

## Teachers' Profile and Implementation of Kindergarten Program During Pandemic

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**Abstract: Teacher's Profile and the Implementation of Kindergarten Program during Pandemic.**

**Objectives:** This study determined the profile of kindergarten teachers and status of the implementation of kindergarten program during the pandemic in Sorsogon, Philippines. **Methods:** This study employed the descriptive research method and utilized descriptive statistics for data analysis. **Findings:** The results of this study revealed that majority of kindergarten teachers are aged 31-40, female, married, bachelor's degree holder, in-service for 6-10 years, teaching kindergarten for 1-5 years, and attended several related trainings. The overall average weighted mean as to resource, process, and outcome variables are 4.33, 4.43, and 4.59 respectively. Moreover, resource and process variable is "moderately observed" while outcome variable is "highly observed". **Conclusion:** There is no significant relationship between teacher's profile and status of the implementation of kindergarten program.

**Keywords:** kindergarten program, teacher's profile, descriptive analysis.

**Abstrak: Profil Guru dan Implementasi Program TK di Masa Pandemi. Tujuan:** Studi ini untuk mengetahui profil guru taman kanak-kanak (TK) dan status pelaksanaan program TK selama pandemi di Sorsogon, Filipina. **Metode:** Penelitian ini menggunakan metode penelitian deskriptif dan menggunakan statistik deskriptif untuk analisis data. **Temuan:** Hasil penelitian ini mengungkapkan bahwa mayoritas guru TK berusia 31-40 tahun, berjenis kelamin perempuan, menikah, lulusan sarjana, telah mengabdikan selama 6-10 tahun, mengajar di TK selama 1-5 tahun, dan mengikuti beberapa pelatihan terkait. Nilai rata-rata keseluruhan untuk variabel sumber daya, proses, dan hasil masing-masing adalah 4,33, 4,43, dan 4,59. Selain itu, variabel sumber daya dan proses "cukup diperhatikan" sedangkan variabel hasil "sangat diperhatikan". **Kesimpulan:** Tidak ada hubungan yang signifikan antara profil guru dengan status penyelenggaraan program TK.

**Kata kunci:** program taman kanak-kanak, profil guru, analisis deskriptif.

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## ■ INTRODUCTION

Early childhood years play a crucial role in the growth and brain development of each child. It is the time when they are most curious about their environment so it is best to learn and explore. Kindergarten program is the key stage in promoting the child's development. Hence, there is a need for kindergarten teachers and educators to be personally and professionally trained in order to provide quality education which address the individual differences, needs and skills (Lifelong Learning Centres, 2020). Since it is the preparation for formal education, it is essential to provide proper care and support to each child. Having a positive experience in the kindergarten program leads to higher motivation to learn. Moreover, experiences in early childhood years contribute to the lifelong learning and holistic development of each child.

Kindergarten education is being implemented worldwide. It has been administered in more than 140 countries. Children attend kindergarten in various countries as a starting point in early childhood years as well as a preparation for transition for next grade level. These are provided to cater the needs of each child in every country. Despite these differences, kindergarten education all over the world shared a common goal.

In line with this, Republic Act 10533, known as "Enhanced Basic Education Act of 2013" or the K to 12 Curriculum was concretized. It covers at least one (1) year of kindergarten education, six (6) years of elementary education, six (6) years of secondary education which includes four (4) years of junior high and two (2) years of senior high school education as stipulated in Republic Act No. 10533. One of the salient features of K to 12 Curriculum is strengthening early childhood education through universal kindergarten. Every Filipino child is now given equal opportunities to accessible and mandatory kindergarten

education. Kindergarten education plays an important role in the academic and technical development of the Filipino child. Pursuant to Kindergarten Education Act, five (5)-year old children is the period when their mind's absorptive capacity is at its sharpest (Republic Act 10157, 2012). Thus, kindergarten education offers varied learning activities, contextualized learning materials, and safe and caring learning environment to foster effective learning outcomes.

