2023). Teachers are valuable for students' learning and growth, including playing while teaching, so that students acquire knowledge through play, and this can lead to a more influential approach in teaching preschoolers to teachers, as coaching preschool teachers must be effective in the play-learning classroom because these are highly important parts of education (Dinnocenzo, 2024). Many early reading programs for young children include play-based learning. According to research, play provides the foundation for a pleasant, interactive, engaging, discovery-filled, and time-saving environment, each of which is vital for increasing young children's phonemic Awareness.

They are driven to improve their phonemic skills and become strong future readers with solid literacy foundations because they like practicing phonemic mastery. In practice, instructional activities such as rote learning and subject-specific knowledge, as well as play, had to be addressed and frequently discarded. The statistics indicated that educators saw play as a chance for enjoyment, physical activity, and voluntary engagement. They recognized play as an important childhood activity but discounted its importance as a catalyst for child development and learning. They indicated that they learned by participating in the play activities they organized and in the play environment during phonemic instruction activities for children.

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II. RESEARCH METHODOLOGY

Research Design

The study employed the quantitative descriptive research method to gather data from the sampled population to describe the characteristics of the phenomenon and the relationship between the variables as is without modification. The aim of the study was to provide an accurate description of the current status of the variables (Mohajan, 2020). Quantitative methodology produced numerical data that would facilitate the analysis of people's attitudes, beliefs, and behavior to generalize about the population as well. In quantitative methodology, there was systematic investigation of existing theories and variable interaction in order to establish patterns and possible causal connections (Leavy, 2022). Data were collected using a survey questionnaire, with teachers' opinions concerning the effect of play on kindergarten children's phonemic awareness.

Population and Sampling

The target group was the seventy (70) kindergarten teachers of eleven (11) public elementary schools in the Division of Manila in District III.

Respondents of the Study

The respondents of the research were seventy (70) kindergarten instructors of eleven (11) public elementary schools within the Division of Manila, District III. These seventy (70) kindergarten teachers were the responders of the study who gave the observed data needed in assessing the efficacy of the play-based learning strategy in boosting phonemic Awareness of kindergarten learners.

Research Instrument

The questionnaire prepared by the researcher was used as the main research instrument in order to collect data that would reflect the effect of play-based learning on the phonemic awareness of kindergarten learners in connection to the teachers' performance. The outcomes of the study have become the basis for the formulation of the action plan geared towards improving phonemic awareness using play-based learning techniques. As for the structure, the questionnaire had three major sections. The first section contained information related to the respondents' demographic profile, including their age, gender, position as teachers, number of years teaching, and highest educational level attained.

The second section was concerned with the effects of play-based learning on kindergarten learners' phonemic awareness in terms of letter-sound association, sound blending, sound segmentation, rhyming, and listening skills. Finally, the third section contained questions regarding the problems associated with applying play-based learning in order to enhance phonemic awareness of the students. In order to validate the research tool, an expert validation process was employed for the questionnaire in relation to Early Childhood Education, Kindergarten Curriculum, and Kindergarten Instructions. Also, the questionnaire checklist contained a four-point Likert scale.

Validation of the Instrument

Validity and reliability were critical components that played a huge part in ensuring successful execution of this study, hence, the need to do both the content validation and testing of reliability of the research instrument. The research questionnaire prepared by the researcher underwent content validation by a number of experts such as lecturers at universities and experts in the area of early childhood education. The recommendations made by these experts enabled the researcher to revise the questionnaire.

After the content validation process and after receiving approval from the experts, it was piloted. The data collected during the pilot stage was analyzed in order to find out whether the research instrument had high reliability. This was measured using the Cronbach's alpha coefficient. Once this was achieved, the final version of the instrument was prepared for use in the study.

Data Gathering Procedure

Once the validation of the questionnaire was done, a letter requesting permission was sent to the Office of the Schools Division Superintendent in order to proceed with the study and distribute questionnaires to the respondents. After gaining permission, the researcher also received permission from the schools' principal to conduct the consent letter and questionnaire among the participants.

The consent letter clearly stated the purpose of the study and the steps to follow in order to do the questionnaire. The respondents had enough time to fill up the questionnaire and give answers accordingly. Once completed, the researcher collected all the questionnaires for further processing.

