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PLAYFUL LEARNING: A MOTIVATIONAL APPROACH IN TEACHING 21ST CENTURY KINDERGARTEN LEARNERS

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ABSTRACT
This study explores the impact of playful learning on the academic and social development of kindergarten learners. In recent years, there has been a growing concern about the challenges faced by educators in fostering students' cognitive development to prepare them for societal challenges. While traditional educational methods focus on knowledge transmission, playful learning encourages students to engage actively in their own learning processes. The purpose of this study is to assess how playful learning influences both the academic performance and social-emotional development of kindergarten students, with a specific focus on creativity, critical thinking, problem-solving, empathy, and cooperation. The research employs a quantitative approach, using a survey method with a researcher-made questionnaire to collect data from kindergarten teachers regarding their observations of playful learning activities. Results indicate that playful learning significantly enhances creativity and critical thinking, as well as social skills such as empathy and cooperation. However, the study also reveals challenges in implementing playful learning, including insufficient learning materials and inadequate teacher training. The findings suggest that overcoming these barriers could further improve both academic and social development. Based on these results, the study proposes an intervention program to address these challenges, focusing on enhancing teacher preparedness and classroom environments. The study concludes that while playful learning is beneficial across various learner demographics, ongoing support and resource allocation are essential to maximize its impact, particularly in fostering social development. Future research should investigate the long-term effects of playful learning on academic success and the development of self-regulation.

KEYWORDS: *Academic Development, Availability, Classroom Management, Cooperation, Creativity, Critical Thinking, Empathy, Language and Literacy Skills, Learning Environment*

I. INTRODUCTION

Education in the 21st century is not just about the transfer of information, but about developing the cognitive, social and adaptive skills of learners. Learning approaches need to be designed in such a way that students become engaged, motivated, and participative in order to accommodate changes in society (Morocho-Cevallos et al., 2025). In particular, it becomes even more crucial for early childhood education where the students are at an essential stage in their lives, with any engagement during this period having a significant influence on educational and social outcomes. Traditional methods based on passive learning could result in boredom, thus emphasizing the importance of using other options (Fernandez, 2021).

Playful learning is a developing teaching strategy, which has proven to be successful in early childhood education, wherein learning and play are combined to create a stimulating learning environment. This method fosters creativity, collaboration, problem-solving and socialization along with intrinsic motivation and active engagement (Mardell et al., 2021). It can aid in the development of self-regulation, agency, and cognition skills, leading to better academic performance and social functioning of young children (Baker et al., 2023; Hirsh-Pasek et al., 2020). The use of intentional play is a crucial teaching strategy that can help in bridging any developmental disparities and ensuring equity in learning opportunities especially in diverse classrooms (Allee-Herndon & Roberts, 2021).

Although the advantages of involving students in education through engagement are common knowledge, this approach is not always applied continuously. Teachers often find it difficult to structure and implement playful teaching methods owing to lack of experience, inadequate resource availability, and conventional understanding of teaching and learning practices (Buldu, 2022). Moreover, even though playful teaching and learning have proven quite effective in previous studies, there still lacks sufficient information on how the elements of this strategy affect various domains of development, including cognitive, emotional-social, and language (Størksen et al., 2023). What is more, the perspectives of the key parties involved, that is, teachers, parents, and students, have rarely been investigated in order to gain insight into the challenges of integrating playful learning into classrooms.

This research is based on the Social Development Theory of Vygotsky and the Constructivist Learning Theory of Piaget and acknowledges learning as an active process that is socially mediated and children create knowledge via interaction, exploration and guided assistance. These theories highlight the significance of play in cognitive development, social connection and emotional growth.

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Given these limitations, the study seeks to investigate the effect of playful learning on academic and social development of kindergarten learners in critical areas including creativity, critical thinking, problem solving, language and literacy, self-regulation, co-operation and empathy. The purpose of this research is to give guidelines for the enhancement of teaching practices, the development of teacher training programs, and the improvement of early childhood education outcomes via the effective integration of fun learning approaches.

