

Professional Profile and Performance of Kindergarten Teachers in Public Schools: Inputs for a Proposed Training Program

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Abstract: *This study was conducted to identify the inclination of professional profile and performance of public kindergarten teachers. Using descriptive evaluative and correlational design, a survey was administered to the seventy-five (75) kindergarten teachers in the eighteen (18) schools of two (2) districts of Marilao for the School Year 2018-2019. The researcher found out that majority of the respondents were on the entry-level, married, 1-5 years in teaching major in Early Childhood Education. Furthermore, it was revealed that most of the kindergarten teachers were trained particularly on the experiential training style aligned with information communication and technology skills. The study also revealed that there was a reasonable percentage (10.7%) of teachers who did not participate to any community involvement activity, and 81.3 percent were not members of any professional-lead organizations. Moreover, the study revealed that the length of service, status, specialization, trainings, involvement, position and skills were not statistically related to performance based on the Individual Performance Commitment and Review Form (IPCRF) data. Lastly, the study revealed that most teachers had no awards or recognitions received. This implies that teaching position can be linked to, basically, the required points derived from the awards/recognition. Thus, 51 of 75 surveyed teachers are trapped on the proficient career stage of the Philippine Professional Standards for Teachers. The study recommended that Kindergarten Teachers pursue post-graduate education and that they should attend other form of trainings on teaching strategies. Furthermore, it is recommended that the Department of Education (DepEd) address the gaps between the professional profile of the Kindergarten Teachers in the districts and their performance in the schools.*

Keywords—professional profile; kindergarten teachers; performance

1. INTRODUCTION

The onset of the 21st century education assumes that every child has access to quality, relevant and liberated education. The universal primary education signifies the aim of the Millennium Development Goal (MDG) as the reaffirmation of the commitment in ensuring inclusive and equitable education that promotes life-long learning opportunities drawn from the unified goal of Sustainable Development Goal (SDG). The terms such as universal, inclusive, quality and life-long had prompted the Department of Education (DepEd) to enhance the curriculum that is systematically formulated, universally accepted and internationally inclined.

The Department of Education Order (DO) No. 36, series of 2002, states that the agency shall continue with its commitment to the Education for All (EFA) objectives specifically the Goal 1 of the collective commitments of the Dakar Framework which is to expand early childhood care and education. This political initiative had been mandated to sustain the goals and objectives of the global framework.

Given the fact that the Philippines is the last country in Asia and one of the three counties worldwide with a 10-year curriculum, Republic Act 10157 institutionalized the kindergarten education into the basic education system. This act, together with the R.A. 10533, is a part of the DepEd educational reforms.

Thus, the Department of Education formulated the Implementing Rules and Regulations. As mentioned on DO 32, s. 2012:

Teachers assigned in the kindergarten should at least abide the teacher qualification and continuing professional education having the following qualifications; Section 10 determines that a kindergarten teacher shall have at least 18 units Early Childhood Education or its equivalent and section 11 mandates the professional development of teachers that leads to the development standards. The standard performance teachers are congruent to varied environments including classroom childcare settings or any natural environment where the learning process takes place. DepEd Order No.12 series of 2012 establish guidelines on hiring teachers and position as reformation set out Basic Education Section Reform Agenda.

Due to the need to respond to the global competitiveness in the different sectors, the government is moving towards attaining the internationally-inclined and professionally-driven delivery of services. As such, the Individual Performance Commitment and Review Form of professionals working in the government sector has been developed and introduced to gauge the competence of all personnel.

The platform of the Civil Service Commission, through Memorandum Circular No.06, allows civil service worker to adhere with the Strategic Performance Management System. Individual Performance Commitment and Review Form

signifies the need to measure the applied skills and competencies of teachers through a thorough review of what the teacher has been done for the school year.

Strategic Performance Management System reincarnated to what is called Results-based Performance Management System. For the teachers, RPMS, from its mother IPRCF SPMS, is another milestone of the department in pursuing its mandate to promote the right of Filipino children of quality, equitable, culture-based and complete basic education.

The quality of teachers in the country has been constantly changing over the time that recaptured from the challenges of the modern world. This leads teachers to think critically and reflects on the roles and expectation out of the context of curriculum. This RPMS, nevertheless, will be the basis in ensuring teacher's quality performance in addressing the gaps between the learners and the curriculum. Despite numerous questions from the end users, RPMS is now on its midst in fulfilling its call of upheaving the quality of public service especially in the education sector.

