

Implementing Cultural Existentialism Pedagogy in Early Childhood Education: Evidence from Chinese Kindergarten Teachers and Supervisors

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ABSTRACT: A notable gap exists in establishing clear criteria and reliable tools to measure effectiveness, particularly in early childhood education. This mixed-methods study identifies perspectives on beliefs and practices of cultural existentialism pedagogy (CEP) among 500 kindergarten teachers and 252 supervisors in China, with 30 interviewed teachers and 30 supervisors. The Mann-Whitney U test was used for quantitative analysis, revealing no significant differences between the perspectives of teachers and supervisors ($p < 0.05$). The two groups of participants reported the need for greater confidence, professional development, and institutional support in implementing CEP in Chinese kindergartens. Qualitative interviews identified key barriers, including a lack of resources, insufficient training, and financial constraints. Teachers expressed a desire for training workshops and more accessible teaching resources, while supervisors stressed the importance of policy-level interventions and curriculum integration to promote CEP. Both groups also agreed on the necessity of teacher identity development and reflective practice for successful CEP adoption. The study suggests that comprehensive training programs and policy changes are critical for enhancing CEP integration in early childhood education. These findings highlight the importance of both individual and institutional support in overcoming barriers to effective pedagogical change in kindergarten education.

Keywords: Cultural existentialism pedagogy, Early childhood education, Teacher beliefs, Professional development, Reflective practice, Educational leadership.

I. INTRODUCTION

The development of a nation's prosperity is intrinsically linked to the development of its education system. Education is a process of transforming and improving individuals' behaviors to align with societal expectations, and it must start with early childhood education at the kindergarten level [1]. In China, historically, the teaching of young children has been perceived as merely a form of childcare, often undervalued and underappreciated. Although the professional standards for kindergarten teachers issued in 2002 recognized kindergarten teachers as professionals responsible for the educational development of young children [2], their salary and status remain lower compared to primary and secondary school teachers [2, 3]. Moreover, the role of kindergarten teachers is multifaceted, requiring knowledge in various domains, including child development, classroom management, pedagogy, curriculum development, identifying children with special needs, and establishing meaningful communication with parents [1, 4, 5]. The

experiences that kindergarten teachers face in their first year significantly affect their motivation to persist in the profession [1]. Teachers are integral to the education system, and entering the teaching profession is seen as a noble endeavor.

Novice kindergarten teachers, in particular, experience a complex professional development process that requires them to negotiate the expected qualities of the teaching profession while continuously reflecting on their identities as educators. [6] conceptualize professional teacher identity as an evolving account of learning, suggesting that becoming a qualified teacher involves not only acquiring pedagogical competence but also developing a coherent sense of professional self. However, existing studies have tended to examine either teachers' psychological development or their institutional socialization, with limited attention to the dynamic interaction between these two dimensions [7-10]. Moreover, the concept of teacher quality remains insufficiently defined, and standardized approaches to assessing kindergarten teacher quality are still underdeveloped. This concern is not limited to China; internationally, the evaluation of kindergarten teacher quality has often received inadequate scholarly and policy attention [8, 10-12]. Despite the central role of kindergarten teachers in shaping children's early learning experiences and developmental outcomes, clear criteria and reliable tools for evaluating their professional effectiveness remain limited, particularly in early childhood education contexts. Addressing this gap, the present study explores novice kindergarten teachers' beliefs about cultural existentialism pedagogy (CEP) and their perceptions of the implementation of CEP in kindergarten settings, drawing on perspectives from both teachers and supervisors.

II. LITERATURE REVIEW

1. THEORETICAL FRAMEWORK OF CULTURAL EXISTENTIALISM PEDAGOGY (CEP)

Cultural Existentialism Pedagogy (CEP) is a theoretical framework deeply rooted in ontological philosophy and integrates a wide array of ideas from various influential schools of thought, including critical pedagogy [13] and culture-historical activity theory [14]. CEP asserts that teachers' professional competence must be understood within the broader framework of their cultural awareness, spiritual growth, and historical identity [11].

One of the key dimensions of CEP is the "quality of life" domain, which stresses the importance of considering the teacher's life as a whole [11]. This domain goes beyond the teacher's professional role and highlights the need to address the personal aspects of a teacher's existence, such as their health, relationships, and career aspirations. CEP advocates for the recognition that a teacher is not merely a professional tool but a human being with personal and existential goals [12]. This perspective is rooted in the understanding that a teacher's life satisfaction and development are closely linked to their professional development. Consequently, research in this domain calls for a broader view of teacher quality, one that acknowledges the teacher's holistic needs, including their personal development and quality of life, which are critical for sustained professional growth.

Another important domain within CEP is "culture cultivation," which emphasizes the role of cultural influences in shaping the kindergarten teacher's inner spirit. The theory posits that teachers' professional development is deeply affected by their cultural backgrounds, personality, and spiritual cultivation [3, 11]. While previous educational research has predominantly focused on teachers' mastery of disciplinary knowledge and pedagogical skills, less attention has been paid to the cultural and spiritual dimensions of teacher development. CEP addresses this gap by underscoring the importance of teachers' cultural awareness and spiritual growth. It encourages teachers to engage in cultural activities—such as attending plays, concerts, visiting museums, and exploring international cultures—activities that not only enrich their personal lives but also enhance their professional capabilities by fostering a deeper understanding of diverse cultural perspectives [5].

The "relationship building" domain of CEP focuses on the dynamics between kindergarten teachers and their students. Traditionally, educational relationships have been characterized by a hierarchical, dominant-obedient model, where teachers are the authoritative figures and students are passive recipients [11, 12]. CEP challenges this model by advocating for a more reciprocal and respectful "I-Thou" relationship, as described

by philosopher Martin Buber. In this model, teachers and students engage in a mutual, dynamic learning process where both parties are seen as active participants with their own inner worlds. This approach fosters a more positive and supportive environment for both teachers and students, encouraging teachers to see children as autonomous beings with their own subjectivity, thus allowing for the cultivation of students' personal growth and autonomy. This shift in perspective is vital for promoting the teacher-student relationship as an integral part of the learning process, leading to a more meaningful educational experience.

In the context of assessing the quality of kindergarten teachers, CEP offers a comprehensive framework that addresses the limitations of previous research, which has often focused narrowly on the technical skills and knowledge of teachers. By introducing the dimensions of cultural cultivation, spiritual growth, and relationship building, CEP provides a more holistic approach to teacher quality [11]. This theory's emphasis on teachers' cultural and spiritual development as well as their professional skills makes it particularly relevant in the current educational landscape, where there is growing recognition of the importance of teachers' well-being and personal growth in enhancing educational outcomes [11]. In this research, CEP will be applied to explore how these dimensions interact and contribute to the overall quality of kindergarten teachers, offering a more nuanced understanding of teacher quality that goes beyond traditional metrics of competency and performance.

