

Influence of Pre and In-Service Training Programs of the Kindergarten Teachers in the Implementation of the Kindergarten Curriculum

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ABSTRACT

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This study investigated the significant relationship between the extent of pre-and in-service training of kindergarten teachers and their performance ratings in 2020-2022. The profile of teachers was identified, which focuses on educational attainment, number of years in teaching and in-service and pre-service seminars attended by teachers, the extent of the pre and in-service trainings, and their performance ratings in two consecutive years. This study employed a non-experimental correlational research design, and the respondents were the 385 kindergarten teachers in the Division of



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Sarangani. The results showed that 70.87% are non-Early Childhood Education graduates and 17.47% of the kindergarten teachers are pursuing master's degrees, not specializing in Early Childhood Education, and 7.77% are pursuing master's degrees specializing in Early Childhood Education. Findings revealed that the pre-service trainings of kindergarten teachers are less extensive. However, the in-service trainings for kindergarten teachers are highly extensive. The performance rating of the kindergarten teachers in the two school years is Very Satisfactory. There was a strong significant relationship between the extent of pre and in-service teachers' training and their performance rating in the two school years. With the results of the study, it is recommended that teachers teaching kindergarten should pursue a master's degree specializing in Early Childhood Education. Also series of trainings and seminars should also be conducted to help kindergarten teachers improve their performances.

INTRODUCTION

Early childhood care and education (ECCE) is essential to be the foundation of the formative stage of a child. It becomes a preparatory stage which eventually facilitates the transition to formal schooling. The ASEAN early childhood care development and education quality standard (2016) emphasize that significant brain development occurs during early childhood. As a result, children's social and educational environments, particularly as reflected in their interactions with other people, influence how their brains get "wired," which impacts how they grow, mature, and develop intellectually, socially, and emotionally.

Yoshikawa and Kabay (2015), as mentioned in ASEAN early childhood development and education quality standards (2016), presented the scientific findings of neuroscientists, which revealed the importance of experiences in the child's first five years. Several decades of relevant research have shown that good-quality early childhood care and education have consistent and positive short-term and long-term effects on children's development. On the other hand, the Report from UNICEF (n.d.) on Early Childhood Education and Care submitted to the European Commission Directorate General for Education and Culture stated that "Poor care on the ECCE may do more harm than good for the most vulnerable children." Failure to provide quality early childhood education limits children's futures by denying them opportunities to reach their full potential.

South-East Asian Ministers of Education Organization (2016) findings revealed that individuals provided with high-quality ECE committed less crime as teenagers and adults acquired higher-earning jobs, managed to graduate from

high school, and had higher overall IQ scores. It was also found that children who participated in ECCE programs, even for just one year, had better language and literacy skills, math skills, and overall school achievements than children who had not attended any early childhood programs.

With quality early childhood education, children are assured of competence in life skills, values, and attitudes to protect themselves from harm, danger, and violence. This is how significant the role of preschool teachers is. Teachers should possess the knowledge, skills, and readiness to facilitate young children's learning and development (ASEAN, (n.d.).

As stated by Mulder (2011), competence is the knowledge, abilities, and values that a teacher should exhibit for completing a teacher education program in a competence-based environment where she can perform effectively. In addition, teacher competence also refers to the teacher's characteristics, which include knowledge and motivation. In contrast, the teaching quality involves the teachers' actual behavior and the teacher-learner interaction inside the classroom (Rimm-Kaufman & Hamre, 2010).

According to Susa (2017), early childhood educators are expected to demonstrate appropriate values and virtues in life. In the study of Vecaldo et al. (2017), they found out that "pre-service teachers are very competent in acting as role models for learners." This goes with the fact that teachers with values who act as role models contribute to the positive development of human resources rooted in favorable relationships.

This study assessed the competence of the public-school kindergarten teachers in the Province of Sarangani by looking into the influence of pre- and in-service training programs and correlating this to their performance in curriculum implementation. The findings of this study could be a basis for a proposed training program.

FRAMEWORK

Kindergarten teachers are the first people to introduce pupils to the world of education. They are the ones who open doors of learning and opportunities. A kindergarten teacher wears many hats, and she must be able to act and react in these varieties of roles as the need arises (Bean-Mellinger, 2021).

