

Performance of the Kindergarten Teachers and Its Relation to Pupils Achievement in Different Learning Areas

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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

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