The organization of the Result- based Performance Management System ensures education to focus on the work towards the achievement of the vision, mission and core values of the Department of Education. This study will give a general guideline and understanding that will benefit teachers. Furthermore, it aims to identify the professional development needs of a teacher.

Teachers have critical role in raising standards of education. The effectiveness of schooling depends on the quality of teachers according to skills of resourcefulness and motivation to perform best. The substantial gains are student learning rooted from raising teacher's performance that is governed by policy directions. The educational standards and quality derive from the effective monitoring and evaluation teacher's performance. These are vital to improve the effectiveness of teaching and learning roles.

Meaningful evaluation involves timely appraisal of teaching, feedback on development, coaching and support on professional development. Moreover, recognizing and rewarding the works of teachers produces excellent teachers. There are ways for teachers to develop, to improve their qualification, to increase their competence. There are means to learn so that there is an advancement in the professional life, and having teachers' community, as a group of people sharing one thing in common, which is teaching, has been formed. This also means to share ideas, to learn from each other, or to have medium for administering events such as seminars and conference. With different perspectives on raising quality teachers aligned with global standards, it is fundamental to extract the innate quality of a global teachers converged by a local density through captioning their linkages and capability.

Many observations revealed that sporadic seminars and trainings are not adequate to sustain interests and meet minimum level of performance. In addition, teachers have

heavy workloads which made them hard to cater with the needs of diverse learners.

In this context, the researcher, with great curiosity, would like to delve further in the situation whether job performance of teachers in reference to the 21st century skills is within the standard performance rating stipulated in the reform thrust of the Department of Education.

2. METHODS

2.1 Research Design

The descriptive evaluative, correlative design was utilized to identify whether there is a significant relationship between professional profile and performance of Kindergarten Teachers.

2.2 Locale of the Study

The study was conducted in 18 kindergarten schools in Marilao Districts, Division of Bulacan. This pertains to the eighteen (18) public elementary schools namely: School A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q and R.

2.3 Population of the Study

Kindergarten teachers in two districts in Marilao, Bulacan participated in this investigation. The total number of teachers teaching in schools was 75. Forty-two (42) teachers were coming from the 9 schools in Marilao North District while other thirty-three (33) were teachers hailed from 9 schools in Marilao South District.

2.4 Research Instrument

The researcher used a survey checklist which consisted of the following parts:

Part I is about the Professional Profile of the respondents in terms of civil status, length of service as a kindergarten teacher, Educational Background, Trainings related to kindergarten, Voluntary work/Involvement, Membership in organizations, Academic and Non- Academic Distinctions.

Part II is the Summary rating of Survey Questionnaire for IPRCF rating of kindergarten teachers.

2.5 Validation of the Research Instrument

The content of the survey checklist as to the professional profile was checked and validated by the three experts of the field.

The first expert validated the different parts of the survey checklist. The second expert validated the alignment of the content with the curriculum as well as teachers' qualifications mandated by different orders and laws and lastly, it was validated by the university psychometrician making sure that all the contents will draw out necessary responses in the study.

2.6 Data Gathering Procedure

To gather data, a letter of communication was submitted to the Division Schools Superintendent through the Public School District Supervisor of the (18) schools for the actual study, as noted and checked by the adviser. When permission had been granted, the researcher asked for the assistance of kindergarten coordinators with the faculty who participated as respondents. The actual respondents were 75 public kindergarten teachers in (18) schools both Marilao North District and Marilao South District. Survey Checklist and questionnaire were administered directly to the actual respondents. After the retrieval of the questionnaire, all the responses were tallied. With the help of the statistician, all the data were treated. The result of the data was analyzed and interpreted.

2.7 Statistical Treatment

The following statistical treatments were used in interpreting the result of the gathered data.

For question number 1, frequency and percentage were used to describe the professional profile of the respondents.

For question number 2, the weighted mean was utilized to gather data on performance of teacher based on IPCRF rating.

For question number 3, Chi-square was used to differentiate the relationship between professional profile and performance of kindergarten teachers.

3. RESULTS

3.1 Demographic Profile of the Respondents

Table 1: Frequency and Percentage Distribution of the Professional Profile of Respondents according to Length of Service as a Kindergarten Teacher

Length of Service	Frequency (f)	Percentage (%)
1 to 5 years	51	68.0
6 to 10 years	21	38.0
11 to 15 years	3	4.00
Total	75	100

Table 1 presents the profile of the respondents according to length of service. There are 51 (68%) respondents who had 1 to 5 years of service, 21 (38%) who had 6 to 10 years of service and 3 (3%) who had 11 to 15 years of service. Most of the teacher-respondents had teaching experience in teaching kindergarten from 1 to 5 years. There were only three (3) teachers who had 11 to 15 years of experience teaching kindergarten level.

