

## ***Performance of the Kindergarten Teachers and its Relation to Pupils Achievement in Different Learning Areas***

Mary Luna M. Ninal, Oringao Elementary School, Philippines

The European Conference on Cultural Studies 2015  
Official Conference Proceedings

### **Abstract**

This study aimed to determine the performance of the kindergarten teachers and its relation to pupils' achievement in different learning areas in the Division of Kabankalan City. Using the standardized assessment and evaluation of the Department of Education secondary data, 100 kinder teachers and 2901 kinder pupils were investigated to determine the performance of the kindergarten teachers based on their Competency-Based Performance Appraisal System for Teachers and the periodic assessment of kinder pupils collected as secondary data. Weighted mean, Pearson-r, chi-square, Analysis of Variance were used in the study. Findings revealed that the kindergarten teacher respondents were 26-31 years old and most of them were female and married; they spent teaching for two years and less and passed the Licensure Examination for Teachers. They were very satisfactory as to instructional competences, school, and home and community involvement, personal, social, and professional characteristics. It also revealed that performance of the kindergarten pupils on their period of assessment shows that they were slightly advanced in their development. It also shows that domain as to performance of the kindergarten pupils were average overall development. Based on the results, it is recommended that Kindergarten teacher must augment their educational qualification and pursue their graduate studies and must develop the total personality of the children for them to achieve high advanced development to become productive individual.

Keywords: performance, kindergarten teacher, learning areas, professional, pupil

**iafor**

The International Academic Forum  
[www.iafor.org](http://www.iafor.org)

## **Introduction**

Early childhood educators face tremendous challenges in supporting children's development. Given the task that children must acquire learning best in meaningful contexts, through conversational interactions, and through encounters with written language, these must be the focus of instruction for teacher. Teachers of young children must obtain more education, better compensation, and greater respect; their role in supporting children's well-being and future potential (Taylor, 2003).

A kindergarten teacher must forthrightly hone his/her skills in promoting parenting knowledge, parenting skills, collaborating with parents in instructional decisions, communicating between home/school, advocating for increased parent involvement. Many early childhood professionals succeed in these areas through newsletters, phone calls, and parent/teacher communication folders, emailing, hosting parent/child activities at school, parent/teacher conferences, parent-focused workshops, and continual, in-service professional development.

Considerable evidence exists that high-quality early childhood education programs for children from birth to age five can have long-lasting, positive consequences for children's success in school and later in life, especially for children from low-income families (Raver, 2009).

The researcher observed that the kindergarten teachers are striving hard to do their part in molding the young minds and hearts of every learner to achieve quality learning and academic excellence. Despite of the efforts exerted by the teacher, there were learners who could not cope up with the ideas and still difficult to learn, during seminars and meetings a lot of kindergarten teachers were also facing the same problem thus, the researcher finds it interesting how the kindergarten teacher performance affects to the pupils achievement in developing young learners to become productive citizen in the country. Teachers play an important role in fostering the intellectual and social development of children during their formative years. The education that teachers impart plays a key role in determining the future prospects of their learners and it is said as the weapon in the battle called life, teachers provide the tools and the environment for their learners to develop into responsible adults.

The main purpose of this study is to appraise the performance of the kindergarten teachers and its relation to the kindergarten pupil's achievement in the different learning areas.

### **Conceptual Framework**

Teacher of Kindergarten pupils play an important role in fostering the intellectual and social development of children during their formative years. The education that teachers impart plays a key role in determining the future prospects of their students. Whether in preschools or high schools or in private or public schools, teachers provide the tools and the environment for their students to develop into responsible adults it advocates educational programs that, like Head Start, take into account not only academic needs but conceive of children as whole persons with social, emotional, and physical needs and strengths, in a family context (Hodgkinson, 2003).