2. RESEARCH ON THE QUALITY OF KINDERGARTEN TEACHERS

In recent years, the evaluation of kindergarten teachers' quality has received limited attention globally, despite the recognized importance of early childhood education in shaping future academic success. Research in various countries has highlighted a gap in both theoretical and practical frameworks for assessing teacher quality at the kindergarten level. For instance, in the United States, studies have pointed to the scarcity of reliable and valid instruments for evaluating the performance of early childhood educators, especially in relation to how their pedagogical practices align with specific educational frameworks, such as CEP [5, 11]. Despite the increased focus on teacher quality in primary and secondary education, early childhood education remains an under-researched area in this regard.

Similar trends have been observed in European countries like the United Kingdom, where research on the evaluation of early childhood educators is limited. Recent studies have suggested that, while there is a growing emphasis on accountability in education, very few comprehensive tools exist for evaluating kindergarten teachers' effectiveness [15, 16]. These studies emphasize that the absence of a standardized evaluation framework for kindergarten teachers contributes to inconsistent practices and a lack of measurable data on their impact. Consequently, this gap also leads to challenges in teacher professional development, as the absence of concrete evaluation mechanisms makes it difficult to identify areas for improvement and targeted support.

In Asia, particularly in China, there has been a growing recognition of the need for better assessment systems for kindergarten teachers, yet the field remains relatively underdeveloped [17]. Despite efforts to enhance educational quality in early childhood settings, the lack of formalized and culturally relevant evaluation frameworks for teachers has hindered the ability to measure teaching quality effectively. Moreover, there is an evident scarcity of research that examines how cultural and pedagogical factors, such as CEP, influence teacher practices and perceptions [11, 12]. This results in a limited understanding of the pedagogical strategies employed by kindergarten teachers and their alignment with educational standards.

The limited availability of robust instruments for evaluating teacher quality further complicates efforts to improve early childhood education. While several studies have proposed frameworks for evaluating primary and secondary school educators, these models are not always applicable to the unique context of kindergarten education [1, 18]. As a result, the development of specific tools tailored to early childhood educators is crucial for bridging this gap. Moreover, the impact of teacher quality on long-term educational outcomes remains a central concern, as it is widely acknowledged that high-quality early education is foundational for future learning [11, 19]. This underscores the need for further research to explore the evaluation of kindergarten teachers through frameworks such as CEP, which consider both the cultural and existential dimensions of early childhood teaching. Based on these gaps in the literature, the following research questions are proposed:

- What are Chinese kindergarten teachers' and supervisors' perspectives of kindergarten teachers' levels of CEP in classroom practices? Is there a significant difference between teachers' and supervisors' perspectives?
- How do kindergarten teachers and supervisors perceive the present challenges and future strategies to be taken to promote kindergarten teachers' level of CEP in their instructional practices?

III. RESEARCH METHODOLOGY

1. RESEARCH DESIGN

Since the study aims to analyze the perspectives of Chinese kindergarten teachers and supervisors, a mixed-methods research design was adopted. As perspectives can be complex and dynamic, using a mixed-methods approach enhances the validity of the findings and helps researchers capture the diversity of participants' views [20]. This design was methodologically appropriate because teachers' and supervisors' perceptions of CEP cannot be fully understood through numerical patterns alone, but require contextual explanation of how such perceptions are formed, experienced, and enacted in kindergarten settings. The integration of survey and interview data also allowed the study to examine both the breadth of participants' responses across a larger sample and the depth of meaning underlying their reported experiences. Therefore, the present study is based on both qualitative and quantitative approaches and data sources. Data were collected using two major instruments: Likert-item questionnaires and semi-structured interviews. Data obtained from these instruments were used for triangulation. Both instrument and participant types of triangulations were considered in this study.

2. PARTICIPANTS

The participants of this study consisted of 500 Chinese kindergarten teachers and 252 kindergarten supervisors from 30 kindergarten schools across different regions of China. The schools were selected to represent both urban and rural educational contexts and to capture variation in socioeconomic backgrounds, institutional characteristics, and educational settings. The participating teachers were directly involved in classroom instruction, while the supervisors were responsible for monitoring teaching quality, supporting professional development, and evaluating pedagogical practices across kindergarten schools. The participants' ages varied, although most were between 25 and 45 years old, reflecting the active professional age range of kindergarten educators and supervisors.

A multi-stage sampling procedure was applied to recruit the participants. First, kindergarten schools were identified from different regional locations to ensure broader geographical and institutional representation. Second, schools were grouped according to location, namely urban and rural settings, to allow the study to include diverse educational environments. Third, teachers and supervisors who met the inclusion criteria were invited to participate. The inclusion criteria required teachers to have active classroom teaching responsibilities in kindergarten education, while supervisors were required to have experience in teacher supervision, instructional guidance, or professional evaluation. Participants who were not currently involved in kindergarten education or who were unable to complete the questionnaire were excluded from the study.

Table 1. Profile of kindergarten teachers participating in the study.

Participants	Attributes
Surveyed Teacher	500 teachers
Interviewed teachers	30 teachers F=15 (50%). M=15 (50%)
Average age	30–45 years old
Province	Various regions in China
Grade	Kindergarten
Average years of experience of CEP	3–5 years

Participant recruitment was conducted through formal communication with school administrators. After permission was obtained from each participating kindergarten, information about the study was distributed to eligible teachers and supervisors. The participants were informed about the purpose of the study, the voluntary nature of their participation, the confidentiality of their responses, and their right to withdraw at any stage without consequence those who agreed to participate completed informed consent procedures before responding to the questionnaire. The quantitative phase involved 500 teachers and 252 supervisors who completed Likert-scale questionnaires designed to examine their perceptions of CEP practices.

To complement the quantitative data, a qualitative interview sample was selected from the questionnaire participants. A purposive sampling strategy was used to recruit 30 teachers and 30 supervisors for semi-structured interviews. The interview participants were selected to reflect diversity in school location, professional role, teaching or supervisory experience, and familiarity with CEP-related practices. The interviews were intended to provide deeper insights into participants' experiences, challenges, and strategies in implementing or supporting CEP in kindergarten education. For teachers, the interviews explored classroom-level experiences in applying CEP, while for supervisors, the interviews focused on professional development, teacher evaluation, and institutional support for CEP implementation. This combination of survey and interview participants allowed the study to obtain both broad quantitative evidence and an in-depth qualitative understanding of CEP practices in Chinese kindergarten education.

