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IMPACT OF TEACHERS' PRACTICES AND THE PERFORMANCE OF KINDERGARTEN LEARNERS IN DON CARLOS I, II, III

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ABSTRACT

Department of Education is always gearing towards quality education in all levels of education. As part of its effort to evaluate whether it is really serving its purpose, there is always an effort of every ladder to keep gearing towards excellence in the discharging of functions and services.

In so doing, even in the first level of education which is the Kindergarten education, the teachers are proving their worth to be competent and competitive so that they can produce a desirable output ready for the first grade of basic education.

The researcher would like to know how competent really the teachers are in their duties and responsibilities and found it imperative to scrutinize the profile of the kindergarten teachers as respondents of the study. The following terms had contributed in order to establish the demographic profile of kindergarten teachers in terms of age, gender and the teacher's classroom practices.

The study somehow gave an idea on the extent of teacher's classroom practices and its relation towards the learning performance among kindergarten learners.

Furthermore, the study gave an idea on whether there is a significant difference in the extent of teacher's classroom practices and the learning performance among kindergarten learners to determine the kindergarten teachers in terms of classroom management, classroom structuring, instructional materials, making daily lesson log, and teaching strategies.

KEYWORDS: Teacher's Classroom Practices, Learning Performance.

INTRODUCTION

There is always a need to change for the better just like changing DepEd curriculum into K TO 12 Enhanced Basic Education Curriculum from RBEC. Change is important to be able to be relevant to the demands of time, need of clienteles and to be aligned to what is known as international standards. Hence, Department of Education is always gearing towards quality education in all the levels of education. As part of its effort to evaluate whether it is really serving its purpose, there is always an effort of every ladder to keep gearing towards excellence in the discharging of functions and services.

In so doing, even in the first level of education which is the Kindergarten classes, the teachers are proving their worth to be competent and competitive so that they can produce a desirable output ready for the first grade of basic education. But how competent really the teachers are in their duties and responsibilities? Hence, this study would like to determine the extent of teacher's classroom practices and its relation towards the learning performance among kindergarten learners.

Kindergarten has different curriculum compared to other grade levels. The learners are still very gentle and fragile. There is only short span of attention among the learners. Hence, the teachers need to be competent enough to handle these kinds of learners. They are to manage the classroom very gently since these learners are very sensitive. They are also to extend the most patience they can have so that learners will grow with all the discipline and nice behavior until grown up since they are the ones to set the tone in rearing these children to be a better citizen in the country.

They need to structure their classroom in manner that will unfold the children's consciousness on what world they are really into. It has to be informative, educational, reinforcing, and facilitating to them as young learners. They need to provide instructional materials to really serve as aids to the learners. It is something that will make them mobilize and keep busy for manipulating of the concrete objects provided by their teachers.

Further, teachers are in need to prepare their lesson plan for this serves as their bible in teaching their learners every day. They are to prepare their Daily Lesson Log (DLL) to ensure that they have really their guide in teaching and competencies required for the day is really given. Finally, part of the classroom practices, the teaching strategies which is very important to be tailored fit to the kindergarten learners. It has to be appropriate and relevant to their needs and maturity in terms of mental, emotional, physical and psychological.

Kindergarten Education, it's not really easy to be in this situation on the first stage of educational ladder where your clienteles are still very young ones. All the exhibitions and

motivations are all done just to capture their interests and provide their needs to be a tune in the lessons and activities. These children are very sensitive and delicate for they have only shortest span of interest every now and then. Hence, teachers should be skillful enough to do the transition of the activities that a child can connect and be in the state of learning on a particular lesson.

The Kindergarten teachers at the onset of the Birth of K TO 12 Curriculum do find difficulty in the midst of needs because teachers need to be resourceful and creative enough to attend their needs for the expected education in the world of preschoolers' children. They are mandated to be competent and possess expertise on the different competencies under kindergarten curriculum. Specifically, they have to be competent in classroom management, classroom structuring, making of instructional materials, making daily lesson log, and teaching strategies.