1.1 Statement of the Problem

1. What is the demographic profile of the respondents in terms of age, sex, position title, number of years in the position, highest educational attainment, and specific playful learning activities used?
2. What is the composite mean on the challenges in utilizing playful learning in the kindergarten setting in terms of availability of learning materials, classroom management, teacher training and competence, learning assessment, and learning environment?
3. What is the composite mean on the impact of a playful learning approach on the development of kindergarten learners in terms of academic development, including creativity, critical thinking, problem-solving skills, and language and literacy skills, as well as social development, including self-regulation, cooperation, and empathy?
4. Is there a significant difference in respondents' assessments of the impact of a playful learning approach on learners' academic and social development when grouped according to their profile?
5. Is there a significant relationship between the challenges in utilizing playful learning in the kindergarten setting and its impact on the academic and social development of kindergarten learners?
6. What intervention program may be developed based on the findings of the study?

2. REVIEW OF RELATED LITERATURES AND STUDIES

The research consistently describes playful learning as a child-centered educational method that greatly enhances the academic and social development in early childhood education. Instead, current views on play are described as a systematic and developmentally appropriate approach towards enhancing meaningful learning experiences, rather than simple entertainment (Wang et al., 2024; Parsons, 2022). The use of play-based education facilitates a positive learning environment that involves the active participation of learners, who are creative and motivated to learn via discovery and interaction (Mardell et al., 2021; Kangas et al., 2023).

Play is a natural medium for learning and further study suggests that play builds the essential academic skills of reading, numeracy and problem solving. Fun learning makes students more motivated, interested, and participative in the classroom, hence enabling them to achieve better results academically (Fletcher et al., 2024; Klemme, 2024; Morocho-Cevallos et al., 2025). Furthermore, fun-based methods of teaching enhance the acquisition of higher cognitive skills like creativity and critical thinking, besides fostering language and literacy skills (Bravo-Velasquez et al., 2023; Fisch et al., 2024; Mostafa,

Playful learning is significant for social and emotional development such as self-regulation, empathy, cooperation, and learner autonomy aside from the cognitive outcomes. Researches indicate that fun activities play a crucial role in enabling children to build up resilience, self-confidence, and sense of belonging, which leads to holistic development of the young in early childhood education (Mwinsa & Dagada, 2025; Parker et al., 2022). Moreover, through playing, there are possibilities for socialization and group learning, which are essential to attain the skills of the 21st century (Jensen et al., 2022; Lyons, 2022).

However, the study also shows that challenges still exist in the implementation of enjoyable learning. In general, teachers have problems such lack of teaching resources, poor training, problems in managing classroom, and constraints of curriculum (Buldu, 2023; Ayisheshim, 2022). The existing curricular frameworks are frequently not aligned with developmentally appropriate activities, thereby limiting opportunities for the effective integration of play-based approaches (Geletu, 2025). These limits reveal the need for systematic professional development and institutional assistance to enhance teachers' proficiency in using enjoyable learning approaches.

In conclusion, the studies analyzed above show the increasing consensus that playful learning is a highly effective form of instruction that can be used to combine pleasure with education. However, additional researches must be conducted on several approaches, concerns, and views in connection with the efficient usage of this approach. All these details are very important for establishing appropriate teaching methods aimed at providing children with proper development in kindergarten.

II. RESEARCH METHODOLOGY

Research Design

The impact of play-based learning on the academic and social development of kindergarten kids was examined in this study using a descriptive quantitative research approach. Without any control over the components involved, the description of research entails a natural portrayal of occurrences. This kind of study approach is mostly used to characterize relationships, distributions, and trends within a particular population (Mishra & Alok, 2022; Vale, 2023).

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The quantitative approach involves the systematic collection and statistical analysis of numerical data to examine relationships among variables and generate objective findings (Sreekumar, 2023).

In this study, the research design enabled the systematic collection and analysis of data related to the use of playful learning and its influence on learners' academic and social development. The approach provided a reliable basis for examining trends and relationships among variables and for drawing evidence-based conclusions relevant to early childhood education practice.

Population and Sampling
The total population consisted of ninety (90) kindergarten teachers in the Binangonan District, Division of Rizal. The researcher used a stratified sampling technique to select the study's respondents, grouping schools and selecting kindergarten teachers from each group.