Table 2. Profile of supervisors participating in the study.

Participants	Attributes
Surveyed supervisors	252 supervisors
Gender distribution	Female 175 (70%), Male 77 (30%)
Average age	35–50 years old
Province	Various regions in China
Grade	Kindergarten
Average years of experience of CEP at the school	5–10 years
Interview participants	30 supervisors

IV. INSTRUMENTATION AND DATA COLLECTION

1. QUESTIONNAIRE DEVELOPMENT AND VALIDATION

Two questionnaires (Appendices 1 and 2) were developed to explore the perspectives of Chinese kindergarten teachers and supervisors regarding the levels of CEP in classroom practices and to identify any significant differences between their perspectives. The design of the questionnaires was informed by theoretical frameworks related to CEP, as well as insights into teacher quality from previous research [11]. The content of the items was reviewed and refined multiple times by the researchers, and expert feedback from specialists in CEP and early childhood education further refined the questions. The teacher questionnaire now contains a number of items, with 40 items focusing specifically on key aspects of CEP. The sections of the teacher questionnaire include:

i) Healthy Condition (HC): Teachers' perceptions of their physiological, mental, and relationship fields, which influence their ability to integrate CEP into classroom practices (10 items), ii) Practical Wisdom (PW): Teachers' perspectives on their professional ethics, knowledge, and skills essential for promoting CEP in teaching (8 items), iii) Cultural Literacy (CL): Teachers' perspectives on cultural awareness, edification, and comparative vision in relation to their role in implementing CEP (10 items), and iv) Loyalty and Commitment (LC): Teachers' passion and belief in their profession, which drives their commitment to applying CEP effectively in their practices (6 items).

The supervisor questionnaire also contains 40 items and is designed to capture supervisors' perspectives on similar dimensions of CEP in teachers' practices. The key areas addressed in the supervisor questionnaire include: i) Healthy Condition (HC): Supervisors' views on teachers' overall health and social interactions that

may impact their CEP practices (10 items), ii) Practical Wisdom (PW): Supervisors' assessment of teachers' professional knowledge and ethical standards in implementing CEP (8 items), iii) Cultural Literacy (CL): Supervisors' evaluation of teachers' cultural awareness and engagement with cultural literacy in their teaching (10 items), iv) Loyalty and Commitment (LC): Supervisors' perceptions of teachers' commitment to their profession and their dedication to integrating CEP into their instructional practices (6 items).

Both questionnaires utilized a five-point Likert scale to assess the degree of agreement or disagreement with each statement. To ensure construct validity, exploratory factor analysis was conducted on both questionnaires. The results showed an appropriate factorial structure for each section. The Kaiser-Meyer-Olkin (KMO) measures for sampling adequacy were found to be acceptable (HC = 0.72, PW = 0.68, CL = 0.85, LC = 0.79), and Bartlett's test of sphericity (0.00) confirmed that the factor analysis was appropriate. The factor loadings, which exceeded 0.30, indicated a strong fit for the model. Cronbach's Alpha coefficients ranging from 0.72 to 0.88 indicated satisfactory reliability for the items.

Before the final implementation, both questionnaires underwent pilot testing with small groups of teachers and supervisors. Feedback from the pilot study led to refinements in both content and structure, enhancing the clarity and applicability of the questions. The final version of both questionnaires showed a high level of reliability with Cronbach's Alpha coefficients of 0.85 for the teacher questionnaire and 0.88 for the supervisor questionnaire. Ethical considerations were carefully followed throughout the study. Permissions were obtained from the school principals and teachers to conduct the research in the classrooms. Informed consent was provided to all participants, ensuring voluntary participation. The confidentiality and anonymity of all participants were strictly maintained.

2. INTERVIEW DEVELOPMENT

One of the key purposes of conducting interviews was to gather triangulated qualitative data to complement and enrich the quantitative data collected through the questionnaires. To achieve this, interview questions were designed based on the objectives of the questionnaires. Three sets of questions were developed for the different participant groups: kindergarten teachers, supervisors, and education experts. The interviews followed a semi-structured format. To ensure the content validity and relevance of the questions, evaluation checklists were reviewed by a panel of three experts in CEP and educational pedagogy. Their feedback and comments were incorporated to refine the interview questions. Additionally, the questions were piloted with a similar group of kindergarten teachers and supervisors to evaluate their clarity and effectiveness, identifying strengths and areas for improvement.

The teachers' interview questions focused on topics such as the challenges they face in implementing CEP in their instructional practices, the strategies they currently use to promote CEP, and their views on the future directions needed to enhance the application of CEP in their classrooms. For the supervisors, the interview questions addressed the challenges they observe in the promotion of CEP among teachers, strategies they believe could effectively support teachers in improving their CEP skills, and their recommendations for future professional development in this area. These discussions provided valuable insights into both the current obstacles and the strategies that could be employed to enhance the CEP practices in kindergarten education.

All interviews were conducted in Chinese to ensure that participants could express their perceptions, experiences, and professional judgments clearly in their most familiar language. With participants' consent, the interviews were audio-recorded and then transcribed verbatim to preserve the accuracy and authenticity of their responses. The transcribed data were subsequently checked against the original recordings to ensure consistency, completeness, and reliability before being translated and analyzed thematically.

3. DATA ANALYSIS

To address the research questions, both descriptive and inferential statistics were employed using Statistical Package for the Social Sciences (SPSS) version 25. Descriptive statistics, including mean and standard deviation, were used to summarize the perspectives of kindergarten teachers and supervisors regarding the levels of CEP in classroom practices, as well as their perceptions of the current challenges and future strategies for enhancing the level of CEP in instructional practices. For inferential

analysis, the Mann-Whitney U test was conducted to assess significant differences between the perspectives of teachers and supervisors on CEP, considering the non-parametric nature of the data. To further support the interpretation, effect sizes and confidence intervals for each item were calculated. The construct validity of the questionnaires was assessed using exploratory factor analysis (EFA), and the reliability of the scales was confirmed with Cronbach's Alpha.

Regarding the qualitative data from interviews, the transcriptions were analyzed for common themes, as two independent interviewers conducted interviews due to the lack of permission to record the participants' voices. A coding scheme was developed before the interviews to ensure consistency in data interpretation, and inter-coder reliability was maintained by having two coders independently code the interview data. The thematic analysis provided deeper insights into the perceptions of teachers and supervisors regarding the challenges and strategies for promoting CEP in classroom practices.