The data were then processed by organizing, tabulating, and analyzing using the Statistical Package for the Social Sciences (SPSS). With the help of data analysis results, conclusions and recommendations were formulated, which were used in formulating the action plan for increasing the level of phonemic awareness through play-based learning among kinder learners.

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Statistical Treatment

Frequency and Percentage Distribution - This procedure was used to describe the profile of the respondents in terms of age, sex, teaching position, number of years as teachers, and highest educational attainment.

Weighted Mean - This procedure was used to measure the perceived challenges in implementing play-based learning to develop the phonemic awareness of kindergarten learners. The weighted mean was also used to measure the effects of play-based learning activities to improve learners' phonemic awareness such as letter-sound recognition, sound blending, sound segmentation, rhyming, and listening.

Paired t-test – This procedure was conducted to find out if there was a significant difference in the teacher-respondents' ratings of the effects of play-based learning activities on phonemic awareness based on their profile.

Pearson r – This procedure was used to find out if there was a significant relationship between the teacher-respondents' assessment of the effects of play-based learning activities and the challenges they encountered in implementing such techniques.

III. RESULTS AND DISCUSSION

Demographic profile regarding Age, Sex, Number of teaching years, and Highest educational attainment

Table 1

Demographic profile of the respondents

		f	%	Ranking
Age	25 - 30	15	21.4	2
	31 - 35	35	50.0	1
	36 - 40	12	17.1	3
	41 - 45	6	8.6	4
	46 - 50	2	2.9	5
	Total	**70**	**100.0**	
Sex	Male	15	21.4	2
	Female	55	78.6	1
	Total	**70**	**100.0**	
Years of Experience	1-4	20	28.6	2
	5-9	33	47.1	1
	10-14	7	10.0	3.5
	15-19	7	10.0	3.5
	20 and above	3	4.3	5
	Total	**70**	**100.0**	
Highest Educational Attainment	Bachelor's Degree	23	32.9	2
	With a master's degree, Unit	30	42.9	1
	Master's Degree Graduate	4	5.7	5
	With Doctorate Degree Units	7	10.0	3
	Doctorate Degree Graduate	6	8.6	4
	Total	**70**	**100.0**	

Table 1 shows the demographic profile of the teacher-respondents is shown in Table 1. It reveals that the majority of the teacher-respondents are in the early to middle stages of their professions, especially in the age bracket of 31–35. The teaching work force is relatively young. The majority are women, which reflects the predominance of women in education, while males continue to be under-represented as teachers. With regard to teaching experience, most respondents have been teaching between five and nine years, and a considerable proportion are also in the early years of employment, showing a combination of moderately experienced and newbie educators. In terms of educational achievement, most of the instructors are master's degree holders, followed by bachelor's degree holders, and just a handful have doctorate credentials.

The results suggest that the respondents had a mix of emerging and growing professional abilities in the implementation of play-based learning. The findings also show that instructors commonly regard play-based learning as a beneficial method in improving phonemic awareness among kindergarten learners since it encourages engagement and active involvement. This is consistent with existing studies showing that play-centered tactics encourage adults to use play-based techniques for increasing phonics and phonemic awareness through greater engagement from the learners (Moore, 2020).

Another observation made in relation to teachers is the high proportion of female teachers who clearly reflects the gender trends in early childhood education based on social norms and prejudices limiting men's participation in the field (Smith, 2021).The existence

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of instructors with different years of experience and educational background means that there are different views on how to educate. Research has shown that instructors with greater experience and higher levels of education are more confident and more prepared to successfully employ play-based learning practices (Zhang & Wang, 2021). Likewise, the disparities in teachers' profiles should be considered when developing professional development programs and interventions that facilitate the successful implementation of play-based learning in schools (Dobles & Marquez, 2025).

Composite Mean Table on the Effect of play-based learning activities in enhancing phonemic Awareness among kindergarten learners based on the teachers' perspectives in areas such as Letter-Sound Recognition, Sound Blending, Sound Segmentation, Rhyming, and Listening Skills

Table 2

Composite table on the effect of play-based learning activities in enhancing phonemic Awareness among kindergarten learners based on teachers' perspectives in terms of letter-sound recognition, sound blending, sound segmentation, rhyming, and listening skills

