

## TEACHERS BEST PRACTICES IN TEACHING KINDERGARTEN PUPILS: AN APPROACH TO FRAMEWORK IMPLEMENTATION

VITHEL NIEZ

<https://orcid.org/0009-0002-9378-7457>

[vithelniez@gmail.com](mailto:vithelniez@gmail.com)

Philippine Christian University, Manila, Philippines

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### ABSTRACT

This study investigates teachers' effective strategies in teaching kindergarten pupils, focusing on implementing frameworks concerning self-regulation and self-determination. Utilizing a qualitative phenomenological method and Focus Group Discussions (FGDs), the study assesses best practices among preschool teachers, employing purposive sampling involving ten respondents. The findings reveal that optimal techniques for self-regulation involve diverse classroom characteristics conducive to varied teaching methods, supportive organizational structures, and planned child-centered curricula. Parental solid involvement positively impacts academic progress, while evaluation practices identify learning strengths and weaknesses. Regarding self-determination, effective communication fosters social development, enhancing the classroom climate. Program and class characteristics engage students in real-world connections through interactive activities. However, challenges persist, including enforcement gaps affecting instructional methods, pupil health influencing the learning environment, and the need to accommodate diverse academic journeys while fostering belongingness and competence. This study underscores the multifaceted nature of effective teaching strategies and the complex challenges teachers face, emphasizing the necessity for comprehensive approaches in early childhood education.

*Keywords: Teaching best practices, Teaching kindergarten pupils, Challenges in teaching, Qualitative phenomenological research, Philippines*

### INTRODUCTION

The field of preschool education encounters intricate challenges in curriculum development and teaching methodologies, notably the struggle to align educational practices with the diverse needs of toddlers. Teachers face the arduous task of balancing toddlers' time, communication, and adjustment to the learning environment, which is vital for successful classroom management (Zabeli & Gjelaj, 2020). Misunderstandings regarding teaching philosophy and execution further complicate the transition to inclusive education, hindering effective teaching strategies for kindergarten pupils. Amidst the technological era, kindergarten teachers encounter both

opportunities and concerns. The advent of technology presents tools for enhanced teaching methodologies; however, there is a pressing need for comprehensive training to align with evolving educational trends and demands (Romero-Tena et al., 2020). Nevertheless, the educational landscape continues to grapple with persistent issues, including the tediousness of lesson planning, communication gaps with parents, and overwhelming paperwork. Additionally, the meager remuneration of teachers, coupled with a lack of recognition, poses significant deterrents, impacting the quality of education delivered in preschool settings (Kim, 2022). This study aims to scrutinize and address these multifaceted challenges to fortify the preschool education framework. The

central focus is on developing a robust curriculum to enhance kindergarten pupils' learning experience and holistic well-being. The ultimate goal is to ensure access to high-quality education, fostering comprehensive development among young learners. By identifying and analyzing the hurdles faced in planning the kindergarten curriculum within the context of emerging teaching activities, this study contributes significantly to the refinement of preschool education practices and methodologies (Finders et al., 2021). In essence, this study endeavors to shed light on the complexities of preschool education, emphasizing the necessity of a solid curriculum framework to facilitate a more effective learning experience for kindergarten pupils. The holistic development and access to quality education for preschoolers remain at the forefront, advocating for a comprehensive approach to refining early childhood education teaching practices.

The study "Self-regulated learning, self-determination theory and teacher candidates' development of competency-based teaching practices" (Brenner, 2022, pp 1-14) illuminates the significance of self-regulated learning and self-determination theories in refining effective teaching methodologies within educational institutions. Emphasizing the importance of self-regulated learning practices, including motivation, metacognition, and strategic action, the study highlights their pivotal role in elevating teaching competency and aligning with students' academic goals, career outcomes, and socio-emotional learning.

### Theory on Best Practices in Teaching

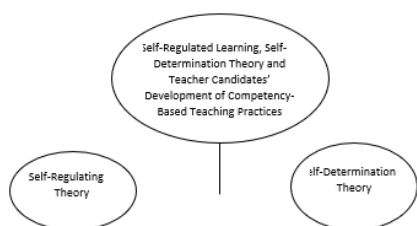


Figure 1: Theory on Best Practices in Teaching

Through an exploration of Circle 1, which details the theories' roles in kindergarten

education, and Circle 2, which focuses on the three developmental processes of self-regulated learning, this thesis underscores the value of metacognition, motivation, and adaptable teaching methods crucial for academic success. Furthermore, Circle 3 accentuates the self-determination theory's implications in teaching, emphasizing its impact on fostering positive cultural values, motivation, autonomy, competence, and relatedness in shaping a conducive learning environment. The study emphasizes these theories' pivotal role in shaping effective teaching practices and fostering a conducive learning environment in kindergarten education (Stewart, 2021; Raković et al., 2022; Xia et al., 2022).