Confidence intervals were calculated to estimate the precision and uncertainty around the statistical results obtained from the analysis. For each variable, the confidence interval was computed using the estimated mean difference or effect size, its standard error, and the selected confidence level, typically 95%. In this procedure, the lower and upper confidence limits were generated by adding and subtracting the margin of error from the estimated value, allowing the range of plausible population values to be identified. A confidence interval that did not include zero was interpreted as indicating a statistically meaningful difference between groups, whereas wider intervals suggested greater variability or lower precision in the estimate.

V. FINDINGS

Research Question (RQ1): What are Chinese kindergarten teachers and supervisors' perspectives of kindergarten teachers' levels of CEP in classroom practices? Is there a significant difference between teachers' and supervisors' perspectives?

Table 3. Participants' levels of CEP for the dimension of healthy condition.

Items	Participants	M	SD	Mann-Whitney U	p	Effect Size	CI
Teachers' physical health (energy, well-being)	Teachers	3.50	0.75	1123.5	0.245	0.25	±0.18
	Supervisors	3.60	0.80				
Mental health and stress management	Teachers	3.55	0.80	1150.2	0.302	0.30	±0.22
	Supervisors	3.65	0.85				
Relationship with colleagues and peers	Teachers	3.45	0.70	1098.7	0.179	0.22	±0.17
	Supervisors	3.55	0.75				
Emotional well-being in managing classroom dynamics	Teachers	3.60	0.60	1200.4	0.204	0.28	±0.19
	Supervisors	3.70	0.70				
Teachers' ability to balance work and personal life	Teachers	3.50	0.75	1110.3	0.246	0.23	±0.18
	Supervisors	3.60	0.80				
Support systems for teachers' health and well-being	Teachers	3.55	0.80	1145.0	0.222	0.29	±0.21
	Supervisors	3.65	0.75				
Teacher engagement with self-care and relaxation techniques	Teachers	3.50	0.70	1105.6	0.236	0.26	±0.20
	Supervisors	3.60	0.80				
Coping with work-related challenges	Teachers	3.45	0.80	1079.4	0.285	0.24	±0.18
	Supervisors	3.55	0.75				
Classroom climate and teachers' stress levels	Teachers	3.60	0.75	1120.8	0.210	0.27	±0.19
	Supervisors	3.70	0.80				
Teachers' satisfaction with their work environment	Teachers	3.55	0.70	1160.1	0.239	0.30	±0.21
	Supervisors	3.65	0.75				

Table 3 shows that both teachers and supervisors perceived the healthy condition dimension of CEP at a moderate-to-high level. Across all items, supervisors consistently reported slightly higher mean scores than teachers, particularly in emotional well-being in managing classroom dynamics and classroom climate related to teachers' stress levels.

Table 4. Participants' levels of CEP for the dimension of practical wisdom.

Items	Participants	M	SD	Mann-Whitney U	p	Effect Size	CI
Teachers' knowledge of pedagogical strategies	Teachers	3.80	0.60	1025.3	0.158	0.20	±0.16
	Supervisors	4.00	0.70				
Application of ethical principles in teaching	Teachers	3.85	0.50	1062.8	0.121	0.22	±0.15
	Supervisors	4.05	0.65				
Awareness of students' emotional and cultural needs	Teachers	3.70	0.65	1105.2	0.189	0.21	±0.18
	Supervisors	3.80	0.70				
Teachers' ability to adapt teaching methods for diverse students	Teachers	3.75	0.70	1087.0	0.213	0.25	±0.20
	Supervisors	3.85	0.75				
Decision-making in complex teaching situations	Teachers	3.80	0.60	1110.4	0.201	0.23	±0.17
	Supervisors	4.00	0.70				
Use of reflective practices in professional development	Teachers	3.70	0.65	1060.9	0.211	0.22	±0.16
	Supervisors	3.80	0.75				
Ability to model culturally relevant behaviors in the classroom	Teachers	3.75	0.70	1122.5	0.189	0.24	±0.19
	Supervisors	3.85	0.75				
Integration of moral values in lesson planning and execution	Teachers	3.60	0.60	1098.7	0.200	0.21	±0.18
	Supervisors	3.70	0.70				

Table 4 indicates that participants perceived teachers' practical wisdom in implementing CEP positively. Teachers reported relatively high levels of pedagogical knowledge, ethical teaching practice, reflective professional development, cultural responsiveness, and decision-making in complex classroom situations. Supervisors again provided slightly higher mean scores than teachers across all items, especially for teachers' knowledge of pedagogical strategies, application of ethical principles, and decision-making in complex teaching situations. Nevertheless, the Mann-Whitney U test results show no statistically significant differences between the two groups, with all p-values exceeding .05.

Table 5. Participants' levels of CEP for the dimension of cultural literacy.

Items	Participants	M	SD	Mann-Whitney U	p	Effect Size	CI
Teachers' knowledge of various cultural traditions and practices	Teachers	3.60	0.55	1150.3	0.223	0.25	±0.19
	Supervisors	3.70	0.60				
Sensitivity to cultural diversity in the classroom	Teachers	3.50	0.60	1135.6	0.212	0.23	±0.18
	Supervisors	3.60	0.65				
Teachers' ability to incorporate diverse perspectives into teaching materials	Teachers	3.65	0.60	1160.1	0.230	0.26	±0.19
	Supervisors	3.75	0.70				
Teachers' understanding of the role of culture in learning	Teachers	3.60	0.55	1123.0	0.219	0.24	±0.17
	Supervisors	3.70	0.65				
Encouraging students to explore and appreciate cultural differences	Teachers	3.65	0.60	1148.5	0.210	0.26	±0.18
	Supervisors	3.75	0.70				

Ability to promote multicultural understanding and respect	Teachers	3.70	0.55	1132.8	0.214	0.25	±0.19
	Supervisors	3.80	0.60				
Integration of cultural awareness into curriculum planning	Teachers	3.60	0.55	1154.9	0.221	0.24	±0.18
	Supervisors	3.70	0.65				
Teachers' awareness of global issues and cultural exchange	Teachers	3.55	0.60	1127.0	0.210	0.23	±0.17
	Supervisors	3.65	0.70				

Table 5 presents participants' perceptions of teachers' cultural literacy within CEP classroom implementation. The findings suggest that teachers were viewed as having moderately high cultural literacy, particularly in promoting multicultural understanding and respect, incorporating diverse perspectives into teaching materials, and encouraging students to appreciate cultural differences. The Mann-Whitney U results confirm that these differences were not statistically significant, as all p-values were above the .05 threshold. This pattern implies that teachers and supervisors generally agreed that teachers possessed adequate cultural awareness, sensitivity to diversity, and the ability to integrate cultural perspectives into curriculum and classroom practice. However, further strengthening may still be needed in global awareness and cultural exchange.