Although most kindergarten teacher preparation programs address language development, little emphasis is given to the role of experience and learning, especially within the social and cultural context because this dimension of language acquisition is overlooked, many teachers do not know how to support children's language learning at various levels of development nor recognize when language development does not proceed as expected. Kindergarten teachers need to talk with children in ways that ensure that their language continues to develop, their vocabulary increases, and their grammar becomes more complex. By school entrance, the processes of socialization and language development are well under way. When children are

served in programs outside of the home beginning as babies, toddlers, and preschoolers, socialization occurs simultaneously in two environments. It is especially important to respect students' home languages and cultures.

The figure below shows Kindergarten Teacher Performance and Pupils Achievement. Independent Variable

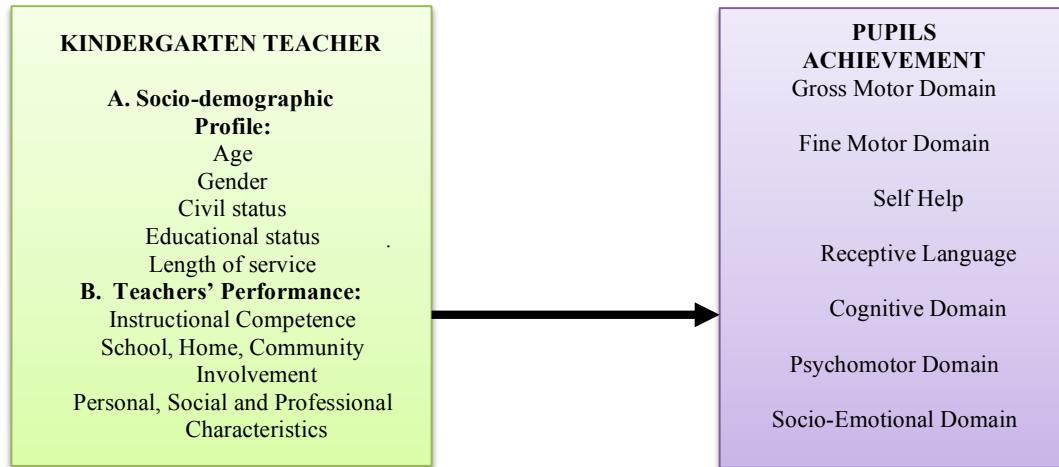


Figure 1

A Schematic Diagram Showing the Relationship of the Variables of the Study

### Methodology

#### *Research Design, Instrumental and Responsibility of the Study*

This study utilized the standardized questionnaire on Competency-Based Performance Appraisal System for Teachers used as the principal mean of collecting data. It allows a better description and understanding of the study that assist the researcher in interpreting the data. Descriptive research can be either quantitative or qualitative. It can involve collections of quantitative information that can be tabulated along a continuum in numerical form, such as scores on a test or the number of times a person chooses to use a-certain feature of a multimedia program, or it can describe categories of information such as gender or patterns of interaction when using technology in a group situation. It often uses visual aids such as graphs and charts to aid the reader in understanding the data distribution. Because the human mind cannot extract the full import of a large mass of raw data, descriptive statistics are very important in reducing the data to manageable form. When in-depth, narrative descriptions of small numbers of cases are involved, the research uses description as a tool to organize data into patterns that emerge during analysis. Those patterns aid the mind in comprehending a qualitative study and its implications. For the selection of respondents, 100 kindergarten teachers and 2,901 kindergarten pupils of the Division of Kabankalan City, Negros Occidental, Philippines.

### Data Analysis

To measure the socio-demographic profile of the kindergarten teachers, frequency counts were utilized. To assess the performance on kindergarten teachers in the Division of Kabankalan, weighted mean was utilized. To determine the significant relationship of the performance of the kindergarten teachers to the pupils learning achievements, ANOVA was utilized.

## Findings

Findings revealed that the kindergarten teacher respondents in the Division of Kabankalan City were 26-31 years old (fc=45%) and most of them were female (fc=97%) and married (fc=53%). Kindergarten teachers in the Division of Kabankalan were baccalaureate degree (fc=58%); they spent teaching for two years and less (fc=43%) and passed the Licensure Examination for Teachers (fc=61%).