Under DepEd Order No. 47, s. 2016, the educational qualification for hiring kindergarten teachers is he/she must have obtained degrees with specialization in Kindergarten, Pre-school Education, Early Childhood Education (ECE), or any other degree courses with at least 18 units in ECE. When there is only limited number of eligible teachers for kindergarten during the time of hiring, the Schools Division Office (SDO) require teachers to earn ECE units gradually: Year 1, nine (9) units; Year 2, eighteen (18) units; and Year 3, twenty-one (21) units as specified in the DepEd Order No. 22, s. 2015. Given the requirements, it was found out that during the first years of the implementation of Kindergarten Education, most of the teachers in Juban District obtained Bachelor of Elementary Education and only a small number has specialization in Kindergarten. Thus, they should gradually earn their ECE units. Yet, until this year, only a small number of teachers have acquired it.

Relatively, with the outbreak of coronavirus (COVID19) in the Philippines in 2020, the traditional set-up of education has been changed. It brought unprecedented changes and challenges in education. Teaching-learning process has been an extra challenge. Even in times of pandemic, education must continue. Consequently, DepEd created the Basic Education Learning Continuity Plan (BE-LCP) to cover the essential requirements of education in the time of COVID-19. Enclosed here are the Most Essential Learning Competencies (MELCs) that was used

in School Year 2020-2021, and the learning delivery modalities that were adapted by the schools depending on their situation on the new-normal set-up of education as specified by BE-LCP, (2020). Among the learning delivery modalities, Juban District has adopted the implementation of Printed Modular Distance Learning with the use of Learning Activity Sheets. It has been used for two consecutive school years, 2020-2021 and 2021-2022. Shifting to a new learning modality entails many challenges to both teachers and pupils. It has prompted a lot of new preparations and additional amount of workload to teachers. Teachers play a vital role in transforming the lives, discovering full potentials, and achieving the dreams of each children. On the side of the learners, a lot of adjustments happened from face-to-face instruction to modular learning.

Hence, there is a need to determine the profile of kindergarten teachers, assess the status of implementation of kindergarten program, identify the problems encountered, and determine if there is a relationship between the teacher's profile and the implementation of kindergarten program during pandemic.

## ■ METHODS

### Research Design and Procedures

The study utilized descriptive-survey method. It is a "method of research which concerns itself with the present phenomena in terms of conditions, practices beliefs, processes, relationships or trends invariably" (Salaria, 2012). The researcher determined the demographic profile of the respondents through a survey questionnaire. Descriptive and numerical data were used to assess the implementation of the Kindergarten program during pandemic. The researcher adapted and developed survey questionnaires as the primary source of data for this study.

### Participants

All kindergarten teachers from Juban District, Juban, Sorsogon, School Year 2021 - 2022 served as the respondents in this study. There was a total of 26 kindergarten teachers; fourteen (14) from Juban I and twelve (12) from Juban II districts of DepEd Division of Sorsogon, Philippines. Participants in this study were determined through purposive sampling.

### Instruments

The researcher-made questionnaires served as the main instrument in data gathering. These were distributed to the kindergarten teachers of Juban District. The survey-questionnaire were composed of three (3) parts. Part I consists of the demographic profile of the kindergarten teachers. Part II includes three (3) variables: resource (5 items), process (5 items), and outcome (5 items). The questionnaire used the responses: Not Observed, Slightly Observed, Sometimes Observed, Moderately Observed, Highly Observed, and Very Highly Observed with the corresponding numerical values expressed in the scale of 1-5, respectively. Part III consists of problem encountered.

The researcher developed the survey-questionnaire guided by the three variables adapted and modified from DepEd Order No. 47, s.2016, Omnibus Policy on Kindergarten Education. The researcher tapped five (5) persons which are composed of School Head, Kindergarten Coordinator, Language Instructor, ICT Coordinator, and panel chairman to check the validity of the items in each variable. Content validation was conducted on April 25, 2022. It was conducted through the help of five (5) kindergarten teachers from the different districts who were not part of the respondents. 5 (100%) out of 5 answered the dry run. The responses were processed and subjected to reliability test. Then, presented to the adviser and panel members for checking.