According to the theory of sociocultural cognitive development, as discussed by Cherry (2022), the parents, teachers, peers, caregivers, and society at large influence individual development, particularly in children. Development occurs through interactions with people who possess more knowledge or skill. These

ideas support the Vygotsky theory, as discussed by McLeod (2022), which states that learning is a process of acquiring knowledge, beliefs, and problem-solving strategies through interactions with what he termed “more knowledgeable others,” which is referred to as the teachers in school.

The ways in which adults support and direct child development are influenced, especially the values and practices and organize what and how adults and children think and work together and use cultural tools to understand the world and solve cognitive problems. According to Cioni and Sgandurra (2013), social interaction is seen as a critical force in the development of cognitive processes and cognitive potential, and in teaching the reading, mathematics, and writing of a child.

In the case of kindergarten pupils, these social and cultural experiences are often dealt with by a teacher as the majority of the time are shared inside the school campus. A personal quality that a kindergarten teacher should possess, along with professional qualifications, is also required. Antony et al. (2019) discussed that teacher qualifications and experience played an important role in improving teacher abilities.

According to Armstrong and Baron (2005), performance is something that has been achieved or produced by a person, would be, but the process of producing the performance is also noteworthy because the process is also part of the performance.

In this study, kindergarten teachers were profiled according to their qualifications, like educational backgrounds and teaching experiences. Participation in pre-service trainings and in-service training were also identified. These factors were correlated to the performance of the teachers in KRA involving Content knowledge and pedagogy, Learning environment and diversity of learners, Curriculum and planning, and Assessment and reporting.

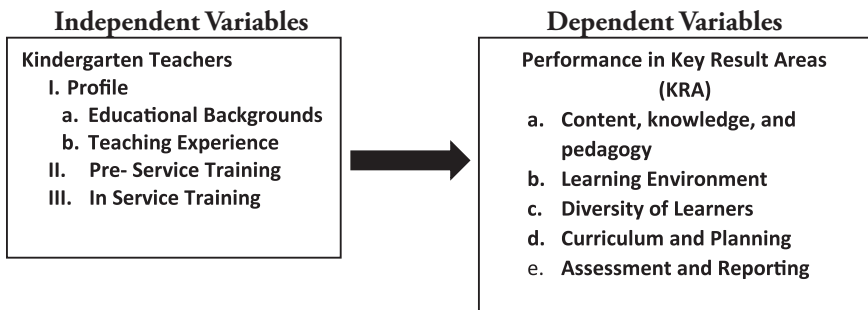


Figure 1. Conceptual Framework

OBJECTIVES OF THE STUDY

In order to keep up with the modern curriculum, the researcher assessed the competencies of the public elementary teachers based on the objectives of the key result areas of the Philippine Professional Standard for Teachers and looked into the influence of pre and in-service training programs on the performance of kindergarten teachers in the implementation of the kindergarten curriculum. The findings of this study could be a basis for a proposed training program.

METHODOLOGY

Research Design

The study used a quantitative research design which composes the descriptive and correlational research methodology to determine the influence of pre and in-service training programs of the kindergarten teachers in the implementation of the kindergarten curriculum.

Research Respondents

The respondents of the study were the 103 conveniently available kindergarten teachers in each district at the time of the survey in the public schools of the Division of Sarangani for the school year 2020-2021 to 2021-2022. A quota sampling of 5 representatives per district was taken as part of the sample. The division comprises 23 districts under seven municipalities: Glan, Alabel, Maasim, Kiamba, Maitum, Malapatan, and Malungon, Sarangani Province.

Instrumentation

The researcher used Self-Report Survey Questionnaire to assess the profiles of the teachers. This also enumerated the pre-service and in-service trainings attended in line with Early Childhood Education. While Classroom Observation Tool-Results-Based Performance Management System (COT-RPMS) tool evaluated the classroom performances of teachers for the past two years. This tool does not require any reliability measures as it is the official DepEd standardized assessment tool. Data were treated with frequency count and percentages.

Results on the self-report survey questionnaire about the extent of pre-and in-service trainings and performance rating based on the COT-RPMS were statistically treated using average weighted mean and standard deviation. Results were interpreted using the following mean scale range and corresponding verbal description.