### OBJECTIVES OF THE STUDY

The study focuses on the teachers' best practices in teaching kindergarten pupils as an approach to framework and implementation. Specifically, it aims to answer the following objectives:

1. Determine teachers' best practices in teaching kindergarten pupils.
2. Identify challenges of teachers in teaching kindergarten pupils.
3. Propose best practices and challenges framework.

### METHODOLOGY

The research methodology chapter delves into a qualitative phenomenological approach, employing Focus Group Discussions (FGD) to analyze kindergarten teaching practices and address teachers' challenges. Churchill (2022) emphasizes phenomenology's significance in exploring teaching best practices, while Aguas (2022) underscores its fusion in education to comprehend human experiences and teaching essence in kindergarten, amalgamating diverse methodologies for enriched understanding.

The study centers on ten preschool teachers, chosen to ensure research credibility. Employing qualitative sampling methods delves into their experiences and kindergarten teaching best

practices (Eisele et al., 2022). These educators, selected based on specific criteria and at least two years of experience, aid in framing effective teaching practices within the curriculum (Hennink & Kaiser, 2022). Utilizing purposive sampling, this non-probability method ensures a justifiable representation aligned with the research's focus on optimal teaching practices (Staller, 2021).

The study employs a semi-structured questionnaire, aligning with Chapter 1's focus on teachers' best practices in teaching kindergarten pupils and its application in framework and implementation. This tool delves into teachers' practices, challenges, and solutions related to self-regulation and self-determination, reflecting the study's cited theory. It uses open-ended questions to capture respondents' knowledge, employing concept mapping to analyze the learning application in the research. This instrument integrates qualitative methods, emphasizing characteristics, concept mapping, and derived conclusions (de Ries, et al., 2021).

The researcher obtained approval from the school district coordinator via a purpose-outlined letter titled "Teachers' Best Practices in Teaching Kindergarten Pupils: An Approach to Framework Implementation." Personal interviews ensued, backed by a questionnaire ensuring confidentiality and voluntary participation. Data analysis, following Mohajan & Mohajan's (2022) qualitative coding exploration, revealed challenges and best practices in teaching kindergarten, employing thematic analysis within the grounded theory perspective. This method delineated coding techniques, theory saturation, and sampling methods to understand self-regulation and self-determination in kindergarten teaching comprehensively.

## RESULTS AND DISCUSSION

The chapter focuses on the results and analysis among teachers' best practices in teaching kindergarten pupils as an approach to framework and implementation among the respondents as follows:

### 1. The best practices of teachers in teaching kindergarten

The thematic analysis and core ideas are done through Focus Group Discussion on the analysis of teachers' best practices in teaching kindergarten pupils in terms of self-regulation among the respondents.

#### 1.1. Classroom Characteristics

Classroom characteristics by Huang & Siraj (2023) create conducive environments, enabling independent learning, clear rules, and positive behavior management for kindergartners and teachers. The participants say that:

*"Create multiple teaching methods, conducive for learning, interesting, and positive learning environment", T1, P<sub>1</sub>, P<sub>2</sub>, P<sub>5</sub>, & P<sub>8</sub>*

*"Discipline and consistency, positive inclusive learning, and instill a love of learning". T1, P<sub>3</sub>, P<sub>6</sub>, & P<sub>7</sub>*

*"School best practice for learning, organize, and flexible adaptive learning", T1, P<sub>7</sub>, P<sub>9</sub>, & P<sub>10</sub>*

*"Create a safe and organize the physical environment, and established clear rules and expectation to support learning engagement", T1, P<sub>4</sub> & P<sub>5</sub>*

#### 1.2. Class Organization and Resources

Hasson et al. (2023) emphasize classroom organization and resources that shape learner behavior, promote conducive learning, and enhance teaching activities systematically. The participants say that:

*"Responsibility of action, expectations for behavior, self-regulation, and resourceful teaching-learning process". T2, P<sub>1</sub>, P<sub>2</sub>, & P<sub>6</sub>*

*"Support teaching and learning activities, identify effective problem-solving techniques, and create a positive classroom culture", T2, P<sub>2</sub>, P<sub>3</sub>, P<sub>8</sub>, & P<sub>9</sub>*