Respondents of the Study
The respondents of the study consisted of ninety (90) kindergarten teachers from Binangonan District in the Division of Rizal who provided the observed data on the kindergarten learners needed to determine the impact of playful learning on their academic and social development. The respondents were selected as teachers who utilized playful learning in the kindergarten setting.

Research Instrument
The researcher's questionnaire served as the primary instrument for data collection. The gadget was made to provide data in accordance with the objectives of the research. It was divided into three pieces, each of which represented a critical variable.

The first part gathered the demographic information about the participants, which included their age, sex, job title, years of experience in their current jobs, education level attained, and the playful learning activities used. The second part explored the difficulties associated with using playful learning methods, which included learning resources, classroom management, competency of the teachers to use the methods, assessing learners' achievements, and the learning environments. Lastly, the third part evaluated the effect of using playful learning methods on learners' development, which included the academic aspect involving creativity, problem-solving skills, and language abilities and the social aspect involving empathy and cooperation.

A Likert scale was used to quantify responses, allowing for objective measurement and statistical analysis of the variables under investigation.

Validation of the Instrument
Validity and reliability of the questionnaire as an effective research tool were guaranteed through an extensive validation procedure. Content validity of the instrument was tested by an expert panel made up of lecturer professors and subject experts who confirmed the correctness, relevance, and consistency of all the questions in relation to the study objectives. Prior to the approval of the instrument, the researchers further refined the instrument based on the suggestions of the experts.

The reliability of the measuring tool was verified through the pilot testing where a sample of non-respondents was used for the assessment of internal consistency reliability of the questionnaire, as measured by the Cronbach's Alpha coefficients.

Data Gathering Procedure
A validated questionnaire was used in a methodical data gathering process. The superintendent of Rizal's Schools Division and the principals of a few public elementary schools gave their consent before any data was collected. Every responder gave their informed agreement, guaranteeing privacy, voluntary involvement, and conformity to moral principles.

Both paper and online versions of the surveys were sent, depending on the respondents' convenience. When explanations were required, they were provided without influencing the responses, and clear instructions were provided. Respondents have a week to complete the exam. Any incomplete or incorrect responses were eliminated from the research once the completed questionnaires were retrieved and their completeness was confirmed.

The Statistical Package for the Social Sciences (SPSS) was used to encrypt, store, and analyze the gathered data in a secure database. The findings, conclusions, and suggestions of the research, as well as the creation of a program on the successful application of fun learning in the kindergarten environment, were derived from the results.
Prior to the manuscript's final submission, the research underwent an oral defense and changes based on the panel's comments.

Statistical Treatment
Appropriate statistical methods were used to examine the gathered data. The demographic profile of the respondents, including age, sex, job title, years in the role, greatest level of education attained, and particular fun learning activities used, was described using frequency and percentage distributions.

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The challenges that come into play when trying to integrate fun learning in the kindergarten environment, such as the availability of learning materials, classroom management, competence of the teacher and his/her readiness, evaluation of learning, and the learning environment, were assessed through the use of the weighted mean. The same assessment tool was also used to gauge the impact of playful learning on the social and academic development of the learner.

When the respondents were categorized by profile, a paired t-test was used to see whether there were any significant variations in their evaluations of the influence of fun learning on social and academic development. Lastly, the link between the difficulties in implementing fun learning and its effect on kindergarten students' academic and social development was investigated using Pearson's r correlation coefficient.

III. RESULTS AND DISCUSSION

Demographic profile of the respondents in terms of age, sex, position title, number of years in the position, highest educational attainment, and Specific playful learning activities used