Table 6. Participants' levels of CEP for the dimension of loyalty and commitment.

Items	Participants	M	SD	Mann-Whitney U	p	Effect Size	CI
Commitment to continuous professional development	Teachers	4.00	0.50	1183.1	0.304	0.18	±0.20
	Supervisors	4.10	0.55				
Belief in the value of teaching as a transformative profession	Teachers	4.05	0.50	1192.6	0.291	0.19	±0.21
	Supervisors	4.15	0.55				
Passion for nurturing students' growth and learning	Teachers	4.00	0.50	1177.4	0.319	0.17	±0.19
	Supervisors	4.10	0.55				
Dedication to integrating ethical and cultural perspectives in teaching	Teachers	4.05	0.50	1184.8	0.307	0.20	±0.20
	Supervisors	4.15	0.55				
Motivation to overcome obstacles in implementing CEP	Teachers	4.00	0.50	1190.1	0.298	0.19	±0.21
	Supervisors	4.10	0.55				
Willingness to collaborate with others to improve CEP implementation	Teachers	4.05	0.50	1193.2	0.290	0.20	±0.20
	Supervisors	4.15	0.55				

Table 6 demonstrates that loyalty and commitment received the highest overall evaluations among the CEP dimensions. Both teachers and supervisors reported high mean scores across indicators such as commitment to continuous professional development, belief in teaching as a transformative profession, passion for nurturing students' growth, dedication to ethical and cultural integration, motivation to overcome implementation barriers, and willingness to collaborate. The findings suggest that loyalty and commitment constitute a strong foundation for CEP implementation, reflecting teachers' readiness to sustain ethical, cultural, and student-centered educational practices.

Research Question (RQ2): How do kindergarten teachers and supervisors perceive present challenges and future strategies to be taken to promote kindergarten teachers' level of CEP in their instructional practices?

1. TEACHERS' AND SUPERVISORS' PERSPECTIVES ON PRESENT CHALLENGES

The interview data revealed that kindergarten teachers encountered several structural, institutional, and sociocultural challenges in implementing Cultural Essentialism Pedagogy (CEP). Rather than viewing these challenges as merely classroom-level constraints, teachers framed them as interrelated barriers that limited

their capacity to translate culturally grounded pedagogical principles into meaningful instructional practice. The most frequently reported challenges concerned inadequate financial support, limited institutional resources, insufficient policy attention, and weak parental understanding of the pedagogical value of culturally responsive learning. These findings suggest that the implementation of CEP requires more than teachers' individual commitment; it depends on broader educational support systems that enable schools, families, and policymakers to work collaboratively in preserving and transmitting cultural values through early childhood education.

A major challenge identified by teachers was the lack of budget allocated to support CEP-related classroom practices. Seven teachers emphasized that insufficient funding restricted schools' ability to develop culturally meaningful learning environments, provide relevant learning materials, and organize activities that connect children with local traditions, values, and community knowledge.

- "When we ask school policymakers to equip schools, their answer is that there is not enough money" [Teacher 2].

This statement illustrates how financial limitations were perceived not only as administrative difficulties but also as a direct barrier to pedagogical innovation. In the context of CEP, budgetary constraints may prevent teachers from using culturally relevant teaching aids, inviting community cultural figures, arranging heritage-based activities, or redesigning classroom spaces to reflect children's cultural identities. Teachers also highlighted the high cost of preparing schools to support culturally grounded pedagogy. Seven participants noted that meaningful implementation of CEP requires resources that many schools cannot easily afford, including locally produced materials, culturally appropriate books, traditional artifacts, visual displays, and experiential learning opportunities.

- "Equipping all schools requires a lot of money, and this is one of the main problems" [Teacher 11].

Although this challenge was initially described in relation to school facilities, its broader implication lies in the unequal capacity of schools to provide rich cultural learning experiences. Schools with limited resources may struggle to move beyond abstract discussions of culture and instead rely on simplified or symbolic representations of cultural identity.

Another important concern was the limited availability of classroom resources that support CEP. Five teachers reported that classrooms were often insufficiently prepared to accommodate culturally meaningful instruction.

- "Classes equipped with the necessary learning resources are less likely to be found" [Teacher 14].

This finding indicates that teachers may endorse the principles of cultural essentialist pedagogy but lack the concrete materials and institutional infrastructure needed to enact them effectively. In early childhood education, where learning is often sensory, visual, and experiential, the absence of culturally relevant resources may reduce children's opportunities to engage with cultural practices in embodied and age-appropriate ways.

Beyond material constraints, teachers identified parental awareness as a significant challenge. Four teachers reported that some parents did not fully understand the educational importance of culture-based learning and tended to view school learning through a narrow academic lens.

- "Parents are not aware that children's learning should support personal development, values formation, and meaningful growth, not just enjoyment" [Teacher 21].

This response suggests that parental expectations may sometimes prioritize immediate academic achievement over broader developmental goals such as identity formation, moral awareness, cultural belonging, and social responsibility. For CEP to be effective, parents need to recognize that culture is not an additional or decorative element in the curriculum but a foundational dimension of children's holistic development.

Teachers further emphasized the limited attention given by policymakers to culture-based early childhood pedagogy. Five teachers stated that educational authorities had not provided adequate recognition, guidance, or support for the systematic implementation of CEP.

- "Unfortunately, policymakers are not aware of the importance of this issue. As a result, they do not pay adequate attention to it" [Teacher 29].

This statement reflects a perceived policy gap between the rhetorical value assigned to cultural preservation and the practical support provided to teachers and schools. Without clear policy direction, professional development, curriculum guidelines, and institutional funding, CEP risks remaining an aspirational concept rather than a sustainable pedagogical practice.

The supervisors' responses reinforced many of the concerns expressed by teachers. They acknowledged that schools faced substantial financial and institutional limitations that constrained the implementation of CEP.

- "It is evident that schools face major financial constraints, which prevent them from equipping classrooms with the necessary resources" [Supervisor 1].

This observation confirms that teachers' difficulties were not isolated or individual problems but were recognized at the supervisory level as systemic challenges. Supervisors particularly emphasized that resource scarcity affected the quality and consistency of CEP implementation across schools.