Table 1
Criteria for the Interpretation of the Mean

Scale	Verbal Description
4.50 - 5.00	Very Highly Extensive
3.50 - 4.49	Highly Extensive
2.50 - 3.49	Moderately Extensive
1.50 - 2.49	Less Extensive
1.00 - 1.49	Missing but Needed

In determining whether there is a significant relationship between the extent of pre-service and in-service trainings to the performance level of the kindergarten teachers, Pearson r at 0.05 p -value was used.

Data Collection

A letter of permission was sent to the Schools Division Superintendent of the Division of Sarangani to conduct the study. This letter was signed by the researcher, adviser, and graduate school dean. Furthermore, permission to access the COT-RPMS results of the 103 kindergarten teachers for SY 2020-2021 and SY 2021-2022 was also secured in the division office and in different districts.

A Self-Report Survey Questionnaire was provided to the respondents and was thoroughly monitored. This was administered through Google forms, which were sent to messengers and emails of the kindergarten teachers in the whole division of Sarangani.

Data mining and document analysis on the COT-RPMS results of the kindergarten teachers for the two consecutive school years were done to evaluate the level of performance of the kindergarten teachers. This was accessed through the district, schools, and teachers' personal classroom observation records.

Ethical Consideration

To observe the proper protocols for conducting this study, the researchers obtained an Ethics Clearance from the Ethics Review Committee and signed informed consent from the respondents. The written permissions were also explained to them. The respondents were assured that anonymity, confidentiality, and neutrality would be kept. Proper citations were done for all the information and previous research used in this study.

RESULTS AND DISCUSSIONS

Table 2 presents the kindergarten teachers’ profiles in the Sarangani province. This includes the highest educational attainment of teachers and the years of teaching in kindergarten. This also enumerates the different seminars and trainings attended by the teachers regarding Early Childhood Education.

Table 2
Profile of Kindergarten Teachers

Indicators	f	%
Educational Attainment		
BEED/BSED (non-ECE or PSED)	73	70.87
BEED-ECE/BEED-PSED	3	2.91
MA units (non-ECE)	18	17.47
MA-ECE units	8	7.77
Ph.D./Ed.D. units (non-ECE/Child Study)	1	0.97
Total	103	100.00
Years of Teaching Experience in Kindergarten		
Less than 1	2	1.94
1-5	56	54.37
6-10	37	35.92
11-15	8	7.77
Total	103	100.00
Pre-service Seminars and Trainings		
None	87	84.47
Early Childhood Literacy & Numeracy	1	0.97
Other ECCD Trainings	14	13.59
Leading Early Childhood Education	1	0.97
Total	103	100.00
In-service Seminars & Trainings		
None	10	9.71
Training & Orientation for Kindergarten Teachers	3	2.91
ELLN - DAP	36	34.95
Municipal-Wide Kindergarten Training	34	33.01
Other ECCD Trainings	20	19.42
Total	100	100.00

The majority of the kindergarten teachers in the field, with a population

of 70.87%, are BEED/BSED graduates who were not specializing in Early Childhood Education, while it could be gleaned that 2.91% are Early Childhood Education graduates. Data further show that 17.47% of kindergarten teachers are pursuing master's degrees, not specializing in Early Childhood Education, while 7.77% are pursuing master's degrees specializing in Early Childhood Education. According to Condie et al. (2011), and Jacob and Rockoff (2011), area specialization can potentially increase teacher effectiveness by leveraging and developing a teacher's expertise. It is also supported by Ball et al. (2008) and Campbell et al. (2014), who stated that a teacher's content knowledge in a particular area predicts higher pupils' achievement.

Data on the total years of teaching experiences revealed that 7.77% of the kindergarten teachers have been teaching for 11-15 years, 35.92% for 6-10 years, 1.94% have less than a year during the time this study was conducted, and 54.37% of the kindergarten teachers have been teaching for 1-5 years. Moreover, 1.94% have been teaching for.

Regarding seminars attended by the pre-service teachers, 84.7% were unable to attend trainings and seminars, 0.97% attended seminars on early childhood literacy and numeracy, 13.59% attended other ECCD trainings, and 0.97% attended trainings leading to early childhood education.

Data on In-service teachers attended, 9.71% of the kindergarten teachers could not attend any of the identified trainings, 2.91% of the attended trainings and orientation, 34.955% attended ELLN-DAP related seminars, 33.01% attended a municipal-wide kindergarten training, and 19.42% attended other ECCD trainings.

