
Kindergarten Teachers' Professional Profile and Core Behavioral Competencies: Their Effects on Teaching Performance as a Basis for Proposed Professional Development Plan

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Abstract — The study's primary concern was to assess the professional profiles and core behavioral competencies of selected kindergarten teachers and their influence on teaching performance. The study was conducted in Bacolor and Magalang North District, Division of Pampanga, during the School Year 2024-2025. The study involved 42 Kindergarten Teachers in the specified district. This employed a descriptive-correlational research approach to examine the impact of the professional profiles and core behavior competencies of a specific group of kindergarten teachers on their teaching performance. Based on the findings, 45.23% of the respondents had bachelor's degrees with master's degree units, 57.14% were preschool or early childhood education as their field of specialization, and more than half of 52.38% of the respondents have been teaching for 1 to 5 years, 76.19% of them were classified as Teacher I. Furthermore, only 35.71% of respondents attended multiple training sessions related to the kindergarten curriculum. Meanwhile, 85.71% of respondents were actively engaged in community service. Of these, 54.76% had not yet received any award or recognition, and more than half, 61.90%, were affiliated with a professional organization. The kindergarten teachers demonstrate "high-level" Behavioral Competencies along with the following dimensions: self-management, teamwork, professionalism, ethics, service orientation, results focus, and innovation. Most kindergarten teachers, or 54.76%, achieved outstanding performance in their latest IPCRF rating. The Highest Educational Attainment ($s = 0.0002$), Area of Specialization ($s = 0.0034$), Relevant Training ($s = 0.03921$), and Awards and Recognition ($s = 0.0005$) significantly predict

kindergarten teachers' teaching performance. The computed r-value was 0.634, indicating a strong positive correlation between the kindergarten core behavioral competencies and teaching performance. The Proposed Professional Development Plan of Activities for Kindergarten Teachers is derived from the least-weighted mean scores for core behavioral competencies of kindergarten teachers.

Keywords: Professional Profile, Core Behavioral Competencies, Kindergarten Teachers

I. INTRODUCTION

Kindergarten education lays the foundation of the basic education system. This is where the child develops their foundational skills that are essential for lifelong learning. Kindergarten teachers play a crucial role as facilitators of learning by guiding young learners in the development of their behavior and skills.

On the other hand, teaching performance, as assessed under the RPMS and PPST indicators, integrates both instructional competence and behavioral attributes that contribute to achieving learning outcomes. Although teacher performance appraisal systems and professional development programs are still in use, there is a lack of empirical research examining how kindergarten teachers' behavior impacts their professional profile and the outcomes of their work.

Most contemporary research in early childhood education emphasizes strategies, curriculum implementation, and learning outcomes; however, there is a deficiency of studies investigating the combined influence of teachers' professional and behavioral traits on their teaching effectiveness, particularly at the kindergarten level. Moreover, while the Department of Education (DepEd) provides standardized competency frameworks, there is an absence of localized data that validates the presence of these essential behavioral competencies among kindergarten teachers in specific divisions or districts. Data on teachers' traits and behavior, lacking in context, impede an understanding of their effect on teaching in early learning contexts.

The void in this study will produce much needed knowledge that educators can take action from in order to tailor interventions, policies, and professional development to the real needs of

kindergarten teachers. This study aimed to ascertain the correlation between the professional profile and fundamental behavioral competencies of kindergarten instructors and their teaching efficacy.

The findings sought to enhance evidence-based decision-making in teacher development initiatives and provide a foundation for developing capacity-building programs that reinforce both the professional and behavioral aspects of teacher competence. The kindergarten curriculum has received significant attention throughout the years and has been implemented to meet worldwide demands for early childhood education. Many countries in the Asia Pacific region firmly contend that Early Childhood Education (ECE) is essential for poverty reduction, achieving economic stability, and pursuing a high quality of life (Aquino et al., 2017). The kindergarten education curriculum consists of one year of preschool education for children aged five (K to 12 Curriculum Guide, 2012).

The law referenced above formalized kindergarten instruction within the primary education system through DepEd Order 32, s. 2012, which serves as the implementing rules and regulations of RA 10533.

This Act, in conjunction with R.A. 10533, is integral to the Department of Education's commitment to addressing the distinct needs of different learners. This legislation, in accordance with the Millennium Development Goals, aimed at realizing Education for All (EFA) by 2015, asserts that the State's policy is to ensure equal opportunities for all children to access mandatory and compulsory kindergarten education that effectively fosters physical, social, intellectual, and emotional development, skills enhancement, and values formation, adequately preparing them for formal elementary education.

The State's policy is to render education learner-centered and attuned to the requirements, cognitive and cultural abilities, circumstances, and variety of learners, schools, and communities by utilizing suitable languages for instruction and learning.

The general kindergarten program is a 10-month initiative offered to children aged five and older in elementary schools, utilizing a thematic and integrated curriculum to cultivate foundational abilities in preparation for Grade 1 (Brago, 2012).