Kindergarten journey should set the tone in the minds of the preschool children for them to be at ease and comfortable even to the succeeding grade level in their elementary education. Hence, it will be a challenge for the Kindergarten teacher to address this stage of children's lives. They need to be competent in all aspects because they need to model themselves in the virtues and values that will influence to the lives of the children.

It is on this premise that the researcher would like to investigate the Impact of Teachers practices and performance of Kindergarten Learners in Don Carlos I, II, III in terms of classroom management, classroom structuring, instructional materials, making daily lesson log, and teaching strategies and the learning performance among the Kindergarten pupils in Don Carlos I, II, III Districts, Division of Bukidnon for the school year 2020-2021.

Conceptual Framework

This study takes its anchorage from RA 10533 known as Enhanced Basic Education Act and from Section 2 of the Implementing Rules and Regulations (IRR) of RA 10157, the Department of Education shall provide opportunities for all children at least five (5) years old with Kindergarten education. The DepEd Order therefore sets the basic standards for an efficient and effective Kindergarten Education Program implementation for both public and private schools nationwide, and shall serve as basis for accreditation and/or recognition of those intending to put up early learning centers.

This Department of Education Order further provides a comprehensive Kindergarten Education policy covering the different components of implementing Kindergarten Education Program- curriculum, instruction (i.e., teaching methodologies and strategies), assessment,

learning resources and instructional materials, learning space and environment, and monitoring and evaluation for the standard delivery of Kindergarten services.

This is also backed up and supported from the different legal basis which are the DepEd Order No. 47, s. 2016, “Kindergarten Education Act” (Republic Act No. 10157) and the “Enhanced Basic Education Act of 2013” (Republic Act NO. 10533), which states for the mandatory and compulsory Kindergarten education that effectively promotes physical, social, cognitive, and emotional skills stimulation and values formation is offered to all five (5)-years old Filipino children to sufficiently prepare them for Grade One.

Figure 1 shows the schematic diagram of the study. It is consist of two (2) major variables, the first variable under independent contains the teacher classroom practices in teaching Kindergarten children in terms of classroom management, classroom structuring, instructional materials, making daily lesson log, and teaching strategies. The other major variable is the dependent variable which contains the learner academic performance among kindergarten learners during the fourth quarter for the SY 2020-2021.