Table 1

Demographic profile of the kindergarten teacher-respondents

		f	%	Rank
Age	21 -25 years old	0	0	7
	26 - 30 years old	7	8	5
	31 - 35 years old	14	16	2
	36 - 40 years old	40	43	1
	41 -45 years old	14	16	2
	46 - 50 years old	14	16	2
	51 years old and above	1	1	6
	Total	90	100	
Sex	Male	38	42	2
	Female	52	58	1
		90	100	
Position Title	Teacher I	33	37	1
	Teacher II	29	32	2
	Teacher III	23	25	3
	Master Teacher I	5	6	4
	Master Teacher II	0	0	5
	Total	90	100	
Number of Years in the Position	1 - 5 years	6	7	5
	6 - 10 years	7	8	4
	11 - 15 years	22	24	2
	16 - 20 years	35	39	1
	21 and above years	20	22	3
	Total	90	100	
Highest Educational Attainment	Bachelor's Graduate	16	18	2
	With MA Units	56	62	1
	Master's Graduate	11	12	3
	with PhD Units	5	6	4
	With EdD Units	2	2	5
	PhD Graduate	0	0	6
	EdD Graduate	0	0	6
	Total	90	100	
Playful Learning Activities Used	Storytelling and Puppet Play	10	11	3
	Role-Playing and Dramatic Play	13	15	2
	Building Block or LEGO Challenge	0	0	5
	Music, Movement, and Phonics Games	58	64	1
	Collaborative Group Games	9	10	4
	Total	90	100	

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Table 1 shows that the majority of kindergarten teachers who responded are middle-aged professionals, with the biggest group being 36–40 years old (43%), followed by 31–35 and 41–45 years old (16%). In line with patterns in early childhood education, women make up the majority (58%). The majority of respondents work as Teacher I (37%), followed by Teacher II (32%) and Teacher III (25%), suggesting that entry- to mid-level teaching occupations make up the majority of the workforce.

A sizable percentage (39%) have worked as teachers for 16–20 years, indicating a population with a high level of expertise. The majority of responders (62%) have master's degree units, indicating a high degree of academic readiness. The most popular fun learning activities in the classroom include music, movement, and phonics games (64%), followed by role-playing (15%) and storytelling (11%).

The data clearly demonstrate that the respondents are well-experienced and academically competent instructors who choose active and interactive teaching styles especially those that improve language and motor abilities. It is evident that the respondents' preferred teaching method is in line with the ideals of early childhood education.

The results are consistent with earlier research demonstrating the beneficial effects of interactive and fun strategies, notably via the use of music and physical exercise, on the development of young children (Pino & Oliveira, 2021; Reyes, 2023).

Composite Mean Table on the challenges in utilizing playful learning in the kindergarten setting in terms of availability of learning materials, classroom Management, teacher training and competence, learning assessment, and learning environment

Table 2

Composite table on the challenges in utilizing playful learning in the kindergarten in terms of availability of learning materials, classroom management, teacher training and competence, learning assessment, and learning environment

	Mean	Std. Deviation	Verbal Interpretation
Availability of Learning Materials	2.96	0.30	Agree
Classroom Management	3.00	0.32	Agree
Teacher Training and Competence	3.12	0.31	Agree
Learning Assessment	3.52	0.46	Strongly Agree
Learning Environment	3.52	0.35	Strongly Agree
Challenges in Utilizing Playful Learning in the Kindergarten Setting	**3.23**	**0.21**	**Agree**

Legend: *4 (3.50 - 4.00) – Strongly Agree* *2 (1.50 - 2.49) – Disagree*
3 (2.50 - 3.49) – Agree *1 (1.00 - 1.49) – Strongly Disagree*

Table 2 show the results that most kindergarten teachers believe that there are problems in the implementation of fun learning. The overall composite mean of 3.23 shows that all domains agree to the challenges of playful learning. The comparatively modest standard deviations show that respondents had generally consistent views.

The learning environment had the highest mean (M=3.52) across all categories with considerable complaints regarding inadequate facilities, safety hazards, restricted classroom space and improper layout. Then teacher competence and training (M = 3.12) which shows a lack of knowledge of play-based education, poor mentorship and lack of professional development. Access to learning resources (M = 2.96) and classroom management (M = 3.00) were also found to be recurring challenges, especially in terms of balancing planned and unstructured play, controlling student conduct, and getting age-appropriate instructional materials. Further, the greatest scores among the problems in learning evaluation suggest that there are difficulty in assessing learning outcomes via play, mostly because of a lack of standardized methods and limited time for documentation.