*“Provide a variety of learning resources, materials, accessible for students, interesting tools for learning”, T2, P<sub>2</sub>, P<sub>3</sub>, P<sub>4</sub>, & P<sub>5</sub>*

*“Facilitates collaboration and movement, develops self-regulation skills, establishes rules and regulations, and empowers students to take responsibility for their learning”. T2, P<sub>5</sub>, P<sub>7</sub>, & P<sub>10</sub>*

### 1.3. Instructional Activities and Curricular Focus

Instructional activities and curriculum focus, highlighted by VanTassel-Baska & Wood (2023), are crucial in tailoring learning experiences to meet kindergartners' needs. These activities, centered on student needs and diverse materials, enhance teaching practices and facilitate interdisciplinary learning, effectively immersing students in lesson content. The participants say that:

*“Align with the pupil's interest, design lessons for interactive activities and support to encourage learning independence”. T3, P<sub>1</sub>, P<sub>2</sub>, & P<sub>6</sub>*

*“Careful planning and a child-centered approach, identify specific skills, knowledge, and concepts, use a variety of instructional strategies, and set a standard rules instructional activities and focus”. T3, P<sub>2</sub>, P<sub>3</sub>, P<sub>5</sub>, & P<sub>7</sub>*

*“Focus on creating and engaging in a meaningful learning activity, maintain class order of the lesson, and planning development for instructional activities curriculum standards”. T3, P<sub>3</sub>, P<sub>4</sub>, & P<sub>5</sub>*

*“Setting a good example, using a variety of teaching methods, and setting clear learning objectives”. T3, P<sub>8</sub>, P<sub>9</sub>, & P<sub>10</sub>*

### 1.4. Parent Involvement

Parental involvement, as emphasized by Ma et al. (2022), is pivotal for a child's education, fostering a supportive home learning environment. Involvement in homework, conferences, communication with teachers, and decision-

making underscores the partnership between parents, teachers, and students, which is crucial for kindergartners' holistic development. The participants say that:

*“Reinforce learning, develop school success, promote learning skills, and identify growth areas and support development and intervention”. T4, P<sub>1</sub>, P<sub>3</sub>, P<sub>8</sub>, & P<sub>9</sub>*

*“Teaching and evaluation, monitoring performance and collaborative partnership in teaching and learning”. T4, P<sub>2</sub>, P<sub>3</sub>, P<sub>4</sub>, & P<sub>5</sub>*

*“Best practice to connect home and school for learning, sense of support and accountability, feedback, insights and increase motivation and engagement”. T4, P<sub>2</sub>, P<sub>4</sub>, P<sub>5</sub>, P<sub>9</sub>, & P<sub>10</sub>*

*“Strong partnership, academic effect on the general development of students, capabilities of students, and extending classroom learning by engaging in educational activities at home”. T4, P<sub>2</sub>, P<sub>5</sub>, P<sub>6</sub>, P<sub>7</sub>, & P<sub>8</sub>*

### 1.5. Evaluation and Grading Practices

Bubikova-Moan & Sandvik (2022) emphasize evaluation and grading practices as crucial for assessing various domains in kindergarten pupils, enabling tailored interventions for improved learning outcomes. The participants say that:

*“Motivation assessment, specific and constructive feedback, development of growth mindset, sense of self-efficacy, achievement, and improvement, fosters love for learning, support for children learning and builds confidence”. T5, P<sub>1</sub>, P<sub>2</sub>, P<sub>4</sub>, P<sub>6</sub>, P<sub>8</sub> & P<sub>9</sub>*

*“Growth and development, feedback and constructive criticism, progress monitoring, celebrating progress, an individualized assessment and used to assess and communicate learning outcomes”. T5, P<sub>2</sub>, P<sub>4</sub>, P<sub>5</sub>, P<sub>8</sub>, P<sub>9</sub>, & P<sub>10</sub>*

*“Recognizing strengths and weaknesses, guidance, improvement, and encouraging effort, promote a growth mindset, individualized instruction, positive learning experience, diverse skills, and learning styles and effective learning experiences”. T5, P4, P5, P6, P7, P8, P9, & P10*

*“Motivation to excel in school activities, feedback on student progress, enhance the learning process, and encourage students to work for better learning”. T5, P3, P5, P6, P7, & P9*

### 1.6. School and Staff Activities

Engaging in diverse school activities enriches kindergarten pupils' learning, fostering skill development, community involvement, and holistic well-being (Ummatovich, 2022). The participants say that:

*“Crucial role in regulating best practices in teaching, interaction with student activities, insights and strategies, variety of instructional activities, professional development of learning, and promotion of continuous improvement”. T6, P1, P3, P4, P6, P8, & P9*

*“Regulate best practice in teaching, positively impact, professional development, collaborative planning, sharing, mentoring and coaching programs and activities”. T6, P2, P4, P8, P9, & P10*

*“Enhances knowledge and skills, regulates best practices in teaching, professional development, collaboration, culture of continuous improvement, student centered learning environment, success challenges and strategies, and consistent implementation of best practices across the school”. T6, P2, P4, P5, P7, P9, & P10*

*“Foster environment learning, sense of unity, build student relationship, responsible, self-motivated and self-evaluation, opportunity to success, and collaborative planning, sharing, and best practices in the school community”. T6, P2, P4, P5, P6 & P9*

The thematic analysis and core ideas on the best practices of teachers in kindergarten

pupils in terms of self-determination among the respondents.

### 1.7. Child's Social Development

Teaching social development to kindergartners involves fostering skills, knowledge, and values essential for optimal child development (Morita et al., 2021). The participants say that:

*“Acquire knowledge, imitate behavior, social cognition, positive learning, communication skills, learning behavior, learning activities, appropriate behavior and positively impacts learning”. T1, P1, P2, P3, P4, P7, P8, P9, & P10*

*“Engagement and success in the learning process, support, opportunity, teamwork, cooperation, development, skills, thoughts, ideas, opinions, and self-regulation skills through challenges, leading to more effective learning outcomes”. T1, P2, P3, P5, P7, P8, P9, & P10*

*“Navigate and participate effectively in group activities, application of virtue ethics, peer Interaction, empathy and perspective-taking, and self-regulation behavior and management”. T1, P6, P7, P8, P9, & P10*

*“Collaboration, communication, sharing ideas, developing social skills, opportunities, techniques, confidence to become curious about everything around them and their eagerness for perspectives, and learning tasks and instructions”. T1, P3, P4, P5, P7, & P10*

### 1.8. Class Characteristics

Classroom characteristics profoundly affect kindergarten teaching, evaluating pupil behavior across domains. Features create conducive atmospheres, encouraging learning, fostering emotional expression, and aiming for smart classrooms (Wang et al., 2022).

The participants say:

*“Road for collaborative and cooperative learning, peer interaction, individualization and*

*differentiation, traits, understanding the background, experiences, and expectations within the class". T2, P<sub>1</sub>, P<sub>2</sub>, P<sub>3</sub>, P<sub>4</sub>, P<sub>7</sub>, & P<sub>10</sub>*

*"Enhance the teaching and learning experience, positive classroom climate, teacher-guided and child-centered activities, accommodate diverse learning needs, observe strengths and weaknesses of students, and ensure a holistic approach to pupils' development". T2, P<sub>1</sub>, P<sub>3</sub>, P<sub>4</sub>, P<sub>7</sub>, P<sub>9</sub>, & P<sub>1</sub>*

*"Tool for teacher and student-led exploration, knowledge, and child-directed inquiry, discovery while playing, understanding class characteristics, collaboration, group work, and parent-teacher partnership". T2, P<sub>1</sub>, P<sub>3</sub>, P<sub>4</sub>, P<sub>7</sub>, P<sub>9</sub>, & P<sub>10</sub>*

*"Foster a sense of belonging, motivation, optimal environment for learning, impart information, focus on that specific area, differentiate teaching strategies, organized learning environment, and create groupings or partnerships that maximize engagement and learning". T2, P<sub>3</sub>, P<sub>4</sub>, P<sub>6</sub>, P<sub>7</sub>, P<sub>8</sub>, & P<sub>9</sub>*

### 1.9. Program Characteristics

Program characteristics provide essential features guiding effective teaching practices for kindergarten students, aiding educators in boosting academic performance (Sun et al., 2022). The participants say that:

*"Emphasize a play-based approach, learning by doing, self-esteem, social skills, navigating and understanding, learning experience, learning outcomes and reinforce learning". T3, P<sub>1</sub>, P<sub>2</sub>, P<sub>4</sub>, P<sub>6</sub>, P<sub>7</sub>, P<sub>8</sub>, & P<sub>9</sub>*

*"Explore knowledge and skills, engage students actively, promote deeper understanding, connection to real-world contexts, turn playtime into a teaching opportunity, develop motor skills and cognitive abilities and involve touch, movement, and exploration". T3, P<sub>1</sub>, P<sub>3</sub>, P<sub>4</sub>, P<sub>6</sub>, & P<sub>9</sub>*