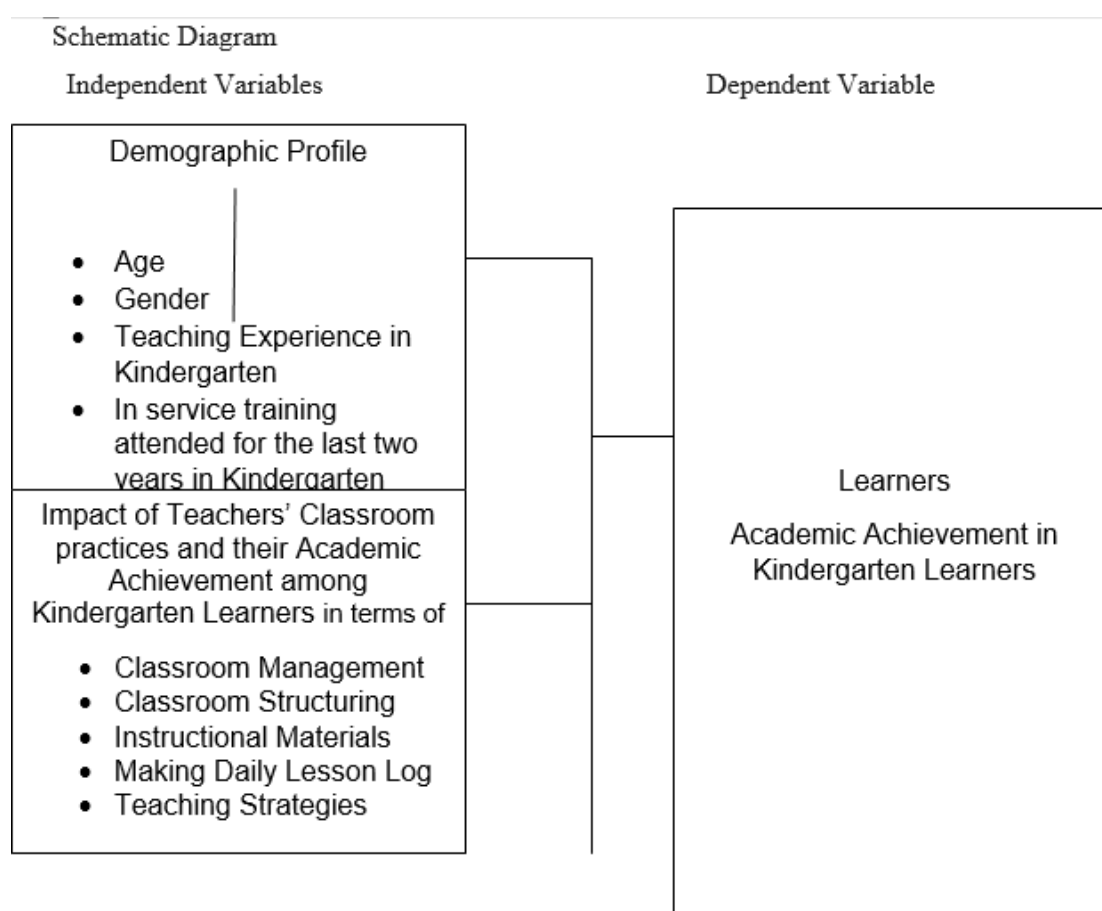


Figure 1. The Schematic Diagram showing the Independent and Dependent Variables under study.

Statement of the Problem

This study aims to determine the Impact of Teachers practices and Performance of Kindergarten Learners in the District of Don Carlos I, II, III, Division of Bukidnon for SY 2020 – 2021.

Specifically, it seeks to answer the following problems:

1. What is the demographic profile of the teacher in terms of age, gender, monthly income, educational attainment, teaching experience in kindergarten and the seminars attended?
2. What is the impact of teachers' practices in terms of classroom management, classroom structuring, instructional materials, making daily lesson log, and teaching strategies?
3. What is the performance of Kindergarten learners in Don Carlos I, II, and III Districts for the school year 2020-2021?
4. Is there a significant relationship between the impact of teachers' practices and the performance of Kindergarten learners?
5. What are the predictor variables of the Performance of Kindergarten learners?

Delimitations of the Study

This study is delimited only to the Kindergarten Teachers in Don Carlos I, II, III Districts, Division of Bukidnon to determine Impact of Teachers practices and Performance of Kindergarten Learners in Don Carlos I, II, III Districts for the school year 2020-2021.

The respondents of this study are the Kindergarten teachers who will assess the Impact of Teachers practices and Performance of Kindergarten Learners between the two major variables. The questionnaire will be limited only in determining the impact of teachers classroom practices in terms of classroom management, classroom structuring, instructional materials, making daily lesson log, and teaching strategies. On one hand, the learners learning academic achievement is limited to their checklist which serves as their report card. Likewise, the statistical tools which will be used in the treatment of data are limited only to frequency counts, percentages, Mean, standard deviation, weighted mean, and regression analysis or ANOVA.

Significance of the Study

The finding of the study is deemed beneficial to the following stakeholders who are playing significant roles to the Kindergarten education.

To the Kindergarten Learners, the results of the study will give the learners the chance to experience the outcome that the stakeholders are collaboratively and collectively performed

for a more improved kindergarten education that will make children a better and quality learner in the school and even at home and the community. These learners can have the chance to benefit the updated and creative output made by the men and women in the field of education. They can be exposed further to the latest classroom practices and methods of teaching with the expertise of their teachers. They will eventually appear as learners of the 21st century with high sense of advancement.