Overall, our findings show that although enjoyable learning is widely regarded as a great teaching technique, institutional, professional, and contextual limitations make it difficult to put into practice. The results highlight the need of enhancing classroom settings, offering sufficient resources, concentrating on teacher professional development, and creating appropriate assessment mechanisms in order to promote the successful use of enjoyable learning approaches.

These results are consistent with the research, which has identified resource constraint, insufficient training, and environmental circumstances as significant hurdles to the implementation of play-based learning in ECE programs (Su & Li, 2021; Zhang & Liu, 2022). Along with that, it is shown that the development of competence and the classroom setting is the key to maximizing the advantages of pleasure learning (Tan et al., 2023).

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Composite Mean Table on the impact of a playful learning approach on the development of kindergarten learners in terms of academic development (creativity, critical thinking, problem-solving skills, and language and literacy skills), and social development (self-regulation, cooperation, and empathy

Table 3.1

Composite table on the impact of a playful learning approach on the academic development of kindergarten learners in terms of creativity, critical thinking, problem solving skills, and language and literacy skills

	Mean	Std. Deviation	Verbal Interpretation
Creativity	3.52	0.47	Strongly Agree
Critical Thinking	3.01	0.28	Agree
Problem Solving Skills	3.00	0.30	Agree
Language and Literacy Skills	2.98	0.28	Agree
Impact of Playful Learning on The Academic Development of Kindergarten Learners	**3.13**	**0.21**	**Agree**

Legend: *4 (3.50 - 4.00) – Strong Agree* *2 (1.50 - 2.49) – Disagree*
3 (2.50 - 3.49) – Agree *1 (1.00 - 1.49) – Strongly Disagree*

Table 3.1 shows the findings that playful learning has a positive and significant effect on the academic development of kindergarten learners . The overall composite mean is 3.13 which is interpreted as "Agree". The relatively low standard deviations on the domains show a consistent perception among the respondents.

Creativity was the academic domain with the highest mean score (M = 3.52), demonstrating a very strong consensus that playful learning is useful in enhancing creative expression, innovation and independent thinking . The next were critical thinking (M=3.01) and problem-solving abilities (M=3.00) which indicate that fun learning helps in reasoning, analysis, and decision-making but with modest diversity in participants' replies. The language and literacy abilities acquired a somewhat lower mean (M = 2.98). This suggests that while fun learning has a good impact on communication and early literacy skills, the extent of the impact may depend on the instructional design and learner characteristics .

In sum, the findings imply that playful learning is an excellent instructional technique for developing several aspects of academic development, with especially substantial impact on creativity and consistent beneficial effects across other domains. However, reasonable evaluations in critical thinking, problem solving, and language development suggest that there is potential for improvement via more organized and purposeful play-based tactics.

These results are consistent with other research that has shown the positive effects of play-based learning on creativity, cognitive development, and higher-order thinking abilities in early childhood education (Harris & Lee, 2022; Turner et al., 2021). Research has also demonstrated that fun learning enhances problem solving skills and early literacy development which further confirms the benefits of this approach to holistic academic development of young learners.

Table 3.2

Composite table on the impact of a playful learning approach on the social development of kindergarten learners such as self-regulation, cooperation, and empathy

	Mean	Std. Deviation	Verbal Interpretation
Self-Regulation	2.97	0.29	Agree
Cooperation	3.42	0.40	Agree
Empathy	3.52	0.46	Strongly Agree
Impact of Playful Learning on the Social Development of Kindergarten Learners	**3.31**	**0.31**	**Agree**

Legend: *4 (3.50 - 4.00) – Strong Agree* *2 (1.50 - 2.49) – Disagree*
3 (2.50 - 3.49) – Agree *1 (1.00 - 1.49) – Strongly Disagree*

Table 3.2 results show that playful learning has a good influence on the social development of the kindergarten learners with a composite mean of 3.31 which is interpreted as "Agree." The standard deviations are quite low across domains showing consistent perception among respondents.