Table 2: Frequency and Percentage Distribution of the Demographic Profile of Respondents According to Civil Status

Civil Status	Frequency (f)	Percentage
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		(%)
Single	33	20.2
Married	41	79.8
Widow	1	1.30
Widower	0	0.00
Total	75	100

Table 2 presents the frequency and percentage distribution of the demographic profile of the respondents according to civil status. Seventy-five (N=75) teachers were surveyed to which married teachers outnumbered single ones. This can be corroborated with the social norms that a motherly care shall be a premium to kindergarten education. Most of the respondents were married with 41 (79.8%) respondents, single teachers were 33 (20.2%) and widow 1 (1.30%). There are more married kindergarten teachers compared to single. It is clear that married teachers dominated the kindergarten education.

Table 3: Frequency and Percentage Distribution of the Demographic Profile of Respondents according to Area of Specialization

Area of Specialization	Frequency (f)	Percentage (%)
Early Childhood Education Major	46	61.3
Non-Early Childhood Education Major	9	12.0
Masters' Degree	20	26.7
Total	75	100.00

Table 3 presents the frequency and percentage distribution of the demographic profile of the respondents according to area of specialization. In Table 3, there were 46 teacher-respondents with (61.3%) Early Childhood Education Major, 9 (12.0%) Non-Early Childhood Education Major, and 20 (26.7%) Masters' Degree. It only means that most of the teachers who are kindergarten teachers, graduated Early Childhood Education major.

Table 4: Frequency and Percentage Distribution of the Demographic Profile of Respondents According to Training Related to Kindergarten

Trainings Related to Kindergarten	Frequency (f)	Percentage (%)
Attended Trainings	67	89.3
Did Not Attend Trainings	8	10.7
Total	75	100

Table 4 presents the frequency and percentage distribution of the demographic profile of the respondents according to trainings related to kindergarten. In Table 4, there were 67 respondents (89.3%) who attended trainings and 8 (10.7%) who did not attend trainings. Most teacher-respondents attended the trainings related to kindergarten.

Table 5: Frequency and Percentage Distribution of the Demographic Profile of Respondents according to Trainings Related to Kindergarten

Trainings	Frequency (f)	Percentage (%)
Two-track Method	6	8.0
Interactive Strategies	16	21.3
Use of Manipulative Games	21	28.0
Experiential	24	32.0
Multiple Trainings	1	1.3
Without Training	7	9.3
Total	75	100

Table 5 presents the frequency and percentage distribution of the demographic profile of the respondents according to trainings. In Table 5, there were 6 (8.0%) teacher-respondents who used two-track method, 16 respondents rated (21.3%) interactive strategies, 21 (28.0%) use of manipulative games, 24 (32.0%) experiential, 1 (1.3%) multiple training and 7 (9.3%) without training. Most teacher-respondents had experiential training in kindergarten.

Table 6: Frequency and Percentage Distribution of the Demographic Profile of Respondents according to Position

Position	Frequency (f)	Percentage (%)
Teacher 1	67	89.3
Teacher 2	5	6.7
Teacher 3	2	2.7
Master Teacher	1	1.3
Total	75	100

Table 6 reveals the frequency and percentage distribution of the demographic profile of the respondents according to position. In Table 6, there were 67 teacher-respondents who were (89.3%) Teacher 1, 5 (6.7%) Teacher 2, 2 (2.7%) Teacher 3 and 1 (1.63%) Master Teacher 1. Most teacher-respondents were Teacher 1 and only one teacher was Master Teacher 1.

Table 7: Frequency and Percentage Distribution of the Demographic Profile of Respondents according to Community Involvement

Position	Frequency (f)	Percentage (%)
Participation to Clean-up Drive	31	41.3
Volunteering in Medical and Dental Mission	19	25.3
Sharing Time and Resources	6	8.0

	Frequency (f)	Percentage (%)
to Increase Literacy Rate		
Multiple Participation	10	13.3
No Participation	8	10.7
Others	1	1.3
Total	75	100

Table 7 reveals the frequency and percentage distribution of the demographic profile of the respondents according to community involvement. In Table 7, there were 31 teacher-respondents (41.3%) who participated to clean up drive, 19 (25.3%) Teain volunteering in medical and dental mission, 6 (8.0%) sharing time and resources to increase literacy rate, 10 (13.3%) multiple participation and 1 (1.3%) other. Most teacher-respondents participated in the clean-up drive.