To the Teachers, they can showcase their expertise and competence in teaching kindergarten learners by applying the appropriate classroom management, classroom structuring, instructional materials, making daily lesson log, and teaching strategies. They may have the chance to bring the best out among their learners. In as much as role of the teachers is only as facilitator of learning and not the sole giver of knowledge and information, they shall give full empowerment to their learners in making learnings be productive, meaningful, lasting, effective in line to the 21st century skills.

To the parents, they will be able to use the findings of the study in obtaining an in depth knowledge and understanding on their Kindergarten children in order to extent their cooperation and support to the teachers and the school heads. The result will allow them what possible intervention they can extend just for their children to internalize the teaching of their teachers using the most updated strategy, appropriate materials and classroom activities in the school.

To the school heads, they may gain from this study with an improved perspective to enrich and enhance their competence in administering for a quality and efficient kindergarten education. They may provide the best technical assistance to the Kindergarten teachers that will let the teachers apply in the teaching of their preschool learners. They may design a scheme and technique on how to keep track the teachers in their teaching to their learners on matters under classroom management, classroom structuring, instructional materials, making daily lesson log, and teaching strategies that are globally competitive.

To the future researchers, they can be an end-consumer of the research findings of this study. They could use this as reference material for a more comprehensive study.

Definition of Terms

For better clarification and understanding of the terms mentioned to this study, the following are defined either operationally or theoretically.

Academic performance is the extent to which a student or institution has achieved either short or long term educational goals. Performance may be measured through students' grade point average, whereas for institutions, achievement may be measured through graduation rates.

Classroom Management. Classroom Management refers to how a teacher manages the behavior, actions, and attitudes of the learners inside the classroom. It's the skills the teachers in disciplining, controlling, and drawing their participation in the class in a most meaningful and effective way.

Classroom practices are related to the actions and strategies teachers and students deploy in class during the teaching and learning process. They vary according to social, political, and economic context. Classroom practices also include students' behaviour towards their peers and the teacher.

Classroom Structuring. Classroom Structuring refers to the artistic skills of teachers in installing, posting classroom structuring inside the classroom that will update, educate, inform, and provide accessibility of data to the learners that will keep track them as one grade level for the whole year round.

Development Domains. *Development Domains* refer to the seven (7) learning areas in the Kindergarten curriculum namely: 1) Language, Literacy, and Communication (*Sika, Karunungan sa Pagbasa at Pagsulat*); 2) Socio-Emotional Development (*Pagpapaunlad ng Sosyo-Emosyunal at Kakayahang makipamuhay*); 3) Values Development (*Kagandahang Asal*); 4) Physical Health and Motor Development (*Kalusugang Pisikal at Pagpapaunlad sa Kakayahang Motor*); 5) Aesthetic/Creative Development (*Sining*); 6) Mathematics (*Mathematica*); and 7) Understanding of the Physical and Natural Environment (*Pag-unawa sa Pisikal at Natural na Kapaligiran*)

Instructional Materials. Instructional Materials refers to the creativity, skills and resourcefulness in the crafting and preparation of instructional aids, devices, that will reinforce the learning of the children during their classes.

Kindergarten Catch-Up Education Program. Kindergarten Catch-Up Education Program refers to the various educational delivery modes and interventions for children above five (5) years who are caught in difficult circumstances and /or any kind of early childhood learning extreme poverty that they missed schooling, attending Day Care Service, or any kind of early childhood learning opportunity.

Kindergarten Curriculum Guide. Kindergarten Curriculum Guide is also known as the Standards and Competencies for Five (5) Year Old Filipino Children. It is the listing of competencies or skills in the (7) developmental domains for holistic development of children.

The KCG is the basis in coming up with the daily activities spelled out in the Teacher's Guide.