Playful learning offered the best opportunities to promote the learners' capacity to comprehend others' views, to express compassion and form supportive peer connections as the domain of empathy had the highest mean (M = 3.52). Then, collaboration (M = 3.42) appeared, which means better teamwork, involvement, and shared responsibility among the learners. Self-regulation had the lowest mean (M = 2.97) but was still in the range of "Agree." It means that although fun learning fosters emotional regulation, patience, and concentration, it may be less reliable.

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Such findings suggest that fun learning is an excellent way to develop important social-emotional skills, namely empathy and cooperation, while also supporting self-regulation. The comparatively lower and more variable answers for self-regulation suggest possibilities to improve the design of fun activities to better promote consistent development of this ability among various learners.

The findings presented here coincide with research which demonstrates how play-based approaches to education in early childhood develop cooperative behavior, empathy, and affective development among young children (Johnson & Williams, 2021; Thompson et al., 2022). Also, there is research which indicates that interactive and active learning environments promote the development of important social skills including self-control and teamwork (Green & Hughes, 2023).

Significant difference in the assessment of the respondents on the impact of the playful learning approach in the development of learners' academic and social development when grouped according to profiles.

Table 4

Significant difference in the assessment of the respondents on the impact of the playful learning approach in the development of learners' academic and social development when grouped according to profiles

		F	Sig.	Decision	Remarks
IMPACT OF PLAYFUL LEARNING ON THE ACADEMIC DEVELOPMENT OF KINDERGARTEN LEARNERS	Age	1.029	0.406	Accept	Not Significant
	Sex	0.881	0.350	Accept	Not Significant
	Position Title	1.148	0.334	Accept	Not Significant
	Number of Years in the Position	0.179	0.949	Accept	Not Significant
	Highest Educational Attainment	0.927	0.452	Accept	Not Significant
	Playful Learning Activity Used	1.542	0.209	Accept	Not Significant

Table 4 shows the results that the disparities in the influence of playful learning on the academic and social development of the kindergarten learners classified by profile traits in the respondents' judgments are not statistically significant. The calculated F-values (0.179-1.542) and the accompanying p-values (0.209-0.949) are all more than the 0.05 threshold of significance. Hence, the null hypothesis is accepted in all the variables.

This study demonstrates that views of playful learning are constant across age, sex, position, years of service, educational attainment, and kind of fun learning activity employed. The similarity in the replies suggests a common understanding among the instructors that fun learning is useful in boosting both academic and social development.

These results indicate that fun learning is a widely acceptable and successful teaching strategy and the advantages are not impacted by demographic or occupational variables. This supports the stability of playful learning as a teaching method in a variety of educational environments and demographics.

The findings align with other research that have shown teacher opinions of the efficacy of play-based learning are not significantly associated with demographic variables (Edwards & Jones, 2021). Likewise, research shows that fun learning consistently generates excellent developmental results for learners despite variances in instructor qualities (Patel & Yang, 2022).

Significant relationship between the challenges in utilizing playful learning in the kindergarten setting and the impact of playful learning on the academic and social development of kindergarten learners

Table 5

Significant relationship between the challenges in utilizing playful learning in the kindergarten setting and the impact of playful learning on the academic and social development of kindergarten learners

		IMPACT OF PLAYFUL LEARNING ON THE ACADEMIC DEVELOPMENT OF KINDERGARTEN LEARNERS	IMPACT OF PLAYFUL LEARNING ON THE SOCIAL DEVELOPMENT OF KINDERGARTEN LEARNERS
CHALLENGES IN UTILIZING PLAYFUL LEARNING IN THE KINDERGARTEN SETTING	Pearson Correlation	0.004	.842**
	Sig. (2-tailed)	0.970	0.000
	N	90	90
***. Correlation is significant at the 0.01 level (2-tailed).*			

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Table 5 shows the data indicate that the association between problems in implementing fun learning and social growth of the learners is good, robust and statistically significant ($r = 0.842$, $p < 0.001$). The results suggest that changes in the scale of implementation problems are strongly related to changes in social outcomes, notably in the areas of empathy, collaboration, and self-regulation.

However, there is no significant association between the barriers faced and learners' academic improvement ($r = 0.004$, $p = 0.970$). This implies that the efficiency of fun learning in increasing academic abilities is not influenced by implementation issues.