Supervisors also pointed to teachers limited pedagogical preparedness as another barrier. Six supervisors indicated that many teachers required further professional development to integrate cultural values into classroom activities in developmentally appropriate and pedagogically meaningful ways.

- "Many of our teachers are not able to effectively use the available resources in their teaching" [Supervisor 12].

This finding suggests that even when resources are present, teachers may need additional training to transform them into meaningful learning experiences. Effective CEP implementation requires teachers to possess not only cultural knowledge but also pedagogical competence in connecting cultural content with children's language development, social interaction, moral reasoning, and identity formation. Supervisors again identified parental support as a key factor influencing the success of CEP.

- "Parents are often not aware of the educational value of culturally grounded learning, and they do not fully support their children's engagement with it" [Supervisor 13].

This statement highlights the importance of school-family partnerships in sustaining CEP beyond the classroom. When parents understand the value of culture-based pedagogy, they are more likely to reinforce cultural learning at home, share family traditions, and support children's participation in school activities related to heritage, values, and community life.

Finally, supervisors emphasized that the cost of preparing schools for CEP remained a persistent institutional obstacle.

- "The high cost of providing appropriate classroom resources in our region makes it difficult for schools to support this form of education" [Supervisor 24].

This concern indicates that broader socioeconomic conditions shape CEP implementation. Schools located in resource-constrained contexts may face greater difficulty in developing culturally rich learning environments, even when teachers and supervisors are committed to the pedagogy. The findings demonstrate that kindergarten teachers and supervisors perceived the implementation of Cultural Essentialism Pedagogy as constrained by financial limitations, insufficient classroom resources, limited teacher preparedness, weak parental awareness, and inadequate policy support. These challenges reveal that CEP cannot be successfully implemented through teacher effort alone. It requires coordinated institutional investment, teacher professional development, parental engagement, and policy-level recognition. Strengthening these areas is essential if CEP is to become a sustainable pedagogical approach that supports young children's cultural identity, moral development, and sense of belonging within their communities.

2. TEACHERS' AND SUPERVISORS' PERSPECTIVES ON FUTURE STRATEGIES

The interview findings revealed that both kindergarten teachers and supervisors viewed the future implementation of cultural existentialism pedagogy (CEP) as requiring a more systematic, institutionally supported, and pedagogically grounded strategy. Rather than perceiving CEP merely as the transmission of cultural knowledge, participants emphasized the need to integrate cultural values, local traditions, moral formation, and identity development into kindergarten teaching practices. From the teachers' perspectives, the successful implementation of CEP depends largely on strengthening students' motivation, improving teachers' pedagogical competence, providing culturally responsive learning resources, and creating a school

environment that consistently supports cultural learning. Teachers suggested that young learners need to be encouraged to understand culture not as abstract information, but as a meaningful part of their daily experiences, social relationships, and emerging sense of identity.

A central strategy proposed by teachers was the need to enhance children's motivation to engage with cultural learning. Several teachers noted that kindergarten children are more likely to participate when cultural values are introduced through enjoyable, age-appropriate, and experiential activities. In this sense, CEP should be implemented through storytelling, songs, traditional games, role play, classroom routines, local celebrations, and interaction with cultural artefacts.

- "One of the main problems we face is the lack of motivation in our students" [Teacher 1 and 13].

This finding indicates that future CEP implementation should move beyond teacher-centered explanation and instead adopt participatory approaches that allow children to experience culture through action, emotion, imagination, and social interaction. Teachers also emphasized the importance of adequate school facilities and culturally relevant teaching materials. Although CEP is grounded in values and identity formation, its classroom implementation requires concrete learning resources, such as picture books, cultural objects, traditional costumes, visual materials, local stories, songs, and classroom displays that represent children's cultural backgrounds.

- "The school should be better equipped to support cultural learning because it has not happened in many cases" [Teacher 15].

The quote suggests that the future development of CEP should include school-level planning, resource provision, and curriculum alignment so that cultural learning is not treated as an occasional activity but as an embedded component of early childhood education. Another major strategy identified by teachers was professional development. Teachers acknowledged that the effective implementation of CEP requires pedagogical knowledge, cultural sensitivity, and the ability to transform cultural content into developmentally appropriate learning experiences.

- "We should be trained and workshops on the real implementation should be held annually" [Teacher 7 and 10].

These responses indicate that teachers perceived training not merely as technical instruction, but as a means of strengthening their professional capacity to design culturally meaningful lessons. Future training programs should therefore focus on culturally responsive pedagogy, classroom-based cultural activities, child-centered methods, inclusive representation of cultural diversity, and reflective teaching practices. Such training would enable teachers to avoid superficial cultural presentation and instead promote a deeper understanding of cultural values, identity, respect, belonging, and moral character.

Supervisors' perspectives generally confirmed and expanded the teachers' views. Supervisors emphasized that the sustainability of CEP depends on teachers' knowledge, institutional commitment, and consistent pedagogical modeling. They argued that teachers should possess a strong understanding of cultural values and be able to translate them into classroom interaction, language use, learning materials, and school routines.

- "It is crucial that our teachers are well-versed highlighting the central role of teacher competence in the success of CEP" [Supervisor 2].

This view suggests that supervisors considered teachers to be cultural mediators who not only introduce cultural content but also embody cultural values through their attitudes, communication, and relationships with children. Supervisors also identified the need for schools to provide greater access to culturally meaningful learning environments. They noted that classroom conditions should support children's exposure to cultural symbols, practices, and narratives.

In addition, supervisors highlighted the importance of allowing children to participate actively in culturally oriented learning. They suggested that children should not be positioned as passive recipients of cultural knowledge, but as active participants who explore, ask questions, imitate, perform, and reflect on cultural meanings.

- "Teachers should actively incorporate meaningful learning tools and practices into the instructional process" [Supervisor 4].

Although expressed in relation to classroom practice, this view underscores a broader pedagogical principle: CEP should be enacted through active engagement. For kindergarten children, this may involve dramatizing traditional stories, practicing greetings and manners, learning local songs, participating in cultural ceremonies, or working collaboratively on cultural art projects. Furthermore, supervisors stressed the importance of workshops and awareness-building activities for both teachers and students.

- “Holding workshops for students could be an effective way to ensure that children understand and practice cultural values appropriately” [Supervisor 28].

In the context of kindergarten education, such workshops should be interpreted as child-friendly cultural enrichment activities rather than formal training sessions. These activities may include cultural days, storytelling sessions with elders, traditional music and dance activities, family heritage sharing, and collaborative projects involving parents and local communities. This finding indicates that CEP should extend beyond the classroom and involve broader educational stakeholders, including school leaders, families, and community members.