Kindergarten Education. Kindergarten Education is the first stage of compulsory and mandatory formal education which consist of one (1) year preparatory education for children at least five (5) years old as prerequisite for Grade One (Section 6, IRR of RA 10533).

Learning Performance. Learning Performance refers to the checklist which serves as child's learning performance in the different domain as part of their curriculum.

Making Daily Lesson Log. Making Daily Lesson Log refers to the mandate of the Department of Education to prepare their lesson in a log manner. This is being prepared allotted for the whole week where aside from the regular parts of the lesson, there is also the incorporation of reflection and remarks by the teacher for the particular teaching of a competency.

Teaching Strategies. Teaching Strategies refers to the interactive and integrative way methods of teaching by the Kindergarten teachers to their learners.

The Methodology

Research Design

This study uses the descriptive-correlational method of research. This is appropriate to ascertain the relationship between impact of classroom practices among kindergarten teachers' in terms of classroom management, classroom structuring, instructional materials, making daily lesson log, and teaching strategies and performance among the Kindergarten learners in Don Carlos I, II, III, Division of Bukidnon for the school year 2020-2021.

Research Locale

This study will be conducted in the Northern part of the municipality of Don Carlos, Bukidnon.

The Municipality of Don Carlos

Don Carlos is a first class municipality in the province of Bukidnon, Philippines. According to the 2015 census, it has a population of 66,959 people. Don Carlos is politically subdivided into 29 barangays. The Cabadiangan, Bocboc, Buyot, Calaocalao, Don Carlos Norte, Embayao, Kalubihon, Kasigkot, Kawilihan, Kiara, Kibatang, Mahayahay, Manlamonay, Maraymaray, Mauswagon, Minsalagan, New Nongnongan (Masimag), New Visayas, Old Nongnongan, Pinamaloy, Don Carlos Sur (Pob.), Pualas, San Antonio East, San Antonio West, San Francisco, San Nicolas (Banban), San Roque, Sinangguyan, Bismartz.

The place has been visited by many local tourists because of the historical, majestic view and cartoon characters that the passers and transient people would like to experience. Don Carlos

Districts are composed of the following schools namely; Don Carlos Central Elementary School, Sinangguyan Elementary School, Sinangguyan Elementary School, Manlamonay Elementary School, San Antonio East Elementary School, Kibatang Elementary School, Don Carlos Norte Elementary School, Minsalagan Elementary School, Pinamaloy Elementary School, Mahayahay Elementary School, Bizmarts Elementary School, Masimag Elementary School, Kalubihon Elementary School, Cabadiangan Elementary School, New Visayas Elementary School, San Francisco Elementary School, Kiara Elementary School, Bocboc Elementary School, San Antonio West School, Kawilihan Elementary School, Mauswagon Elementary School, Pualas Elementary School, Kasigkot Elementary School, Cala-Calao Elementary School, Imbayao Elementary School, Maraymaray Elementary School, Old Nongnongan Elementary School, San Nicolas Elementary School, Buyot Elementary School, San Roque Elementary School. It has a wide area of plain land which is very potent for farming.

The study will be conducted in Part of Municipality of Don Carlos. Don Carlos is known for its average budget of their Special Education Fund from their Local School board which came from their 1% Real Property Taxes in the municipality. Hence, they have a moderate amount in their allowable expenditures helping their delivery of educational services a very effective and a commendable one. Figure 2 shows the geographic location of the

Municipality of Don Carlos.