Table 8: Frequency and Percentage Distribution of the Demographic Profile of Respondents according to Membership in Organizations

Membership	Frequency (f)	Percentage (%)
With Membership	14	18.7
No Membership	61	81.3
Total	75	100

Table 8 reveals the frequency and percentage distribution of the demographic profile of the respondents according to membership in organization. In Table 8, there were 14 teacher-respondents (18.7%) with membership and 61 (81.3%) without membership. Most teacher-respondents do not have membership in organizations related in kindergarten.

Table 9: Frequency and Percentage Distribution of the Demographic Profile of Respondents according to Teacher Award/Recognition

Award/Recognition	Frequency (f)	Percentage (%)
With Award/Recognition	14	18.7
Without Award/Recognition	61	81.3
Total	75	100

Table 9 reveals the frequency and percentage distribution of the demographic profile of the respondents according to teacher-award and recognition. In Table 9, there were 14 teacher-respondents (18.7%) with award/recognition and 61 (81.3%) without award/recognition. Most teacher-respondents do not have award or recognition.

Table 10: Frequency and Percentage Distribution of the Demographic Profile of Respondents according to Special Skills as Kindergarten Teachers

Special Skills	Frequency (f)	Percentage (%)
Computer/ICT Skills	37	49.3

Oral Communication Skills	15	20.0
Written Communication Skills	5	6.7
Multiple Skills	18	24.0
Total	75	100

Table 10 reveals the frequency and percentage distribution of the demographic profile of the respondents according to skills. In Table 10, there were 37 teacher-respondents who had (49.3%) computer/ICT Skills, 15 (20.0%) oral communication skills, 5 (6.7%) written communication skills and 18 (24.0%) multiple skills. Most teacher-respondents had computer/ICT Skills.

3.2 Performance of Teachers

Table 10: Frequency and Percentage Distribution of the Demographic Profile of Respondents according to Performance

Performance	Frequency (f)	Percentage (%)
Satisfactory	10	13.3
Very Satisfactory	56	74.7
Outstanding	9	12.0
Total	75	100

Table 10 reveals the frequency and percentage distribution of the demographic profile of the respondents in terms of their performance. In Table 10, there were 10 teacher-respondents who were (13.3%) satisfactory, 56 (74.7%) very satisfactory, 9 (12.0%) outstanding. Most teacher-respondents had very satisfactory performance based on the IPCRF ratings.

Table 11: Test of Relationship between Profile and Performance

Domains	X ²	p - value	Interpretation	Decision
Length of Service	3.205	0.074	Statistically not related	Accept H ₀
Civil Status	7.778	0.005	Statistically not related	Accept H ₀
Area of Specialization	8.028	0.017	Statistically not related	Accept H ₀
Trainings Related to Kindergarten	4.654	0.031	Statistically not related	Accept H ₀
Trainings Related to Kindergarten - S	14.158	0.001	Statistically not related	Accept H ₀
Position	2.119	0.146	Statistically not related	Accept H ₀
Community Involvement	15.169	0.000	Statistically not related	Accept H ₀

Membership in Organization	9.481*	0.009	Statistically related	Reject H ₀
Teachers Awards/Recognition	10.610*	0.005	Statistically related	Reject H ₀
Special Skills	8.190	0.024	Statistically not related	Accept H ₀

Chi-square Test of Independence was used to test the association between performance and demographic profile. Table 12 shows the relationship between demographic and performance. In Age $\chi^2 (4, N = 75) = 3.205, p > .05$, Civil Status $\chi^2 (4, N = 75) = 7.778, p > .05$, Area of Specialization $\chi^2 (4, N = 75) = 8.028, p > .05$, Trainings related to kindergarten $\chi^2 (2, N = 75) = 4.654, p > .05$, Trainings related to kindergarten - S $\chi^2 (10, N = 75) = 14.158, p > .05$, Position $\chi^2 (6, N = 75) = 2.119, p > .05$, Community Involvement $\chi^2 (10, N = 75) = 15.169, p > .05$, membership in organization $\chi^2 (2, N = 75) = 9.481, p < .05$, teachers' award and recognition $\chi^2 (2, N = 75) = 10.610, p < .05$ and special skills $\chi^2 (6, N = 75) = 8.190, p < .05$. Based on the analysis of the data, only membership and awards were significantly correlated with performance.