*"Game-based learning, hands-on activities, development of appropriate curriculum, kids chance to play, interactive content, learn through various sensory experiences, personalization and adaptivity for kindergarten pupils, different paces, styles, and learning opportunities". T3, P<sub>2</sub>, P<sub>3</sub>, P<sub>4</sub>, P<sub>5</sub>, P<sub>7</sub>, P<sub>8</sub>, & P<sub>9</sub>*

*"Explore, experiment, and problem-solve in a meaningful and enjoyable way, engaging and interactive content to maintain interest, motivation to learn, individual needs, progress, personalized learning paths, and concise instructions". T3, P<sub>3</sub>, P<sub>4</sub>, P<sub>5</sub>, P<sub>8</sub>, & P<sub>10</sub>*

### 1.10. Class Activities

Parental involvement is pivotal in a child's education, encompassing homework assistance, attending events, and fostering communication, which is crucial for a conducive learning atmosphere (Ma et al., 2022). The participants say that:

*"Reinforce learning, develop school success, promote learning skills, and identify growth areas and support development and intervention". T4, P<sub>1</sub>, P<sub>3</sub>, P<sub>8</sub>, & P<sub>9</sub>*

*"Teaching and evaluation, monitoring performance and collaborative partnership in teaching and learning". T4, P<sub>2</sub>, P<sub>3</sub>, P<sub>4</sub>, & P<sub>5</sub>*

*"Best practice to connect home and school for learning, sense of support and accountability, feedback, insights and increase motivation and engagement". T4, P<sub>2</sub>, P<sub>4</sub>, P<sub>5</sub>, P<sub>9</sub>, & P<sub>10</sub>*

*"Strong partnership, academic effect on the general development of students, capabilities of students, and extending classroom learning by engaging in educational activities at home". T4, P<sub>2</sub>, P<sub>5</sub>, P<sub>6</sub>, P<sub>7</sub>, & P<sub>8</sub>*

### 1.11. Transition to Kindergarten

The transition to kindergarten, emphasized by Vitiello et al. (2022), assesses pupils' independent learning capabilities, focusing on self-

regulation and social skills for advanced learning and proper promotion to higher education. The participants say that:

*“Ensure smooth transition, instruction meets individual needs of each child, familiarize with new classroom environment routines, expectations alleviate anxiety, development of social and emotional skills, school rules, engage interactive activities exploration and problem-solving”. T5, P<sub>1</sub>, P<sub>3</sub>, P<sub>4</sub>, P<sub>5</sub>, & P<sub>7</sub>*

*“Foster effective communication, a collaboration between preschools, kindergarten teachers, and families, continuity in curriculum and instructional practices, share information, development skills, knowledge, experiences, transition activities, strategies, self-regulation, focus on empathy, self-regulation, and conflict resolution”. T5, P<sub>1</sub>, P<sub>3</sub>, P<sub>4</sub>, P<sub>6</sub>, & P<sub>9</sub>*

*“Orientation, familiarization, orientation programs, collaboration, design curriculum that emphasizes play-based learning, cater diverse needs, social-emotional learning curriculum, and actively participate in child's education”. T5, P<sub>5</sub>, P<sub>6</sub>, P<sub>7</sub>, P<sub>8</sub>, P<sub>9</sub>, & P<sub>10</sub>*

*“Encouragement to share relevant information about a child's developmental progress, smooth and supportive transition process, effective communication, collaboration supports children's social, emotional, physical, and cognitive development to involve decision-making processes”. T5, P<sub>1</sub>, P<sub>3</sub>, P<sub>6</sub>, P<sub>7</sub>, & P<sub>10</sub>*

## 2. The challenges of teachers in teaching kindergarten pupils

The thematic analysis explores challenges in teaching kindergarten based on self-regulation.