Municipality of Don Carlos

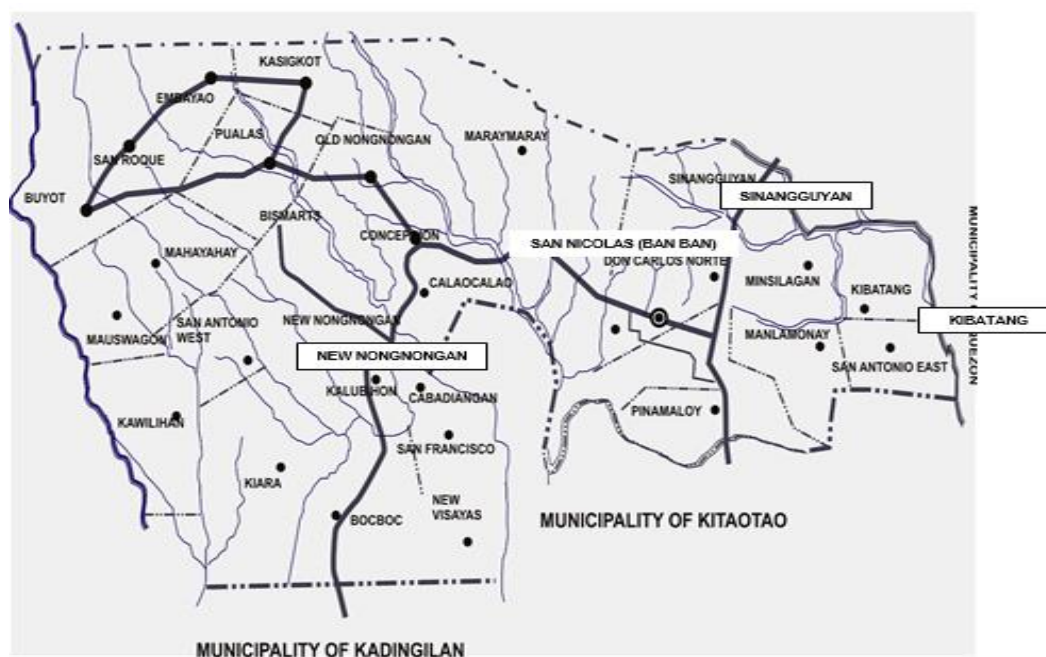


Figure 2: Administrative Map Don Carlos, Bukidnon where the study will be conducted.

The Respondents of the Study

The respondents of the study are the 44 Kindergarten teachers from the 30 schools in Don Carlos I, II, III District of Bukidnon Division. These schools are to be distributed of the identified respondents. Kindergarten learners are also respondents where their learning performance (checklist) serves as their bases for academic achievement will be correlated to the classroom practices of teachers for the school year 2021-2022.

The Sampling Procedures

This study will use purposive sampling procedure. It will be purposive because all the Kindergarten teachers coming from the 44 schools are included as part of the study. Take all method or complete enumeration shall be done in the study. In gathering the needed information, the researcher will personally go to the District Offices and seek help from their personnel to get the list of all preschool teachers and school heads for her easier distribution of questionnaire later in her study. The distribution of respondents' sample size per district by the number of Kindergarten Teachers is reflected in Table 1.

Table1. *Distribution of Respondents by District.*

Name of School	Kindergarten Teachers (Population)
Don Carlos Central ES	7
Sinangguyan ES	2
Manlamonay ES	1
San Antonio East ES	1
Kibatang ES	1
Don Carlos Norte ES	3
Minsalagan ES	1
Pinamaloy ES	2
Kawilihan ES	1
Mauswagon ES	1
San Antonio West ES	1
Bocboc ES	2
Kiara ES	2
San Francisco ES	1
New Visayas ES	1
Cabadiangan ES	1

Kalubihon ES	1	
Masimag ES		2
Bizmarts ES		1
Mahayahay ES		1
Pualas ES		1
Kasigkot ES		1
Calaocalao ES	1	
Embayao ES		1
Maraymaray ES		1
Old Nongnongan ES	1	
San Nicolas ES		2
Buyot ES		1
San Roque ES	1	
Sto Niño ES		1
TOTAL		44

The Research Instruments

The instrument used was adopted from Lambo (2019), the instrument to be use in gathering information is based from the Kindergarten Education Manual and the progress report card of the learners in preschoolers. The survey questionnaire will be composed of three parts. Part I is design to capture the personal information of the respondents. Part II is intend to determine the impact of teacher practices among the kindergarten teachers in terms of classroom management, classroom structuring, instructional materials, making daily lesson log, and teaching strategies.