		Mean	Std. Deviation	Verbal Interpretation
	Letter-Sound Recognition	3.54	0.47	Always Observed
	Sound Blending	3.54	0.46	Always Observed
	Sound Segmentation	3.51	0.48	Always Observed
	Rhyming	3.54	0.40	Always Observed
	Listening Skills	3.52	0.47	Always Observed
	Effect of Play-Based Learning activities on enhancing phonemic Awareness among kindergarten learners from teachers' perspectives.	**3.53**	**0.36**	**Always Observed**

Legend: *4 (3.50 - 4.00) - Always Observed 2 (1.50 - 2.49) - Rarely Observed 3 (2.50 - 3.49) - Often Observed 1 (1.00 - 1.49) - Never Observed*

Table 2 presents a composite table on the effect of play-based learning activities on enhancing phonemic Awareness among kindergarten learners, based on teachers' perspectives. The overall mean of 3.53 shows that, in all five categories evaluated (letter-sound recognition, sound blending, sound segmentation, Rhyming, and listening abilities), teachers overwhelmingly believe that play-based learning is highly helpful in improving the phonemic Awareness of their kindergarten students. The results show a consistently high favorable view of the effectiveness of play-based learning in this domain, with a mean of 3.54 and a standard deviation of 0.47. The mean of 3.54 and the standard deviation of 0.46, which are comparable to those for letter-sound recognition, indicate that play-based learning is widely believed to have a positive impact on sound-blending abilities.

The consistent high means and low standard deviations for all domains (letter-sound recognition, sound blending, sound segmentation, rhyming, and listening), signify a strong perception by the teachers regarding play-based learning as a highly effective teaching strategy when it comes to improving kindergarten children's phonemic awareness.

These results are congruent with those of Smith and Jones (2020), which revealed that children enrolled in programs that utilized play-based learning techniques showed more improvements in terms of their phonemic awareness and reading skills compared to children receiving traditional methods of teaching. In addition, Lee and Park (2023) confirmed through their systematic review the efficacy of play-based learning strategies in improving early childhood phonemic awareness.

Composite Mean Table on the challenges do the respondents face in implementing play-based learning activities to enhance phonemic Awareness among kindergarten learners in selected areas, such as letter-sound recognition, sound blending, sound segmentation, rhyming, and listening skills.

Table 3

Composite table on the Challenges faced by the respondents in implementing play-based learning activities to enhance phonemic Awareness among kindergarten learners in selected areas in terms of letter-sound recognition, sound blending, sound segmentation, rhyming, and listening skills

		Mean	Std. Deviation	Verbal Interpretation
	Letter-Sound Recognition	3.36	0.44	Always Observed
	Sound Blending	3.25	0.42	Always Observed
	Sound Segmentation	3.30	0.34	Always Observed
	Rhyming	3.24	0.48	Always Observed
	Listening Skills	3.24	0.46	Always Observed
	Challenges Faced by the Respondents in Implementing Play-Based Learning in Enhancing Phonemic Awareness of Kindergarten Learners	**3.28**	**0.24**	**Always Observed**

Legend: *4 (3.50 - 4.00) - Always Observed 2 (1.50 - 2.49) - Rarely Observed 3 (2.50 - 3.49) - Often Observed 1 (1.00 - 1.49) - Never Observed*

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Table 3 shows that based on the findings, it can be noted that the difficulties experienced by teachers when using play-based learning activities to improve phonemic awareness are relatively moderate and "sometimes observed" in all the domains. Thus, regarding letter-sound recognition, a mean score was observed as being 3.36 (SD=0.44). For sound blending, it can be mentioned that the average score achieved was 3.25 (SD=0.42). Likewise, an average of 3.30 (SD=0.34) was reported in sound segmentation.

As regards rhyming abilities, an average of 3.24 (SD=0.48) was recorded, and therefore, it could be noted that difficulties might exist which may at times vary among teachers. The aspect of listening skills had a mean score of 3.24 (SD=0.46). The overall level of challenges reported by instructors in implementing play-based learning programs was 3.28 (SD=0.24).

Thus, it can be concluded that in general, certain difficulties do exist that could be handled easily.
The results show that even though teachers regard play-based learning as an important way to develop phonemic awareness, they face several difficulties with the process due to the lack of classroom space, proper time for teaching, materials, and teacher training on play-based learning. Research backs these findings, stating that play-based learning is indeed an integral part of literacy education but play-based learning becomes productive only when proper materials are available, teachers have the necessary training, and the environment is attractive enough (Ginsburg et al., 2023; Fleischman et al., 2021).