### 2.1. Lack of Enforcement

Challenges in teaching kindergarten include lack of reinforcement, lax implementation, limited training, and inadequate knowledge of effective teaching methods, especially with

technological advancements, hindering optimal practice (Cantú et al., 2021). The participants say that:

*“Affects the ability of teachers to self-regulate, adoption of effective instructional methods, hinder the development of self-regulation skills in pupils, insufficient allocation of resources, support for teachers, enhance instructional skills, knowledge in monitoring and evaluating systems, professional development opportunities, and supportive leadership”. T1, P<sub>2</sub>, P<sub>4</sub>, P<sub>6</sub>, P<sub>8</sub>, & P<sub>10</sub>*

*“Enhances teaching skills, enforcement, rewards to promote self-regulation among students, disparities in the quality of education, complacency, lack of professional growth and disrupts the learning environment of student engagement and learning mechanism”. T1, P<sub>1</sub>, P<sub>3</sub>, P<sub>5</sub>, P<sub>7</sub>, P<sub>9</sub>, & P<sub>10</sub>*

*“May not be accountable for the quality of teaching, development of better learning, exposed to possible risks, not feel compelled to follow evidence-based best practices in teaching and learning, effectively equip students with the necessary learning tools, inconsistencies in classroom management techniques and disciplinary practices to equip students with the best possible learning experiences”. T1, P<sub>1</sub>, P<sub>3</sub>, P<sub>4</sub>, P<sub>6</sub>, P<sub>8</sub>, P<sub>9</sub>, & P<sub>10</sub>*

### 2.2. Health of Pupils

Kindergarten teachers faces health-related challenges impacting student academic performance. Addressing pupils' health within the curriculum is crucial, encompassing hygiene, exercise, and diet, requiring a comprehensive school-based health program (Parker et al., 2023). The participants say that:

*“Create a classroom environment to promote physical and mental well-being, healthy habits, hygiene, clean and organized learning space, regular physical activity to cope with academic pressure and improve emotional resilience”. T2, P<sub>1</sub>, P<sub>2</sub>, P<sub>3</sub>, P<sub>5</sub>, & P<sub>8</sub>*

*“Educate students on proper nutrition and inadequate sleep, eating habits rest and relaxation to integrate discussions on healthy diets, emphasize the benefits of a consistent bedtime routine and conducive sleep environment appropriate support”. T2, P<sub>1</sub>, P<sub>3</sub>, P<sub>6</sub>, P<sub>9</sub>, & P<sub>10</sub>*

*“Provide accurate health beliefs and knowledge, organize class-based activities, information on nutritious food choices, foster a positive and inclusive classroom environment techniques to establish classroom routines”. T2, P<sub>4</sub>, P<sub>5</sub>, P<sub>6</sub>, P<sub>7</sub>, P<sub>8</sub>, & P<sub>9</sub>*

*“Safe and supportive classroom environment. cognitive ability, useful habits, and improves literacy skills. respect, empathy, and support change behavior”. T2, P<sub>2</sub>, P<sub>4</sub>, P<sub>7</sub>, P<sub>9</sub> & P<sub>10</sub>*

### 2.3. Behavior and Attitude of Pupils

Behavior and attitude are key challenges in kindergarten teaching, crucial for fostering a conducive learning environment, improved classroom management, and academic performance (Bláha & Heidler, 2022). The participants say that:

*“Address learning styles, abilities, interests, positive behavior management techniques create a positive classroom climate and help students understand boundaries for discussions that actively engage students in the learning process”. T3, P<sub>1</sub>, P<sub>3</sub>, P<sub>6</sub>, P<sub>8</sub>, & P<sub>9</sub>*

*“Utilization of differentiated instruction goal setting strategies in addressing behavior of pupils, various learning requirements to foster a positive teacher-student relationship for a supportive learning environment”. T3, P<sub>1</sub>, P<sub>2</sub>, P<sub>3</sub>, P<sub>4</sub>, & P<sub>7</sub>*

*“Define approaches for social-emotional learning programs, individual behavior plans, collaborative problem-solving for diverse needs of students through empathy, encouragement, positive behaviors and attitudes additional assistance in learning”. T3, P<sub>3</sub>, P<sub>5</sub>, P<sub>7</sub>, P<sub>8</sub>, & P<sub>10</sub>*

*“Foster a positive and inclusive classroom culture, personalized interventions, consistent behavioral expectation, and actions for various learning styles involve guidance to mentor and help struggling students”. T3, P<sub>2</sub>, P<sub>3</sub>, P<sub>6</sub>, P<sub>9</sub>, & P<sub>10</sub>*

The thematic analysis and core ideas on the challenges of teachers in kindergarten pupils regarding self-determination among the respondents

### 2.4. Support Autonomy

Supporting autonomy in kindergarten allows children to explore various learning domains, promoting independence, critical thinking, emotional control, and cognitive growth (Devjak et al., 2021). The participants say that:

*“Enhance performance, excellence in education, based on the standard of teaching, strengths, interests, learning styles, leading to increased engagement, and achievement to analyze multiple perspectives, and make informed decisions”. T1, P<sub>1</sub>, P<sub>2</sub>, P<sub>3</sub>, P<sub>6</sub>, & P<sub>8</sub>*