Administration of the Questionnaire

The researcher will observe proper protocol in securing recommendation letter from the Dean of the Graduate School of VCI as presented to the Schools Division Superintendent of Bukidnon Division through the office of Dr. Randolph B. Tortola, CESO IV. He will also seek assistance from the District Supervisors and school heads to seek permission for the launching of the questionnaires in the schools. The researcher will ask assistance from school heads to collate the instrument since they have the direct access to their teachers in their respective schools.

The researcher will orient the respondents on how to answer the questions with accuracy of the responses. It could be answered during their vacant times. Retrieval of the questionnaires will have done immediately after all the items will be answered. The data then will be tallied, tabulated and handed to a statistician to process and get the result ready for the analysis and interpretation and discussion.

Scoring Procedure

This study will use a five (5) point Likert Scale. These are as follows:

<i>Scale</i>	<i>Limits</i>	<i>Qualitative Description</i>	<i>Qualifying Statement</i>
5	4.21 – 5.00	Very High Impact	- There is very high impact of Teachers' practices among Kindergarten learners in teaching preschool children at all times
4	3.41 – 4.20	High Impact	- There is high impact of Teachers' practices among Kindergarten teachers in teaching preschool children at all times
3	2.61 – 3.40	Moderate Impact	- There is an average impact of Teachers' practices among Kindergarten teachers in teaching preschool children at all times
2	1.81 – 2.60	Low Impact	- There is a low impact of Teachers' practices among Kindergarten teachers in teaching preschool children at all times
1	1.00 – 1.80	Very Low Impact	- There is very low impact of Teachers' practices among Kindergarten teachers in teaching preschool children at all times

Statistical Treatment of Data

The following statistical tools are to be used in each problem posted in the study.

To determine the impact of teachers' practices and the performance of kindergarten learners in terms of classroom management, classroom structuring, instructional materials, making daily lesson log, and teaching strategies, mean and standard deviation will be utilized.

To determine the performance among kindergarten learners in their seven learning domain during the fourth quarter, weighted means and percentages will be employed.

To determine the significant relationship between the impact of teachers' practices among Kindergarten learners, Pearson product moment correlation will be used.

To investigate which among the independent variable significantly predicts the learner's achievement, regression analysis shall be used in the study.

FINDINGS

Based on the data gathered, the following are the salient findings of the study.

The demographic profile of the respondents in terms of (Age) we're aging 30 – 39 years old. Some were 40 – 49 years old and 20 – 29 years old. (B) Gender were females. Feq were males. (C) Teaching experience in kindergarten were majority of the teachers were in 6 – 10 years of teaching experience in kindergarten. Others were in 1 – 2 years, 3 – 5 years and more than 10 years in teaching experience in kindergarten. (D) Seminars Attended were majority of the teachers attended a seminar. Others were able to attend seminar twice.

Impact of teachers' practices in kindergarten in terms of classroom management. The teachers' practices had very high impact as shown by all indicators in the table. The teachers see to it that the learners "Listen attentively during the discussion", this indicator got the highest mean value. The indicator with the lowest mean is "To answer not in chorus" In overall, the teachers' practices in terms of classroom management had very high impact. Impact of teachers' practices in terms of classroom structuring.

The teachers' practices shown a very high impact in classroom structuring as shown in the results of all indicators. The indicator "I structure my classroom with in the level of my learners" got the highest mean. "I update my structuring quarterly based on Kindergarten Curriculum" is the indicator with the lowest mean. In general, the "teachers' practices in terms of classroom structuring had very high impact.

Impact of teachers' practices in terms of instructional materials. All indicators show very high impact of teachers' practices. The indicator "My visual aids are within the age level of my learners" (mean = 4.93, sd = .255) got the highest mean and the indicator "I provided manipulative to my learners to ensure meaning and effective learning to my pupils" (mean = 4.64, sd = .487) got the lowest mean value. In general, the teachers' practices in terms of instructional materials had very high impact (mean = 4.76, sd = .335).