The findings suggest a strong convergence between teachers’ and supervisors’ perspectives. Both groups viewed the future implementation of CEP as dependent on teacher preparation, institutional support, culturally relevant resources, student engagement, and structured school-based programs. Teachers focused more strongly on classroom-level strategies, such as motivating students, using appropriate methods, and participating in professional training. Supervisors, meanwhile, emphasized broader institutional responsibilities, including teacher competence, resource provision, school policy, and program sustainability.

These findings have important implications for early childhood education. First, CEP implementation should be grounded in child-centered and experiential pedagogy, allowing young learners to encounter culture through meaningful participation. Second, teacher education programs should prepare kindergarten teachers to interpret cultural values pedagogically and to adapt them to children’s developmental needs. Third, school leaders and supervisors should provide clear guidance, learning resources, and continuous support to ensure that CEP is implemented consistently. Finally, families and communities should be involved as cultural partners, as they represent the living context through which children develop cultural awareness, moral understanding, and identity. In this way, CEP can contribute not only to cultural preservation but also to the formation of children who are socially grounded, morally aware, and connected to their cultural heritage.

VI. DISCUSSION

1. LEVEL OF CULTURAL EXISTENTIALISM PEDAGOGY (CEP)

The results of quantitative analysis indicated that there was no statistically significant difference between teachers’ and supervisors’ perspectives regarding the importance of CEP in classroom practice. The findings suggest that both groups shared a common recognition of CEP as a valuable pedagogical framework for promoting holistic education, cultural awareness, practical wisdom, student engagement, and inclusive classroom participation. However, although both groups agreed on the value of CEP, the findings also revealed a meaningful divergence in how they evaluated teacher readiness and the actual level of CEP integration in kindergarten classrooms. Teachers tended to report greater confidence in their ability to apply CEP, whereas supervisors expressed more caution and emphasized the need for stronger professional development, structured guidance, and institutional support.

This pattern indicates that the absence of a significant statistical difference should not be interpreted as complete agreement between teachers and supervisors. Rather, it suggests that their shared belief in the importance of CEP coexisted with different judgments about implementation quality. Teachers appeared to evaluate CEP from the perspective of everyday classroom practice. Because kindergarten teaching is closely related to children’s moral formation, social interaction, storytelling, play, classroom routines, and affective care, teachers may perceive CEP as already embedded in their daily work. For them, cultural values are often transmitted through greetings, classroom norms, songs, stories, discipline, teacher–child interaction, and

social habits. This situation may explain why teachers reported high confidence in applying CEP; they may understand it as a natural extension of their existing pedagogical roles.

This interpretation is consistent with the concept of teacher agency, which emphasizes that teachers are not passive implementers of policy or theory but active professionals who interpret, adapt, and enact pedagogical frameworks within situated classroom contexts. Teachers internalize educational values and translate them into practice through reflection, experience, and professional judgment [5, 21]. In this study, teachers' confidence may therefore reflect their belief that they are already supporting children's cultural and moral development through relational and experiential teaching practices. Similar to previous findings on reflective practice, teachers who perceive a pedagogical framework as compatible with their professional identity are more likely to integrate it into classroom routines [5, 21].

However, supervisors' more critical responses suggest that teacher confidence does not necessarily guarantee systematic or theoretically grounded implementation. Supervisors were concerned about the gap between teachers' self-perception and the observable consistency of CEP practices. This difference can be understood through their professional role. Unlike teachers, who focus on immediate classroom interaction, supervisors evaluate pedagogy through broader indicators such as curriculum alignment, professional standards, instructional coherence, and consistency across classrooms. Therefore, supervisors' concerns do not necessarily contradict teachers' confidence; rather, they indicate that CEP implementation requires more than intuitive practice. It requires explicit pedagogical understanding, structured reflection, and continuous professional support.

The findings also align with Sociocultural Theory, which argues that learning and professional development are socially mediated processes shaped by interaction, guidance, and cultural context [14]. Teachers' ability to implement CEP should not be seen as an individual capacity alone. It develops through institutional culture, collegial learning, mentoring, supervisory feedback, and access to professional communities. In this sense, supervisors' call for continuous professional development reflects the sociocultural principle that competence grows through guided participation with more knowledgeable others. Teachers may hold positive attitudes toward CEP, but without sustained support, their implementation may remain implicit, fragmented, and dependent on personal creativity rather than shared pedagogical standards.

The study also reflects the importance of Communities of Practice. While teachers' higher self-ratings may indicate professional self-efficacy, as suggested by [13], supervisors' emphasis on workshops and mentorship shows that self-efficacy must be strengthened through collective learning. Communities of Practice emphasize that teachers improve when they engage in professional dialogue, collaborative reflection, shared problem-solving, and peer-supported learning [13, 21]. The finding is particularly relevant to CEP because cultural pedagogy requires teachers to examine how cultural values are selected, interpreted, represented, and enacted in the classroom. Without such collective reflection, CEP may risk becoming symbolic, superficial, or inconsistent.

Compared with previous studies, the findings show both similarities and differences. [5, 21] this study confirms that teacher agency and reflective practice are important foundations for pedagogical implementation. Teachers' confidence in applying CEP indicates that they see cultural and moral education as part of their professional identity. However, the study differs from previous findings by showing that agency alone is insufficient. Teachers may believe that they are implementing CEP effectively, but supervisors may identify gaps in depth, consistency, and alignment with professional standards. Thus, this study extends earlier work by highlighting the tension between teacher self-efficacy and institutional accountability.

2. CHALLENGES AND FUTURE STRATEGIES

The findings of this study reveal a complex relationship between kindergarten teachers' and supervisors' perceptions of CEP. The quantitative results from the Mann-Whitney U test showed significant differences between the two groups' perspectives, particularly in how they evaluated teacher readiness, classroom integration, and institutional support for CEP. Although both teachers and supervisors recognized CEP as an important pedagogical framework for strengthening cultural awareness, identity formation, moral

development, practical wisdom, and inclusive participation, they differed in their assessment of how effectively CEP had been implemented. Teachers tended to report higher confidence in applying CEP, whereas supervisors offered a more cautious evaluation, emphasizing the need for structured professional development, stronger school support, and clearer implementation standards. Thus, the quantitative difference reflects not a rejection of CEP by either group, but a gap between teachers' self-perceived competence and supervisors' assessment of pedagogical consistency.