*“Supporting autonomy, performance of pupil decision and deeds, developing critical thinking and problem-solving skills, fostering independent thinking, and encouraging student voice and input”. T1, P<sub>2</sub>, P<sub>4</sub>, P<sub>6</sub>, P<sub>7</sub>, & P<sub>10</sub>*

*“Experience a sense of ownership, control over the learning process, promoting independence, critical thinking, self-motivation to increase effort, performance, solving problems, academic performance and to create a classroom environment that supports autonomy opportunities”. T1, P<sub>1</sub>, P<sub>3</sub>, P<sub>4</sub>, P<sub>5</sub>, P<sub>6</sub>, & P<sub>10</sub>*

*“Explore creativity options for assignments, gain confidence, skills, and abilities to pursue learning methods that align with interests and preferences for excellence and success in academic and professional journeys”. T1, P<sub>1</sub>, P<sub>3</sub>, P<sub>7</sub>, P<sub>8</sub>, & P<sub>9</sub>*



## 2.5. Encourage Relatedness

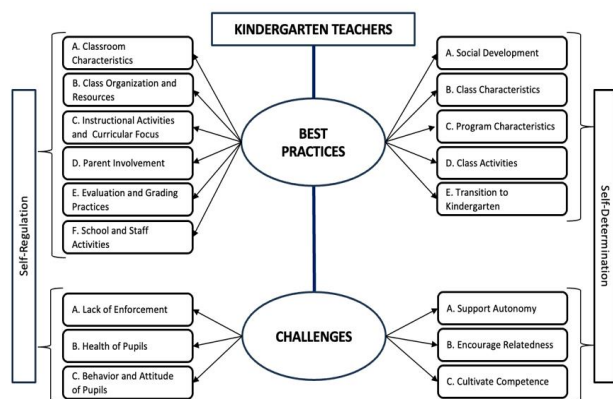


Figure 3: Proposed Best Practices and Challenges Framework

Encouraging relatedness supports kindergarten pupils' academic success through a humanistic approach, fostering a nurturing learning environment beneficial for both students and teachers (Lapan et al., 2022). The participants say that:

*“Engage the learning process, take risks, develop a positive attitude, share ideas expressing thoughts, asking questions, and learning opportunities to recognize progress and potential that reinforces confidence and ability to learn and grow”. T2, P<sub>1</sub>, P<sub>2</sub>, P<sub>5</sub>, P<sub>8</sub>, & P<sub>10</sub>*

*“Strong sense of relatedness, valued support in the classroom community, cultivates a sense of psychological safety, confidence in the learning process to foster diverse strengths of students' ability to create a culture of inclusivity and relatedness learning”. T2, P<sub>1</sub>, P<sub>3</sub>, P<sub>5</sub>, P<sub>8</sub>, & P<sub>9</sub>*

*“Create positive relationships, sense of belonging, supportive inclusive learning, ability to teach and learn to develop a positive self-image and sense of self-worth learning experiences and nurtures their belief, own abilities and embrace strengths”. T2, P<sub>2</sub>, P<sub>4</sub>, P<sub>6</sub>, P<sub>8</sub>, & P<sub>9</sub>*

*“Build a sense of connection, belongingness, support, teaching, and learning relatedness in the classroom, collaborate, share ideas, and learn from each other to highlight,*

*acknowledge effort, and guidance for further improvement”. T2, P<sub>1</sub>, P<sub>3</sub>, P<sub>5</sub>, P<sub>7</sub>, P<sub>10</sub>*

## 2.6. Cultivate Competence

Cultivating competency is crucial for teachers, enhancing their effectiveness in education, encompassing knowledge, skills, adaptability, decision-making, and teamwork (Sodirzoda, 2021). The participants say that:

### 2. Best practices and challenges framework can be proposed

The proposed framework for kindergarten teaching practices encompasses various facets: self-regulation, resources, parent involvement, evaluation, staff activities, self-determination, class characteristics, program design, class activities, transition, health, behavior, autonomy, relatedness, and cultivating competence. This comprehensive approach aims to optimize teaching and learning, focusing on flexible adaptive learning environments, diverse learning resources, meaningful instructional activities, parental reinforcement, motivational assessment, professional development, social child development, program and class activity design, effective communication, health education, behavior management, autonomy support, fostering relatedness, and competency cultivation. It seeks to bolster teaching skills, promote engagement, nurture a positive self-image, and develop diverse teaching methodologies, all vital for effective kindergarten education and students' holistic development.