4. DISCUSSION

4.1 Summary of Findings

The professional profile of the respondents in terms of length of service, of the seventy-five kindergarten teachers, 51 teachers or 68 percent were in their first five years of teaching, 21 or 38 percent have been in the service for six to ten years while the remaining 3 or 4 percent of the surveyed population were in the service from 11 to 15 years. In terms of civil status, 41 or 79.8 percent were married, 33 or 20.2 percent were single and one was a widow or 1.30 percent. With regards to area of specialization, there were 46 or 61.3 percent are early childhood education teachers, 9 or 12 percent were non-ECE major and 20 or 26.7 percent of them have earned a Master's Degree.

There are 67 or 89.3 percent of the teachers have acquired and or attended training related to kindergarten while the 8 or 10.7 percent identified to have not attended any trainings in line with their career. Twenty-four teacher or 32 percent have attended experiential training style, 21 or 28 percent learned the use of manipulative games during the training, 16 or 21.3 percent have been trained on interactive strategies, 6 or 8.0 percent attended the two-track method while 7 or 9.3 percent are without training and 1 or 1.3 percent of the respondent has multiple trainings.

In line with the position, 67 or 89.3 percent of the teachers are on the entry level (Teacher 1), 5 or 6.7 percent promoted to Teacher 2, 2 or 2.7 percent are Teacher 3 and with 1 master teacher or 1.3 percent of the kindergarten teacher surveyed. According to community involvement, 31 or 41.3 percent of the teachers have participated to clean-up drive, 19 or 25.3 percent volunteered in medical and dental

mission, 6 of them or 8 percent shared their time and resources to increase literacy rate whereas, 10 or 13.3 percent have multiple participation, 8 or 10.7 percent did not participate to any of the community involvement and at least 1 or 1.3 percent took the community involvement not mentioned.

In terms of professional connections and linkages, 14 or 18.7 percent are with membership in organization while the highest chunk of the surveyed population, 61 teachers or 81.3 percent, have no membership. Fourteen or 18.7 of the teachers received an award or recognition while 61 or 81.3 percent did not receive any. Further, there were 37 or 49.3 percent of teachers who exemplified information communication and technology skills, 15 or 20 percent were well-versed in oral communication skills, 5 or 6.7 percent are adept in written communication and 18 or 24 percent have multiple skills.

The length of service, civil status, area of specialization, trainings related to kindergarten, position, community involvement and special skills were not statistically related while membership in organization and teachers' awards/recognition were statistically related to the performance of the teacher-respondents.

4.2 Conclusions

Based on the findings indicated herein, the following conclusions were drawn:

Firstly, majority of the respondents were on the entry level, married, in the bracket of 1 to 5 years in teaching and dominated by teachers with specialization in the early childhood education. Secondly, most of them have undergone trainings in line with their teaching profession where experiential training was widely conducted. Thirdly, mostly were equipped with information communication and technology skills. Fourthly, involvement to community clean-up drive was the most actively participated immersion and finally, reasonable numbers were not recognized by any award giving body and were not members of any professional organizations.

Most of the teachers were rated Very Satisfactory based on their Individual Performance Commitment and Review Form (IPRCRF) and there were nine (9) kindergarten teachers who were rate Outstanding.

After the correlation analysis, the professional profile of the respondents was not statistically related to their performance based on IPRCF except the membership in organizations and awards and recognitions received.

Headings, or heads, are organizational devices that guide the reader through your paper. There are two types: component heads and text heads.

4.3 Recommendations

From the conclusions drawn, the researcher hereby offered the following recommendations:

The teachers need to pursue post-graduate education to graduate from the program to have chances of promotion. They should attend other form of training on teaching strategies since various trainings help them to grow individually. They should join in any professional organization for connections and linkages of teaching and learning resources and work for award/recognition to become motivated in the delivery of quality, relevant and liberating education. The School Heads may use the outcome of the study as baseline of annual implementation plan in the development of localized training through school learning action cell (LAC) session. The Department of Education may use the data to address the gaps between professional profile and promotional scheme. The Local Government may use the data to formulate school-community partnership programs to help improve the professional qualifications of the kindergarten teachers. The Future Researchers may use the results of the study to explore variables on the performance of teachers and may extend the scope of the study.

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