These findings suggest that fun learning consistently promotes academic growth, while its effects on social development are more susceptible to implementation settings. Hence, overcoming hurdles including financial constraints, classroom management problems and inadequate teacher training, may have a critical role in optimizing social development results among kindergarten learners.

The results are confirmed by earlier research that has shown that overcoming implementation hurdles in play-based learning contexts greatly improves social skills like as collaboration and empathy (Fisher & Miller, 2021). However, the effect on academic development seems to be consistent in the context of obstacles, which shows the underlying usefulness of fun learning in promoting cognitive progress (Lee et al., 2023).

Intervention Program may be developed based on the findings of the study
Project Title: *"Enhancing Social Development through Playful Learning in Kindergarten"*
I. RATIONALE
The evidence is solid that happy learning greatly affects young children's social and intellectual development in early childhood education. The efficiency of such a method is determined by the challenges of its use. The main goal of the program is to deal with these problems by focusing on techniques that will allow teachers to use fun teaching methods, especially those that help kindergarteners learn how to get along with others. Researchers have found that teaching kids important social skills like self-control, kindness, and working with others is very important for their mental and social growth. Because of the known link between these traits and their effect on social development, the program's goals are to help teachers, make parents more aware, and give more training to improve the integration of happy learning in the classroom. This intervention will be of value to young children by enhancing the social skills that are important for future interactions and academic performance.

Objectives	Persons Involved	Person Responsible	Timeframe	Cost Estimate	Output
Address the challenges in implementing playful learning by providing targeted training and resources to improve social development outcomes.	Kindergarten teachers, school heads, Head Teachers	School Principal	6 months	Php 10,000 for training sessions, materials	Conducted training sessions on effective strategies for implementing playful learning activities.
Enhance the effectiveness of playful learning in promoting social development, focusing on empathy, cooperation, and self-regulation.	Kindergarten teachers, school heads, and students	Curriculum Coordinator	1 month	Php 5,000 for lesson plans and activity materials	Implementation of improved playful learning activities with a focus on social skills development.
Establish a monitoring and evaluation system to track the progress of playful learning implementation and its effect on social development.	School Principal, teachers, educational assistants	Monitoring and Evaluation Team	3 months	Php 3,000 for evaluation tools and materials	Regular progress reports and assessments to monitor the social development of learners.
Increase collaboration and communication among educators to share best practices and address any remaining challenges in playful learning implementation.	Kindergarten teachers, school heads, education experts	School Principal	Ongoing (Quarterly meetings)	Php 2,000 per meeting for refreshments and facilitation	Quarterly meetings for teachers to discuss challenges, share strategies, and improve practices.
Raise awareness about the significance of overcoming playful learning implementation challenges for the benefit of social development.	Parents, teachers, school heads	School Public Relations Officer	1 month	Php 1,500 for printing materials and event hosting	Parent-teacher meeting to discuss the importance of playful learning for social development.

IV. CONCLUSION

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The study found that the teachers at the kindergarten level were well-equipped with education, as well as possessing much experience. They also enjoyed playing with their students through methods such as dancing, singing, and playing word games. They are good at it, but they have moderate to serious difficulty in implementing pleasant learning. These challenges are largely associated with the learning context, teacher training, classroom management and the lack of resources. Conversely, playful learning was universally shown to enhance students' academic and social development, notably in the form of increased creativity, empathy, cooperation and self-control. Results also revealed no substantial differences in teachers' assessments according to students' demographics. This implies that the value of play based learning is well appreciated across all categories. Problems with application don't have a huge influence on academic success, but they do have a big effect on social progress. This indicates that the removal of these obstacles might allow the children to strengthen their social skills even better. The major finding of the research is that fun learning is an efficient and broadly applicable teaching approach. But it can only come to its own with more support systems. Therefore, it becomes necessary that there is an improvement in the learning environment, provision of relevant resources to children, and also the provision of continuous professional development and mentoring programs for teachers in order to be adequately prepared to implement play-based learning successfully in the future. It can be seen that more support from the institution and further training of teachers would help in achieving this objective.

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