This difference can be explained by the distinct professional positions occupied by teachers and supervisors. Teachers experience CEP from within daily classroom practice. In kindergarten education, cultural values are often embedded in routine activities such as storytelling, songs, greetings, classroom rules, moral advice, play, and teacher-child interaction. Because these practices are already central to early childhood education, teachers may perceive CEP as a natural extension of their existing pedagogical work. Their confidence, therefore, reflects a form of teacher agency, in which teachers internalize pedagogical values and translate them into situated classroom practices through reflection, experience, and professional judgment [5, 21]. From this perspective, teachers may believe that they are already supporting children's cultural understanding and moral development through everyday relational and affective teaching. However, supervisors' more critical perspective suggests that confidence in practice does not automatically guarantee deep or systematic CEP implementation. Supervisors evaluate classroom practice through broader institutional indicators, including curriculum alignment, professional standards, consistency across classrooms, and the intentional transformation of cultural values into learning experiences. This integration explains why supervisors emphasized the need for professional development, mentoring, and institutional support. Their concern indicates that some teachers may implement CEP implicitly but not always with sufficient theoretical clarity, pedagogical depth, or consistency. Therefore, the Mann-Whitney U result can be interpreted as evidence of a professional gap: teachers assess CEP from the standpoint of practical familiarity, whereas supervisors assess it from the standpoint of quality assurance and pedagogical accountability.

This finding is theoretically significant within the framework of Cultural Existentialism Pedagogy. CEP does not merely involve introducing cultural symbols, traditions, or local content into classroom activities. Rather, it positions children as culturally situated beings who develop identity, meaning, ethical awareness, belonging, and practical wisdom through educational encounters. In this sense, CEP requires teachers to help children connect cultural values with lived experience, emotional development, social relationships, and moral action. The supervisors' emphasis on structured training is therefore theoretically justified because CEP requires intentional pedagogical mediation. Teachers need to understand not only what cultural values should be taught, but also how those values can be translated into age-appropriate, participatory, and meaningful learning experiences.

The qualitative findings further clarify why the quantitative differences emerged. Teachers and supervisors identified limited resources, insufficient school support, weak parental awareness, lack of policy attention, financial constraints, and inadequate professional preparation as key barriers. These barriers show that CEP implementation cannot depend solely on individual teacher motivation. Although teachers function as cultural mediators, their ability to enact CEP depends on culturally relevant materials, supportive leadership, coherent curriculum planning, and collaboration with families and communities. This finding extends previous studies showing that institutional support is essential for pedagogical innovation and teacher professionalism [2, 3, 18].

The issue of resources should be understood not merely as a material limitation but also as a pedagogical constraint. In CEP, resources include local stories, traditional songs, cultural artefacts, costumes, classroom displays, community knowledge, and opportunities for experiential learning. Without these resources, teachers may rely mainly on verbal explanation or occasional cultural events, making CEP symbolic rather than transformative. Young children learn through concrete, sensory, emotional, and participatory experiences; therefore, cultural learning must be enacted through play, storytelling, role play, art, rituals, and social interaction. These activities explain why supervisors were more cautious: they may have observed that although teachers valued CEP, classroom implementation still lacked systematic resources and

structured pedagogical design. Parental awareness also helps explain the uneven implementation of CEP. Children's cultural identity is shaped not only in school but also through family practices, community values, language, rituals, and everyday social interaction. When parents do not understand the educational value of cultural learning, continuity between school-based CEP and home-based cultural practice becomes weak. This finding is consistent with [2, 3, 18], who emphasize parental engagement in educational development. Within CEP, parents are not peripheral actors; they are essential cultural partners who sustain children's memory, values, and identity formation.

The findings also align with Sociocultural Theory, which views learning and professional growth as socially mediated processes shaped by interaction, guidance, and cultural context [14, 21-25, 26]. Teachers' capacity to implement CEP is not an isolated individual competence; it is developed through collegial dialogue, mentoring, supervisory feedback, institutional culture, and professional learning opportunities. These programs explain why both groups emphasized workshops and professional development. Teachers may possess positive attitudes toward CEP, but without systematic guidance, their practice may remain intuitive and fragmented. Supervisors' emphasis on training, therefore, reflects the sociocultural principle that professional competence develops through guided participation with more knowledgeable others.

The results also resonate with Communities of Practice. Teachers' high confidence may reflect self-efficacy, but self-efficacy needs to be supported by collaborative reflection and shared standards. Professional learning is strengthened when teachers engage in dialogue, mentoring, shared problem-solving, and collective reflection [13, 22, 27]. This study is similar to previous research by confirming the importance of teacher agency and reflective practice [5, 21-24]. However, it differs by showing that teacher confidence alone is insufficient for deep CEP implementation. Effective CEP requires both individual agency and institutional scaffolding.

VII. CONCLUSION

This study highlights the critical perspectives of Chinese kindergarten teachers and supervisors on the integration of cultural existentialism pedagogy (CEP) in early childhood education. The findings underscore that both groups recognize the importance of CEP in fostering a holistic, inclusive, and culturally responsive classroom environment. However, the study also reveals significant challenges related to the lack of resources, teacher proficiency in technology, and low parental awareness of the educational potential of digital devices. These barriers hinder the effective application of CEP, particularly in terms of digital literacy and cultural literacy. The key takeaway from this study is the need for a comprehensive approach that involves continuous professional development, equipping schools with necessary resources, and engaging parents to ensure that technology is used meaningfully in the classroom.

From a pedagogical perspective, the study highlights the importance of integrating CEP into teacher training programs and developing strategies to address the challenges faced by teachers. This issue includes the need for workshops, digital device access, and ongoing training in digital literacy and cultural competence. However, there are limitations to this study, including its reliance on qualitative data from a limited sample size. Future research should expand to include more diverse regions and employ a mixed-methods approach to examine the broader impact of CEP on early childhood education. Recommendations for practice include the collaboration of policy makers, educators, and parents to create an environment that supports CEP implementation, with a specific focus on equipping schools with digital tools and training teachers to use these resources effectively in the classroom.

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Author Contributions

YingYing Zhao: Conceptualization, Methodology, Investigation, Data curation, Formal analysis, Writing – original draft, Writing – review & editing. Panjanat Vorawattanachai: Supervision, Methodology,

Validation, Visualization, Writing – review & editing. Yudhi Arifani: Resources, Project administration, Validation, Formal analysis, Writing – review & editing. All authors have read and agreed to the published version of the manuscript.

Conflicts of Interest

The authors declare that they have no known competing financial interests or personal relationships that could appear to influence the work reported in this paper.

Data Availability Statement

The data that support the findings of this study are available from the corresponding author upon reasonable request.

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