### Data Collection Procedures

This study was conducted for six months, from March to August 2022. The researcher secured a letter of approval to conduct the study and use the survey-questionnaire from the Office of the Schools Division Superintendent, followed by the letter of permission from the Public Schools District Supervisors of Juban I and Juban II for the distribution of the survey-questionnaire. After securing the letters to conduct the study, the researcher administered the data gathering. The researcher sent the link of the Google Survey Form to the kindergarten teachers of Juban District on June 28, 2022. The researcher assigned numbers in each respondent to ensure confidentiality as part of ethical considerations. Each respondent was given 1 to 2 day-time to finish answering the survey-questionnaire. The survey results were retrieved and the retrieval rate is 100%.

### Data Analysis

The data gathered through the survey questionnaire were consolidated, tabulated and analyzed. The responses were subjected to statistical treatment with the use of scale, frequency count, percentage, ranking, weighted mean and Chi-square test for association.

To determine the demographic profile of kindergarten teachers in terms of age, educational attainment, length of service, number of years in teaching kindergarten, and related seminars and trainings attended, frequency count and simple percentage were used.

To assess the status of implementation of Kindergarten Program in terms of three variables: resource, process, and outcome; the results of the survey questionnaire were analyzed and interpreted using the following rating scale:

**Table 1.** Questionnaire rating scale

<b>Numerical Rating (NR)</b>	<b>Descriptive Rating (DR)</b>
4.50 - 5.00	Highly Observed
3.50 - 4.49	Moderately Observed
2.50 - 3.49	Sometimes Observed
1.50 - 2.49	Slightly Observed
1.00 - 1.49	Not Observed

Moreover, ranking was used to identify the problems encountered by the teachers during the implementation of Kindergarten Program in times of pandemic. Likewise, the Chi-Square Test for association was used to determine if there is a significant relationship between the kindergarten teacher's profile along the three component variables: resource, process, and outcome.

## ■ RESULTS AND DISCUSSION

### Profile of the Kindergarten Teachers

This section describes the kindergarten teacher's profile in Juban District. These profile variables are in terms of age, civil status, educational attainment, length of service, number of years in teaching Kindergarten, and related trainings attended.

**Table 2.** Profile of the kindergarten teachers

<b>Variables</b>	<b>f (n=26)</b>	<b>%</b>
<b>Age</b>		
21 – 30	7	27
31 – 40	15	58
41 – 50	4	15
<b>Civil Status</b>		
Single	8	31
Married	18	69

<b>Educational Attainment</b>		
Bachelor's Degree	16	61
With Master's unit	9	35
With Doctorate units	1	4
Doctorate Degree	0	0
<b>Length of Service</b>		
1 – 5 years	10	39
6 – 10 years	12	46
11 – 15 years	4	15
<b>Number of Years in Teaching Kindergarten</b>		
1 – 5 years	13	50
6 – 10 years	11	42
11 – 15 years	2	8
<b>Related Trainings Attended</b>		
Kinder Teachers DLAC/LAC Sessions	26	100
In-Service Training for Teachers	26	100
Webinar on Kindergarten Remote Teaching and Learning: Developmentally Appropriate Responses in Time of COVID-19	20	77
Seminar Workshop for kindergarten Teachers on Instructional Materials Development	15	58
DAP Training for Kindergarten Teachers	13	50
ELLN Seminar and Training	13	50
Training for Kindergarten Teachers on Developmentally Appropriate Practices	11	42
Teacher Induction Program	10	38
Two-Day Division Training for Untrained Kindergarten Teachers	9	35

Table 2 shows that most of the respondents (58%) are within the age bracket of 31-40 years old and majority (69%) of them are married. Likewise, 62% of the teachers are bachelor's degree holder and 35% have already earned units in graduate studies. As shown, most of the teachers (46%) have been in service for 6 to 10 years, and half of them (50%) are teaching Kindergarten for 1 to 5 years. Furthermore, all of the teachers (100%) have attended several trainings that are related to Kindergarten program.