The results implied that most in-service kindergarten teachers are non-early childhood education graduates pursuing Master's Degrees, not specializing in early childhood education. Most pre-service teachers could not attend relevant trainings and seminars about early childhood education. However, all of the teachers have attended trainings related to kindergarten teaching.

The Extent of Pre-service Training

Table 3 presents the extent of pre-service trainings in kindergarten. This is categorized into five PPST domains; content, knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, and assessment and reporting. The results of this table were generated from the respondents' ratings on the seminars and trainings they attended.

Table 3
The Extent of Pre-Service Training of Kindergarten Teachers

Indicators	Mean (SD)	Interpretation
A. Content Knowledge and Pedagogy		
Applies knowledge of content within and across curriculum teaching areas	1.53 (1.14)	Less Extensive
Uses a range of teaching strategies that enhance learner achievement in literacy and numeracy	1.57(1.18)	Less Extensive
Applies a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills	1.55 (1.13)	Less Extensive
Area Mean	1.55 (1.14)	Less Extensive
B. Learning Environment		
Manages classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery, and hands-on activities within a range of physical learning environments	1.61 (1.23)	Less Extensive
Manages learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments	1.58 (1.21)	Less Extensive
Area Mean	1.60 (1.20)	Less Extensive
C. Diversity of Learners		
Uses different, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests, and experiences	1.59(1.22)	Less Extensive
D. Curriculum and Planning		
Plans, manages, and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts	1.57(1.19)	Less Extensive
Selects, develops, organizes, and uses appropriate teaching and learning resources, including ICT, to address learning goals.	1.57(1.20)	Less Extensive
Area Mean	1.57(1.19)	Less Extensive
E. Assessment and Reporting		
Designs, selects, organizes, and uses diagnostic, formative, and summative assessment strategies consistent with curriculum requirements	1.61(1.23)	Less Extensive
Over-all Mean	1.59(1.18)	Less Extensive

Table 2 shows that the pre-service kindergarten teachers' training is less extensive in all indicators, with the lowest mean on the content knowledge and pedagogy, which supports teaching strategies that enhance learner's achievement in numeracy and literacy, and on the development of critical, creative and higher

order thinking skills among kindergarten learners. While the highest mean is on creating a positive learning environment, including managing classroom physical structures and practicing positive and non-violent discipline among learners. Generally, a mean of 1.59 on the pre-service kindergarten teachers' training is less extensive.

The results align with the finding that pre-service training is important because it serves as a tool that helps teachers become competent in teaching. For teachers to perform better, pre-service trainings should be given utmost importance. Tuli (2009) also argued that pre-service training or practicum teaching experience among student-teachers provides necessary experiences which enable them to understand and adjust to their responsibilities as future teachers. This was further demonstrated in a study on innovation for retraining Science teachers for effectively integrated science. The result showed that teachers with prior qualifications in science subjects performed better (Cheng & Tsui, 1998; Mahinay, 2013).

The results implied that the pre-service teachers' training is less extensive. This further implied that they should be exposed to various trainings and seminars about the five PPST domains; content, knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, and assessment and reporting. This will help them become more prepared to teach kindergarten learners.

Table 4
Extent of In-Service Training of Kindergarten Teachers

Indicators	Mean	Interpretation
A. Content Knowledge and Pedagogy		
Applies knowledge of content within and across the curriculum teaching areas.	3.94 (1.24)	Highly Extensive
Uses a range of teaching strategies that enhance learner achievement in literacy and numeracy.	3.96(1.20)	Highly Extensive
Applies a range of teaching strategies to develop critically and creative thinking, as well as other higher-order thinking skills.	3.81 (1.19)	Highly Extensive
Area Mean	3.90 (1.16)	Highly Extensive

Indicators	Mean	Interpretation
B. Learning Environment		
Manages classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery, and hands-on activities within a range of physical learning environments.	3.72 (1.15)	Highly Extensive
Manages learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments.	3.71 (1.15)	Highly Extensive
Area Mean	3.71 (1.14)	Highly Extensive
C. Diversity of Learners		
Uses different, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests, and experiences	3.69(1.20)	Highly Extensive
D. Curriculum and Planning		
Plans, manages and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.	3.66(1.16)	Highly Extensive
Selects, develops, organizes, and uses appropriate teaching and learning resources, including ICT, to address learning goals.	3.65(1.17)	Highly Extensive
Area Mean	3.66(1.14)	Highly Extensive
E. Assessment and Reporting		
Designs selects, organizes, and uses diagnostic, formative, and summative assessment strategies consistent with curriculum requirements.	3.67(1.17)	Highly Extensive
Over-all Mean	3.73(1.11)	Highly Extensive