## CONCLUSIONS

Based on the results of the findings on teachers' best practices in teaching kindergarten pupils as an approach to framework and implementation, the following conclusions are drawn:

1. Best practices of teachers in teaching kindergarten in terms of self-regulation show

that classroom characteristics create multiple methods of teaching, conducive for learning, interesting, and positive learning environments. Class organization and resources are shown to support teaching and learning activities, identify effective problem-solving techniques, and create a positive classroom culture. Instructional activities and curricular focus show to carefully plan for a child-centered approach, identify specific skills, knowledge, and concepts, use a variety of instructional strategies, and set standard rules for instructional activities and focus. Parent involvement shows a strong partnership on the academic effect for general development capabilities and extending classroom learning by engaging in educational activities at home. Evaluation and grading practices recognize strengths and weaknesses, guide, improve, and encourage efforts to promote a growth mindset, individualized instruction, positive learning experience, diverse skills, learning styles, and effective learning experiences. School and staff activities foster environment learning, a sense of unity, and build student relationship responsibility to be self-motivated and self-evaluated for the opportunity to succeed. This includes collaborative planning, sharing, and best practices in the school community.

2. Best practices of teachers in teaching kindergarten in terms of self-determination show that a child's social development collaborates with communication and ideas for developing social skills and opportunities. This includes techniques to become curious about everything around them and their eagerness for perspectives and learning tasks and instructions. Class characteristics show to enhance teaching and learning experience for a positive classroom climate where teacher-guided and child-centered activities accommodate diverse learning needs to observe the strengths and weaknesses of students in holistic approach development. Program characteristics explore knowledge and skills engagement for students to actively promote deeper understanding and

connection to real-world contexts and turn playtime into a teaching opportunity that develops motor skills and cognitive abilities involvement and exploration. Class activities show engagement in arts and crafts, hands-on exploration, opportunities for creativity, problem-solving, social-emotional growth, appropriate social behaviors, listening, comprehension skills, creativity, and pupils' imagination in active learning development and interaction. Transition to kindergarten encourages relevant information about a child's developmental progress and a smooth and supportive transition process to effective communication. This includes collaboration that supports children's social, emotional, physical, and cognitive development to involve decision-making processes.

3. Challenges of teachers in teaching kindergarten pupils based on self-regulation show that lack of enforcement affects the ability of teachers to self-regulate, and the adoption of effective instructional methods. It hinders the development of self-regulation skills in pupils, insufficient allocation of resource support for teachers. It enhances instructional skills, knowledge in monitoring and evaluating systems for professional development opportunities, and supportive leadership. The health of pupils is to create a classroom environment that promotes physical and mental well-being through healthy habits, hygiene, and clean and organized learning space. This includes regular physical activity to cope with academic pressure and improve emotional resilience. Behavior and attitude of pupils define approaches for social-emotional learning programs for individual behavior plans to collaborate problem-solving for diverse needs of students through empathy, encouragement, positive behaviors, and attitudes toward learning.
4. Challenges of teachers in teaching kindergarten pupils based on self-determination show that support autonomy explores creativity options for assignments, gaining confidence, skills, and abilities to

pursue learning methods that align with interests and preferences for excellence and successful academic and professional journeys of students. Encourage relatedness to build a sense of connection and belongingness support in teaching and learning relatedness in the classroom. This includes collaboration to share ideas learned from each other to highlight acknowledged effort and guidance for further improvement. Cultivate competence shows to provide individualized instruction assessment enhancement of learning experience. This includes explicit instruction guidance and effort to embrace perseverance challenges for the opportunity of learning effort progress to enrich advanced learners.

## RECOMMENDATIONS

In light of the findings and conclusions of the study, the following recommendations are being proposed:

1. Initiate a quantitative research study to broaden the applicability of the findings regarding kindergarten teachers' best practices and challenges.
2. Investigate additional themes related to kindergarten teachers' best practices and challenges through further qualitative or mixed-methods research, focusing on varied demographic profiles.
3. Develop a validated instrument grounded in the themes identified in this study to assess the best practices and challenges faced by kindergarten teachers.

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## AUTHOR'S PROFILE



**Vithel Niez** is an educator with a Master of Arts in Education majoring in Early Childhood Education from Philippine Christian University, Manila, Philippines. Currently pursuing a Doctorate in Education majoring in Educational Management. With previous teaching experience in Thailand, she is dedicated to enhancing educational practices for young learners.

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