### Status of Implementation of Kindergarten program

This section deals with the status of implementation of kindergarten program in terms

of the three variables: resource, process, and outcome. Resource variables include teachers, learning resources and instructional materials, and learning competencies. Process variables involve the mode of the learning, monitoring, and assessment of the learners. Outcome variables consist the goals and purposes of Kindergarten programs achieved.

Table 3 presents the status of the implementation of Kindergarten Program during pandemic as to resource variables. The table reveals that resource variables are moderately observed with an average of 4.33. Specifically, with an average of 4.77, it is highly observed that the utilized learning competencies are aligned to the Most 43 Essential Learning Competencies (MELC) prescribed by Department of Education

**Table 3.** Status of implementation of kindergarten program as to resource variable

Indicators	Weighted Mean	Interpretation
1. There are enough number of kindergarten teachers in the school. (1:25 teacher-pupil ratio)	4.15	Moderately Observed
2. The kindergarten teachers have degree/s related to Kindergarten Education and have enough seminars and trainings for personal and professional development.	4.04	Moderately Observed
3. There are enough learning resources and instructional materials for learners.	4.35	Moderately Observed
4. The learning competencies are aligned in Most Essential Learning Competencies (MELC).	4.77	Highly Observed
5. There is enough time and resources for preparation and production of learning materials.	4.35	Moderately Observed
Overall	4.33	Moderately Observed

(DepEd). This means that the required learning competencies manifested by the teachers in teaching kindergarten are contained from the MELC. On the other hand, it is moderately observed in terms of learning resources since the time and resources for preparation and production of learning materials, and learners are considered through the ample learning resources and materials. Likewise, the school has enough number of kindergarten teachers following the teacher-student ratio of 1:25. Also, there were some teachers who have finished degrees related to kindergarten education and who are equipped with some related seminars and trainings for personal and professional development. This implies that the kindergarten education program has sufficient human and material resources for DepEd to accommodate

and cater the needs of the kindergarten learners.

Results of this study agree with the previous works that instructional materials must make learning relevant and meaningful to the learners, catering the individual differences of each learner (Amadioha, 2009) to promote better and quality learning results (Olawale, 2013). Thus, learning resources and instructional materials should be suited to the needs of each learner. Moreover, continuous training equips and deepens the teacher's knowledge and skills (Duþă & Rafailă, 2014) and provides teacher development in different areas (Chen, 2020). Hence, it is of great importance that teachers attend related trainings in order to gain ample knowledge and skills that are relevant to the needs of the teaching and learning process.

**Table 4.** Status of implementation of kindergarten program as to process variable

Indicators	Weighted Mean	Interpretation
1. Learning materials are distributed and retrieved on time and proper health protocols are strictly observed.	4.58	Highly Observed
2. Formative and summative assessment are conducted.	4.35	Moderately Observed

3. Monitoring of learners are conducted regularly.	4.58	Highly Observed
4. Good communication between teachers and parents are established.	4.38	Moderately Observed
5. Remedial instruction/intervention are given to learners.	4.27	Moderately Observed
Overall	4.43	Moderately Observed

The status of implementation of Kindergarten Program during pandemic as to process variables is presented in Table 4. From the table, with an average of 4.43, the process variables are moderately observed. Explicitly, with an average of 4.58, it is highly observed that the learning materials are distributed and retrieved on time following the proper strict observance of health protocols. Similarly, the regular conduct monitoring of learners is highly observed. Furthermore, the establishment of good communication between teachers and parents is moderately observed. Also, the conduct of formative and summative assessments, and remedial instructions/

interventions to learners are also moderately observed.

Summative and formative assessments have significant effects on the learning of the pupils (Kibble, 2017) and have great contributions in mastering the competencies (Najafi, et al, 2017). Hence, assessments should be properly conducted in order to ensure that learners learn the skills and competencies suited to their grade level. Furthermore, monitoring and providing remedial instructions/interventions are very important to learners so these should be culturally and age-appropriate in order to address the needs of each learner (Bañez & Urayan, 2019).