Table 4 shows that in all indicators of In-service trainings, teachers have highly extensive trainings in all indicators with the highest mean on Content Knowledge. This pertains to the teachers' training on integrating knowledge and pedagogy across the curriculum, the teaching strategies that enhance literacy and numeracy, critical thinking, and higher-order thinking skills.

Among the In-service trainings received by the teachers, the lowest mean of 3.67 was obtained in assessment and reporting. This includes trainings in formative and summative assessment strategies that are considered a significant indicator in teaching and learning.

The data further implied that the teachers' attendance at the seminar in terms of the identified domains of the Philippine Professional Standards for

Teachers (PPST) is to a great extent. This could help kindergarten teachers deliver quality services to the learners despite most of them being Non-Early Childhood Education graduates.

This finding is coherent with the finding of Ramsey (2000) that “the positive aspect concerning professional development of teachers is that the program will make sure that learning activities are planned and concentrated on empowering effect to teachers to correct policies, curriculum development, teaching and views on how to achieve high productivity and students’ performance.” This could be done through the conduct of in-service trainings. These trainings are very important because it promotes flexibility in adapting working situations. It also helps the teacher acquire new understanding and instructional skills to become effective. In-service training is crucial to a teacher’s professional growth and development. It enhances teachers’ teaching skills and contributes to viewing from a new perspective to meet classroom needs.

Table 5
Performance Level of Kindergarten Teachers

Indicators	Mean/Interpretation		
	SY 2020-21	SY 2021-22	Over-all
A. Content Knowledge and Pedagogy			
Applies knowledge of content within and across curriculum teaching areas	4.09 (VS)	4.09 (VS)	4.09 (VS)
Uses a range of teaching strategies that enhance learner achievement in literacy and numeracy	4.03 (VS)	4.01 (VS)	4.02 (VS)
Applies a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills	3.76 (VS)	3.90 (VS)	3.83 (VS)
Area Mean	3.96 (VS)	4.00 (VS)	3.98 (VS)
B. Learning Environment			
Manages classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery, and hands-on activities within a range of physical learning environments	3.92 (VS)	3.94 (VS)	3.93 (VS)
Manages learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments	3.64 (VS)	3.78 (VS)	3.71 (VS)
Area Mean	3.78 (VS)	3.86 (VS)	3.82 (VS)

Indicators	Mean/Interpretation		
	SY 2020-21	SY 2021-22	Over-all
C. Diversity of Learners			
Uses different, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests, and experiences	3.84 (VS)	3.95 (VS)	3.89 (VS)
D. Curriculum and Planning			
Plans, manages and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts	3.76 (VS)	4.09 (VS)	3.92 (VS)
Selects, develops, organizes, and uses appropriate teaching and learning resources, including ICT, to address learning goals.	4.17 (VS)	3.99 (VS)	4.08 (VS)
Area Mean	3.96 (VS)	4.04 (VS)	4.00 (VS)
E. Assessment and Reporting			
Designs, selects, organizes, and uses diagnostic, formative, and summative assessment strategies consistent with curriculum requirements.	3.63 (VS)	3.95 (VS)	3.79 (VS)
Over-all Mean	3.84 (VS)	3.96 (VS)	3.90 (VS)

Table 5 refers to the performance level of kindergarten teachers for the school year 2020-2021 and 2021-2022. This has the same indicators as Tables 2 and 3. The ratings presented here are actual ratings of the kindergarten teachers' teaching performance which were rated by the master teachers and the school administrators using the Classroom Observation Tool.

Based on the result presented in the table, it could be noted that with an overall mean of 3.98, the in-service teachers' performance in terms of Content Knowledge and Pedagogy is Very Satisfactory in the two school years, and this is manifested in all of the indicators in this domain. On the other hand, regarding the learning environment, it could be gleaned that with an overall mean of 3.82, the in-service kindergarten teachers are at a Very Satisfactory level.