Table 1  
Mean Performance of Kindergarten Teachers

Teacher's Performance	Mean	Interpretation
Instructional competence	2.99	Very Satisfactory
School, home, community involvement	2.67	Very Satisfactory
Personal, social and professional characteristics	3.03	Very Satisfactory
<b>Grand Mean</b>	<b>2.89</b>	<b>Very Satisfactory</b>

The Performance of the kindergarten Teachers in the Division of Kabankalan City were very satisfactory as to instructional competences, school, home, and community involvement, personal, social, and professional characteristics.

Table 2  
Mean Performance of the Kindergarten Pupils in Terms in Period of Assessment

District	1 <sup>st</sup> Assessment		2 <sup>nd</sup> Assessment		3 <sup>rd</sup> Assessment	
	Average of Standard Score	Interpretation of Standard Score	Average of Standard Score	Interpretation of Standard Score	Average of Standard Score	Interpretation of Standard Score
<b>K1</b>	65	slight delay in overall development	86	Average overall development	119	slightly advanced development
<b>K2</b>	88	Average overall development	90	Average overall development	119	slightly advanced development
<b>K3</b>	71	significant delay in overall development	92	Average overall development	118	Average overall development
<b>K4</b>	73	slight delay in overall development	92	Average overall development	118	slightly advanced development
<b>K5</b>	88	Average overall development	115	Average overall development	119	slightly advanced development

Table II reveals that the performance of the kindergarten pupils in Kabankalan district were improving as to the period of assessments. Furthermore on the on the third assessment period the performance of the kindergarten pupils in the division of Kabankalan were slightly advance in development except Kabankalan District 3. It implies that the kindergarten performance as to the different period of assessment was increasing and the children were ready for the next grade level.

Table 3  
**Mean Performance of the Kindergarten Pupils in Terms of Selected Domains**

<b>Domains</b>	<b>Kindergarten Performance</b>
<b>Gross Motor</b>	9.61
<b>Fine Motor</b>	10.54
<b>Self-Help</b>	10.16
<b>Receptive Language</b>	10.01
<b>Expressive Language</b>	9.21
<b>Cognitive</b>	11.58
<b>Social Emotional</b>	11.49
<b>Total</b>	<b>72.60</b>
<b>Standard score</b>	<b>100.00</b>
<b>Interpretation</b>	<b>Average Overall development</b>

It reveals that the performance of the kindergarten pupils in Kabankalan district as to domains were average over all development with the total of 72.60 out of 100 as the standard score. It implies that the kindergarten performance as to the domains of assessment was in average overall development and the pupils were eligible to proceed on the next grade level.

Relationship between the performance of the Kindergarten teachers to the pupils learning achievements .The ANOVA presents the significant difference between teachers performance to gender of teachers with the p-value less than 0.01. This means that there are no significant differences on the teacher’s performance to the teacher’s gender in their means, to accept the hypothesis and concluded that there is no significant difference of teacher’s performance to their gender.

According to the gender-stereotypic model, boys fare better academically in classes taught by males and girls fare better in classes taught by females. The gender-invariant model suggests that the academic motivation and engagement of boys and girls is the same for men and women teachers. We also examine the relative contribution of student-, class-, and school-level factors, finding that most variation was at the individual student level. Of the statistically significant main effects for gender, most favored girls. In support of the gender-invariant model, academic motivation and engagement does not significantly vary as a function of their teacher's gender, and in terms of academic motivation and engagement, boys do not fare any better with male teachers than female teachers (Martinez, R., and Dukes, R. L.2001).

Analysis of variance between performance and the civil status of the Kindergarten teachers. The ANOVA shows the significant difference between teacher’s performance to teacher’s civil status with the f tabular value of 3.488 and with a significant difference of .034. This means that there is a significant differences on the teacher’s performance to the teacher’s civil status, this means to reject the hypothesis and concluded that there is a significant difference of teachers performance to their civil Status.

Furthermore, early childhood interventions help develop “soft skills.” A mother kindergarten teachers helps her students learn patience, discipline, time management and persistence — hugely important skills in the workplace and in life. Starting one’s school career on the right foot, (Banks, J.A. 2003) adds, “Changes the way a student sees himself, and that changes the way other people see him. It leads to this virtuous cycle” that has profound implications that continue into adulthood.