**Table 5.** Status of implementation of kindergarten program as to outcome variable

Indicators	Weighted Mean	Interpretation
1. Provides the learners with mastery of concept and skills.	4.62	Highly Observed
2. Promotes total development of the learners.	4.69	Highly Observed
3. Strengthens early childhood education.	4.62	Highly Observed
4. Lays the foundation of lifelong learning.	4.69	Highly Observed
5. Gains full support from school personnel and stakeholders in the implementation of Kindergarten Program.	4.35	Moderately Observed
Overall	4.59	Highly Observed

Table 5 presents the status of implementation of kindergarten program during pandemic as to outcome variables. It can be seen from the table that outcome variables are highly

observed as reflected from the average of 4.59. Explicitly, with an average of 4.69, it is highly observed that the kindergarten programs promote total or holistic development of

learners which eventually lays the foundation for lifelong learning. Moreover, with an average of 4.62, it is also highly observed that kindergarten programs provide the learners with mastery of the concepts and skills which in the end strengthen the early childhood education. Furthermore, it is moderately observed that school personnel and stakeholders render full support to the implementation of kindergarten program. To conclude, the outcome of proving sufficient material and human resources, and proper implementation of the programs and practices is highly observed.

Findings of this study agree with the previous works that determined that kindergarten program has a great impact on child development (Sahin & Dostoglu, 2012) and its most important goal is to promote literacy and numeracy to the learners (Sverdlov & Aram, 2016). Hence, school personnel and stakeholder's full support are crucial to the success of the implementation of any program (Brünahl, 2022) so they must actively engage and contribute to enhance the implementation of kindergarten program.

**Table 6.** Problems encountered by kindergarten teachers during pandemic

Problems Encountered	f	Rank
Lack of kindergarten teachers	4	4.5
Lack of seminars and training for kindergarten teachers	6	3
Lack of parent's involvement	13	2
Unanswered learning activity sheets	16	1
Lack of materials	2	7
Late retrieval of LAS	4	4.5
Parents/other family members answered the LAS	3	6

### Problems Encountered

The problems encountered by teachers in the implementation of the kindergarten program during pandemic is revealed in Table 6. It is revealed that the major problem encountered is the unanswered learning activities which is mentioned by 16 (62%) of the teachers. It is followed by lack of parent's involvement which is mentioned by 13 (50%) of the teachers. This means that one of the factors why there are unanswered learning activity sheets is the lack of parent's involvement, since during pandemic learning is remotely done and the parents will stand as the facilitator or guide to learning process. There are 6 (23%) who said that there is a lack of seminars and training for kindergarten teachers, as also reflected from Table 2

regarding seminars attended, not all teachers are provided with the seminars and trainings for personal and professional development, while 4 (15%) teachers have mentioned that there is a lack of kindergarten teacher in their school and the retrieval of LAS is late. Likewise, 2 (8%) teachers have added that lack of materials is also a problem. Meanwhile, 3 (12%) teachers have mentioned the other problem encountered is that parents/other family members are the one who answered the LAS.

Findings of this study agree with the previous works that determined the different challenges encountered and management of teachers during remote learning (Resabal, 2020; Safrizal, 2021; Cabato, 2022). Likewise, parents and students have



experienced difficulties and challenges during distance learning (Dong, 2020; Munastiwi & Puryono, 2021). Bichronous online learning (Digo, 2021) may be explored as a viable and innovative online learning platform among kindergarten pupils, parents, and

teachers. Indeed, parent's involvement in collaboration with kindergarten teachers is one of the greatest factors in encouraging the pupils to perform better in their studies especially modular distance learning.