Impact of teachers' practices in terms of making daily lesson log it show that the indicators "I always prepare my lesson plan through DLL" and "My DLL has regularly checked by my school head for guidance and improvement" were teachers' practices having the first two highest means. These indicators had very high impact in making daily lesson log. The indicator "I ensure that I entered the part under reflection and remarks" had the very high impact as well but with the lowest mean value. In general, the teachers' practices in terms of making daily lesson log had very high impact, impact of teachers' practices in terms of teaching strategies.

Performance of Kindergarten learners in Don Carlos I, II, and III Districts for the school year 2020-2021. It shows that the kindergarten learners were majority satisfactory in their academic performance with grades between 80 – 89. Some had higher academic performance with grades of 85 – 89%.

Significant relationship between the impact of teachers' practices and the performance of Kindergarten learners. It reveals that the variables: Classroom Management Classroom Structuring, Instructional Materials and Teaching Strategies had significant relationship with the kindergarten academic performance. Only the variable "Making Daily Lesson Log" do not have significant relationship with the learners' academic performances. Therefore, we reject the null hypothesis.

It reveals that none in the variables: Classroom Management, Classroom Structuring Instructional Materials, Making Daily Lesson Log and Teaching Strategies, is a predictor variable of the kindergarten learners' academic performance. Therefore, we fail to reject the null hypothesis: There is none among from the independent variables that strongly predicts the Impact of Teachers practices and Performance of Kindergarten Learners in Don Carlos I, II and III Districts.

CONCLUSION

Therefore, the problem number one has a qualitative description of Very High Impact which means that the Teachers' classroom practices in delivery of a lesson have the same thing to do with other teachers especially in teaching Kindergarten learners.

In problem statement number two, the most numbered level of knowledge reflects the learners' sign of Proficiency because most of the learners' result has a knowledge of Proficient during the school year 2020-2021.

The teachers' practice in Classroom Management greatly influences or had a very high impact to the learning performance among Kindergarten learners.

This study also shows that there is no significant relationship between the Impact of Teachers' Classroom Practices and the academic performance among the Kindergarten learners in Don Carlos I, II, III.

There is none among from the independent variables that strongly predicts the Impact of Teachers practices and Performance of Kindergarten Learners in Don Carlos I, II and III Districts.

Recommendations

DepEd officials may assign teachers in kindergarten about the different techniques and practices as teachers in the classroom in teaching kindergarten learners. Although they are matured enough and can deal the kindergarten learners with the best that they can.

DepEd officials should conduct seminars to be more equipped in teaching especially in kindergarten. The teachers are suggested to attend more seminars to update their teaching skills and knowledge.

DepEd supervisors and principals may implement the proper classroom practices of teachers so that they can more easily have the different knowledge and techniques in teaching kindergarten learners.

The kindergarten teachers are engaged in the different techniques on how to deal the kindergarten learners. Although the result is more on the proficient level of knowledge and it is a great privilege of a teacher to have these kinds of learners and is easy for them to teach.

The kindergarten teachers should be flexible always in terms of Teaching Strategies.

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7. Section 6, IRR of RA 10533- children at least five years is compulsory to attend preschool education.
8. RA 10157 and RA 10533 stresses the major milestone that gives the DepEd mandate to offer Kindergarten Education.

9. Section 2, RA 10157- a policy of the state to make education responsive to the needs, circumstances, and diversity of learners, schools and communities using developmentally-appropriate and culturally-sensitive practices.
10. DepEd Order No. 47- further provides a comprehensive Kindergarten Education policy covering the different components of Implementing Kindergarten Education program- curriculum, instruction, assessment, learning resources and instructional materials, learning space and environment, and monitoring and evaluation for the standard delivery of Kindergarten Services.