Table 4  
Performances of the Kindergarten Teachers to the Pupils Learning Achievements

	<b>t</b>	<b>Sig. (2-tailed)</b>	<b>Decision</b>	<b>Interpretation</b>
<b>Teacher Performance – 1st Assessment</b>	-15.901	.000	Reject Ho	Significant
<b>Teacher Performance - 2nd Assessment</b>	-18.205	.000	Reject Ho	Significant
<b>Teacher Performance - 3rd Assessment</b>	-386.453	.000	Reject Ho	Significant

It presents the significant relationship between performances of kindergarten pupils to pupils learning achievement in the different assessment periods. It reveals that there are no significant differences on the performance of kindergarten pupils to pupils learning achievement in the different assessment periods accept the hypothesis and concluded that there is no significant difference of performances of kindergarten pupils to pupils learning achievement in the different assessment periods.

Kindergarteners are constantly developing in the different domains (cognitive, language, physical, creative and aesthetic, socio-emotional, and values and character). Thus beginning at an early age the child must be cared for and given all the opportunities to address current developmental needs and prepare him/her for lifelong learning. Kindergarten classrooms, therefore, should multi-level because kindergarteners will differ in their development in each domain (Cummins, J. 2005).

The ANOVA revealed the significant difference between teachers performance of kindergarten teachers to pupils learning achievements, with a significant difference of .000. This means that there is significant differences on the teacher's performance to the kindergarten learning achievements reject the hypothesis and concluded that there is a significant difference of teachers' performance to the pupils learning achievements.

Many factors contribute to a student's academic performance, including individual characteristics and family and neighborhood experiences. But research suggests that, among school-related factors, teachers matter most. When it comes to student performance on reading and math tests, a teacher is estimated to have two to three times the impact of any other school factor, including services, facilities, and even leadership (Chan, K. S. 2006).

## **Conclusion**

Based on the above findings, this study concludes that kindergarten teachers in the Division of Kabankalan City were at legal age, most were female and married and a baccalaureate degree holder with two years below of experience and a licensed teachers. It is also revealed that kindergarten teachers were performing very satisfactorily to their teaching profession in developing young children, out of the efforts excreted the children were average overall development.

Finally, there is significant difference as to civil status, educational attainment, length of service and eligibility, and there is no significant difference as to age and gender of the teacher respondents. There is no significant relationship on the teacher's performance to pupils learning ability for pupils has its learning style and abilities and the pupils' achievement has its significant difference on teacher performance. It is recommended that Kindergarten teacher must augment their educational qualification and pursue their graduate studies and must develop the total personality of the children for them to achieve high advanced development to become productive individual.

## References

Taylor, D. 2003. Family literacy: Young children learning to read and write. Portsmouth, NH: Heinemann.

Raver, S. A. 2009. Early childhood special education – 0 to 8 years: Strategies for positive outcomes. Upper Saddle River, NJ: Pearson Merrill.

Hodgkinson. 2003. Building blocks for teaching pre-schoolers with special needs (2nd ed.). Baltimore, MD: Brookes Publishing Company

Martinez, R., and R. L. Dukes. 2001. Ethnic and gender difference in self-esteem Youth and society.

Banks, J. A. 2003. Approaches to multicultural curriculum reform. In J. A. Banks & C. A. M. Banks (Eds.). Multicultural education: Issues and perspectives. Boston: Allyn and Bacon.

Cummins, J. 2005. Challenging monolingual instructional assumptions in second language immersion and bilingual programs. Presentation at AERA Annual Meeting, Montreal.

Chan, K. S. 2006. Limited English speaking, handicapped, and poor: Triple threat in childhood. In Mae Chu-Chang with V. Rodriguez (Eds.). Asian- and Pacific-American perspectives in bilingual education: Comparative research. New York: Teachers College Press.

**Contact email:** [maryluna\\_mabasa@yahoo.com](mailto:maryluna_mabasa@yahoo.com)