Moreover, research has shown that while instructors have a good attitude towards play-based learning, they face challenges related to classroom management, integrating curriculum, and engaging learners (Kim & Choi, 2022; Zhang & Wang, 2021). Further studies show support that obstacles such as the use of rhyming and sound-focused activities, and the need for specific techniques in phonemic training, may influence the comprehensive use of play-based methods (Kirk et al., 2023; Lee & Park, 2023).

Researchers also point out the need for ongoing professional development, availability of adequate resources and strong administrative support to solve these difficulties. By providing training and enhancing instructional materials, teachers may be better prepared to successfully integrate play-based learning and optimize the advantages of play for children's phonemic awareness and general literacy development (Lee, 2023; Mostafa, 2023; Mickelson, 2023).

Significant difference in respondents' assessments of the Effect of play-based learning activities on enhancing phonemic Awareness among kindergarten learners compared to their profiles.

Table 4

Test of significant difference in the assessment of the respondents on the Effect of play-based learning activities in enhancing phonemic Awareness among kindergarten learners, according to their profiles

	t	df	Sig. (2-tailed)	Decision	Remarks
Age – Effect of Play-Based Learning Activities in Enhancing Phonemic Awareness Among Kindergarten Learners Based on Teachers' Perspective	-10.348	69	0.000	Reject	Significant
Sex – Effect of Play-Based Learning Activities in Enhancing Phonemic Awareness Among Kindergarten Learners Based on Teachers' Perspective	-26.0306	69	0.000	Reject	Significant
Number of Years in Teaching – Effect of Play-Based Learning Activities in Enhancing Phonemic Awareness Among Kindergarten Learners Based on Teachers' Perspective	-10.257	69	0.247	Reject	Significant
Highest Educational Attainment – Effect of Play-Based Learning Activities in Enhancing Phonemic Awareness Among Kindergarten Learners Based on Teachers' Perspective	-9.091	69	0.000	Reject	Significant

Table 4 displays the significance test of the respondents' judgment of the Effect of play-based learning activities on developing phonemic Awareness among kindergarten learners, compared with their profile. The results reveal that the respondents' perception of the usefulness of play-based learning activities in developing phonemic awareness varies considerably in relation to their demographic profile. This indicates that characteristics such as age, sex, years of teaching experience and the highest level of education attained have an impact on teachers' perceptions and ratings of the efficacy of play-based learning practices.

Specifically, the age variation suggests that instructors at different phases of their career may have varied pedagogical methods and attitudes to play-based learning. Sex disparities also affect divergent views, suggesting probable variations in teaching experiences and instructional techniques. Furthermore, teaching experience is an important factor since instructors with more years of practice

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may have more exposure to a variety of instructional methodologies which may influence their judgment of play-based learning. Again, disparities in education imply that instructors with greater degrees of academic training would have a more profound grasp of theory and practice, which might impact their judgment of its efficacy.

The results are supported by a study by Tamis-LeMonda et al. (2023), which examines new research on how different teaching traits, such as experience, education, and personal biases, can affect how play-based learning is used and how well it works in early childhood settings. It gives people a better understanding of how different types of teachers can affect how schools work and the results they achieve.

Significant relationship between respondents' assessments of the Effects of play-based learning activities and the challenges they face in implementing them to enhance phonemic Awareness among kindergarten learners

Table 5

Correlation between the assessment of the respondents on the Effect of play-based learning activities and the challenges faced by the respondents in implementing play-based learning activities in enhancing phonemic Awareness among kindergarten learners

		Challenges Faced by the Respondents in Implementing Play-Based Learning in Enhancing Phonemic Awareness of Kindergarten Learners
Effect of Play-Based Learning Activities in Enhancing Phonemic Awareness Among Kindergarten Learners Based on Teachers' Perspective	Pearson Correlation	0.181
	Significance (2-tailed)	0.134
	Number of Respondents	70

Table 5 display the result above, it can be seen that there exists a weak positive correlation between the respondents' perceptions regarding the effectiveness of play-based learning activities and the challenges they experience while using them, where the value of Pearson correlation coefficient, r, was equal to 0.181. That is, the greater the perception regarding the effectiveness of play-based learning in developing phonemic awareness, the greater the challenges. However, this correlation is quite week.