**Table 7.** Relationship between teacher's profile and implementation of kindergarten program along resource variables

Statistical Bases	Statistical Analyses					
	Age	Civil status	Education	Length of service	Years in teaching	Training
$\chi^2_{\text{computed}}$	1.393	0.682	0.548	0.649	0.188	1.037
p-value	0.498	0.409	0.459	0.723	0.665	0.595
Decision on $H_0$	Accept $H_0$	Accept $H_0$	Accept $H_0$	Accept $H_0$	Accept $H_0$	Accept $H_0$
Conclusion	NS	NS	NS	NS	NS	NS

NS = Not Significant

#### Relationship between teacher's profile and implementation of kindergarten program

Table 7 shows that there is no significant relationship on the responses of the teachers when respondents are grouped according to age ( $p=0.498$ ), civil status ( $p=0.409$ ), educational attainment ( $p=0.459$ ), length of

service ( $p=0.723$ ), years in teaching kindergarten ( $p=0.665$ ), and related trainings attended ( $p=0.595$ ). Generally, the overall interpretation of the teacher's profile on resource variables is not significant. Hence, the decision is to accept the null hypothesis.

**Table 8.** Relationship between teacher's profile and implementation of kindergarten program along process variables

Statistical Bases	Statistical Analyses					
	Age	Civil status	Education	Length of service	Years in teaching	Training
$\chi^2_{\text{computed}}$	3.681	0.109	0.649	0.735	0.903	3.798
p-value	0.159	0.741	0.420	0.692	0.342	0.150
Decision on $H_0$	Accept $H_0$	Accept $H_0$	Accept $H_0$	Accept $H_0$	Accept $H_0$	Accept $H_0$
Conclusion	NS	NS	NS	NS	NS	NS

NS = Not Significant

Table 8 reveals that there is no significant relationship on the responses of the teachers when respondents are grouped according to age ( $p=0.159$ ), civil status ( $p=0.741$ ), educational attainment ( $p=0.420$ ), length of service ( $p=0.692$ ), years in teaching

kindergarten ( $p=0.342$ ), and related trainings attended ( $p=0.150$ ). Generally, the overall interpretation of the teacher's profile process variables is not significant. Hence, the decision is to accept the null hypothesis.

**Table 9.** Relationship between teacher's profile and implementation of kindergarten program along outcome variables

Statistical Bases	Statistical Analyses					
	Age	Civil status	Education	Length of service	Years in teaching	Training
$\chi^2_{\text{computed}}$	1.694	1.402	0.101	2.544	0.524	0.693
p-value	0.429	0.236	0.751	0.280	0.469	0.405
Decision on $H_0$	Accept $H_0$	Accept $H_0$	Accept $H_0$	Accept $H_0$	Accept $H_0$	Accept $H_0$
Conclusion	NS	NS	NS	NS	NS	NS

NS = Not Significant

Table 9 reveals that there is no significant relationship on the responses of the teachers when respondents are grouped according to age ( $p=0.429$ ), civil status ( $p=0.236$ ), educational attainment ( $p=0.751$ ), length of service ( $p=0.280$ ), years in teaching kindergarten ( $p=0.469$ ), and related trainings attended ( $p=0.405$ ). Generally, the overall interpretation of the teacher's profile outcome variables is not significant. Hence, the decision is to accept the null hypothesis. Results of this study agree with the previous study conducted by Cabato (2022) that there is no significant correlation between profile variables of teachers and management of kindergarten teachers in the implementation of kindergarten program. Hence, regardless of the profile of the kindergarten teachers, action plans may be proposed and implemented to improve the implementation of kindergarten program.

## ■ CONCLUSIONS

Based from the findings, the following conclusions are drawn: Majority of the kindergarten teacher-respondent are aged 31-40, female, married, have a bachelor's degree, have been in service for 6-10 years, teaching kindergarten for 1-5 years, and have attended some related trainings. The teacher-respondents assessed the implementation of kindergarten program during pandemic as moderately

observed in terms of resource and process variables, while highly observed in terms of outcome variables. Moreover, there is a need to address the problems encountered by teachers in the implementation of kindergarten program during pandemic such as: unanswered learning activity sheets, lack of parent's involvement, and lack of seminars and training for kindergarten teachers. However, there is no significant relationship between the teacher's profile and the status of implementation of kindergarten profile about the three component variables: resource, process, and outcome.

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