Moreover, with an overall mean of 3.89, the in-service kindergarten teachers' performance in the diversity of learners is Very Satisfactory. Also, regarding curriculum and planning, the in-service kindergarten teachers' performance is Very Satisfactory, with an overall mean of 4.0. Lastly, with an overall mean

of 3.90, the in-service kindergarten teachers' performance in assessment and reporting is Very Satisfactory.

The results implied that the teachers' performances in the identified domains in the past two years were Very Satisfactory. This further implied that the teachers were performing well. However, this could still be improved so the teachers could perform well. This result is supported by the findings of De Guzman (2000) that effective teaching is said to be brought about by a teacher's passion by equipping himself with the mastery of subject content and competence in utilizing appropriate requirements in teaching. Evaluating teachers' performance involves assessing the competencies required for teachers. It also provides information on the area of strengths and weaknesses that could be used as the basis for improvement.

Relationship between Extent of Trainings and Performance Level

Table 5 presents the relationship between the different variables. This involves the following variables; pre-service and in-service trainings and the performance level of teachers for the school year 2020-2021 and 2021-2022. The relationship was tested using Pearson r .

Table 6
Summary Table for Pearson r

Variables	Performance Level	Interpretation	Performance Level	Interpretation
	SY 2020-21		SY 2021-22	
Pre-Service Trainings	0.98**	Very Strong Correlation	0.97**	Very Strong Correlation
In-Service Trainings	0.95**	Very Strong Correlation	0.94**	Very Strong Correlation

***Very highly significant at 0.05 level*

Table 6 shows the performance level of teachers for two consecutive years. It was found that with the R -value of 0.98, there was a very strong significant relationship between the extent of pre-service kindergarten teachers' training and their performance in the school year 2020-2021. Also, with an R -value of 0.97, there was a very strong significant relationship between pre-service kindergarten teachers' trainings and their performance rating in 2021-2022. According to Malik and Rahman (2021), trainings provide employees with various knowledge and practical experience to accomplish tasks. It enhances employees' morale and

skills, which also impacts their accomplishments. Malik and Rahman (2021) further suggested that training and development and employees' performance are closely related and substantially influence achievement. Teachers, when exposed to proper trainings, will have improved performance.

Data on In-Service training and their performances reveal an *R-value* of 0.95, implying a very strong significant relationship between the extent of in-service kindergarten teachers' and their performance rating in 2020-2021. In addition, with an *R-value* of 0.94, there was a very strong significant relationship between the extent of the in-service kindergarten teachers' training and their performance rating in the school year 2021-2022. It was further revealed that their performance ratings were high because the in-service teachers were trainings related to their functions as a teacher. The result is in consonance with the study conducted by Atan et al. (2015). The impact of trainings on employees' performance indicated a significant relationship between effective training and employee job performance. Falola et al. (2014) also confirmed that the effectiveness of training and development on employee performance showed a strong relationship between training and development and employees' performance.

The extent of trainings for both the pre-service and in-service kindergarten teachers plays a significant role in improving the performance ratings of the kindergarten teachers. It was revealed that the two variables have a very strong significant relationship.

CONCLUSIONS

Most of the kindergarten teachers in the Division of Sarangani are non-Early Childhood. Most kindergarten teachers teach kindergarten classes for a shorter period, particularly 1-5 years, which indicates that their experiences in dealing with young children are not fully developed and improved. In contrast, the pre-service trainings of the kindergarten teachers were inadequate to furnish the necessary knowledge, skills, and experience, which are prerequisites to teaching children in ECE effectively.

The extent of in-service training for kindergarten teachers is highly extensive, which means that the division of Sarangani provided a sufficient number of trainings, and these trainings were able to address the different PPST domains; the performance rating of the kindergarten teachers is Very Satisfactory in two (2) consecutive school years.

There is a very strong correlation between teachers' pre- and in-service trainings and the performance level of kindergarten teachers. This implies that

training before and after teachers' employment significantly affects their teaching performance.

TRANSLATIONAL RESEARCH

The finding of the research can be forwarded to the Division of Sarangani, Curriculum Implementation Division, particularly to the Kindergarten Educational Program Supervisor to provide them concrete data on the kind of kindergarten teachers present in the field, the kind of enhancement training they shall provide in the future and could be a basis for future selection and hiring of teachers in the kindergarten.

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