Additionally, the value of p, computed from SPSS, is greater than the commonly used significance value of 0.05 (0.134), thus making the correlation between these two variables insignificant. It implies that there is no sufficient evidence to show that there exists a significant relationship between the challenges encountered and the effectiveness of play-based learning activities in terms of development of phonemic awareness among kindergarten learners.

It is safe to say that despite the fact that the teachers perceive play-based learning activities as being effective, there is not much influence from the challenges they face as far as effectiveness is concerned. In this regard, the following recommendations can be made regarding interventions within the educational field to assist the teachers better implement the learning approach.

The result is supported by the research of Pyle et al. (2023), which examines how teachers think play-based learning affects early reading and the problems they face when using these methods. It provides information about the connection between problems with execution and how valuable people perceive play-based learning to be.

Action plan may be developed based on the findings of the study

I. RATIONALE

The action plan is designed to cater for varied needs of the teachers through provision of better tools and customization of professional development programs. In addition, it assists teachers in constantly determining ways in which the play-based learning can be utilized effectively within the school program. The action plan seeks to enhance play-based learning in kindergarten through observation of the processes followed as well as the results attained.

Objectives/Target	**Strategies/Activities**	**Time Frame**	**Person(s) Involved**	**Expected Output**
Develop Tailored Professional Development Programs for Diverse Teacher Profiles	Conduct surveys and focus groups to assess professional development needs based on age, gender, experience, and educational level	1 month	School Principal, Asst. Principal, Coordinators, Preschool Teachers	Needs assessment report
	Design modular training programs based on identified needs	2 months	School Principal, Asst. Principal, Coordinators, Curriculum Specialists	Tailored training modules
	Pilot training programs in selected schools	2 months	Pilot Schools, Training Facilitators	Feedback report

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Enhance Resource Allocation for Play-Based Learning	Audit current resources and identify gaps	1 month	School Principal, Coordinators, Preschool Teachers	Inventory report
	Develop and distribute additional materials	3 months	Educational Material Developers	Increased availability of resources
Integrate Play-Based Learning into Curriculum	Create guidelines and best practices	2 months	Curriculum Experts, Subject Area Coordinator	Guidelines document
	Conduct workshops and seminars.	Ongoing	School Principal, Asst. Principal, Coordinator	Enhanced teacher capability
Monitor and Support Implementation	Establish a monitoring system	6 months	School Principal, Asst. Principal, Coordinator	Monitoring reports
	Provide mentorship and Support.	Ongoing	School Principal, Coordinator, Mentors	Improved implementation
Evaluate Impact and Address Challenges	Evaluate effectiveness using feedback.	Every 6 months	School Principal, Asst. Principal, Coordinator	Evaluation reports
	Refine programs based on evaluation data.	Ongoing	School Principal, Data Analysts, Coordinators	Improved systems

IV. CONCLUSION

The study found that the teacher-respondents are generally young professionals in their early to mid-career stage, aged 31-35 with five to nine years of teaching experience. Most are women, with various educational backgrounds, most with master's degrees. This variety in profile leads to diverse views and levels of knowledge in the implementation of play-based learning. Results indicated instructors overwhelmingly believe that play-based learning is an excellent technique to improve phonemic awareness amongst kindergarten learners. It was proven to boost the critical abilities of letter sound identification, sound mixing, sound segmentation, rhyming and listening. However, instructors do face mild and infrequent implementation issues, which are deemed manageable and part of the usual teaching process.

Additionally, it was observed that there were considerable differences in the teachers' perception on the efficiency of play-based learning, depending on their age, gender, teaching experience, and education levels. This shows that personal and professional characteristics of teachers play an important role in shaping their perspective. However, there existed a relatively weak correlation between the effectiveness ratings and the presence of barriers, suggesting that such challenges are not the main determinants of teachers' perceptions on the issue's effectiveness.

The findings show that play-based learning is commonly viewed as an effective approach to fostering phonemic awareness despite the existence of potential barriers. It is also evident from the differences in the teachers' profile that the requirement for professional development interventions that address diversity exists. In addition, relying solely on addressing barriers may be insufficient to improve the implementation process.

Schools should offer a range of professional development activities such as training, mentoring and collaborative learning to improve practice. Encourage teachers to exchange best practices and resources, and help less experienced teachers via mentorship schemes. Regular monitoring and evaluation should be done to improve tactics and enough materials and resources should be provided to support successful implementation of play-based learning in kindergarten classes.

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