R.A. 10157 asserts that kindergarten education is essential for the academic and technological development of Filipino children, since this stage represents the peak of their cognitive receptivity for learning. This is compulsory and provided at no cost in all public schools nationwide for their initial educational experience under the K to 12 system.

Moreover, Kindergarten education is crucial, as it compels educators to design pedagogical strategies that improve children's interactive skills and overall physical responses, among other skills. It may prepare her for future endeavors as she readies herself for advanced elementary schooling. Kindergarten is compulsory and provided at no cost in all public schools across the nation as an integral component of the K-12 educational system.

The universal kindergarten being included in the K to 12 curriculum shows its efficiency towards child development. Kindergarten children show more chance in finishing schooling. Unlike children having the standards-based Kindergarten program who have better chances to succeed in primary education (Socio-Economic & Physical Profile, 2012).

Acosta (2021) asserted that early childhood education lays the groundwork for lifelong learning and a child's overall development. The initial years of human life, from birth to age six, are a crucial phase during which the brain attains approximately 60-70 percent of its adult size.

The lack of agreement on the relationship between teacher qualifications and the quality of early childhood learning environments has hindered policymakers and educators from developing effective strategies to improve learning outcomes for young children (Manning et al., 2017).

Substandard early childhood education can have a profoundly adverse impact on children's development, leading to negative outcomes in social, emotional, educational, health, economic, and behavioral aspects. Possible detrimental pathways may result in adverse social, emotional, educational, health, economic, and behavioral outcomes in the absence of high-quality services, such as healthcare and education, that support children and their families during early childhood (Manning et al., 2010).

The caliber of educators in the region has consistently evolved in response to the challenges and transformations of contemporary society. In reaction to global competitiveness across several

industries, the government is striving to provide internationally oriented and professionally driven service delivery to the academic community.

Teachers have a pivotal role in elevating educational standards. The significant improvements in student learning are contingent upon enhanced teacher performance dictated by policy directives. Consequently, the educational standards and quality resulting from the rigorous monitoring and evaluation of instructors' work are essential for enhancing the efficacy of teaching and learning roles. The importance of education significantly relies on the quality of teachers, particularly their inventiveness and ambition to excel.

Kindergarten teacher applicants must have one of the following degrees: Bachelor of Science in Preschool Education, Bachelor of Science in Family Life and Child Development, Bachelor of Elementary Education with a specialization in Preschool or ECE, Bachelor of Elementary Education with a primary specialization in Teaching Early Grades. They need equivalent degrees, such as a Bachelor of Elementary Education, major in Special Education with 18 ECE units, or a Bachelor of Secondary Education with an extra Diploma in ECE incorporating Kindergarten Practice Teaching.

5.3.2 of DepEd Order 12, s. 2012 Guidelines specify qualifications for kindergarten/preschool teaching experience in public and recognized private institutions. They must have LET/PBET licensure and meet other conditions. They cannot be older than 45. Section 10 of R.A. 10157 requires kindergarten instructors to have 18 units of Early Childhood Education or its equivalent, while Section 11 requires professional development that meets the criteria for professional development. Teachers perform similarly in classrooms, childcare centers, and natural learning environments.

The standards aim to standardize the selection of kinder student teachers, according to Education Secretary Armin Luistro. The Department must prepare young learners in accordance with quality requirements. To ensure the competence and qualifications of kindergarten teachers, the Division Selection Committee must adhere to the following educational qualifications and guidelines outlined in DepEd Order No. 12, s. 2012, as stated in Paragraph Nos. 5.3, 5.3.1 to 5.3.8 (Diola, 2012).

Kindergarten instructors will be selected using the same ratings as in the DepEd Order. Those with a Bachelor of Secondary Education, an additional diploma in ECE, and kindergarten teaching experience can also qualify, as can those with similar courses that include at least 18 units in ECE/Child Development.

Kindergarten instructors require a range of skills to maintain a tidy, cheerful classroom, according to Kunter et al. (2013). Students emulate their teachers. According to pupils, a caring teacher who respects students, enforces rules, and is kind can be an excellent teacher. However, being boring, uncaring, not trying, and nasty to pupils can make them bored with school (Leaman, 2018).

Children with more educated caregivers tend to be more socially competent (Stewart & Gruber, 2014). Teacher/caregiver training in ECEC is also linked to higher test scores and increased child compliance and collaboration (Whitebook, 2019).

It is unclear if a strong early childhood education and care (ECEC) knowledge base can contribute to high-quality ECEC and happy child development (Bowman, Donovan, & Burns, 2021).

Most studies have indicated that infrequent seminars/training would not retain the interest of the attendees nor allow the attendees to reach basic levels of competencies. Excessive work of teachers makes it impossible for them to respond to a wide variety of learners.

In addition, professional characteristics of the employee such as the age, the sex, the marriage status and seniority of the employees affect their performance as stated by Mison & Bernabe (2004). Age and work performance may become more important in the following decade. Work performance declines with age, according to popular opinion. Various studies have shown that age and experience can boost self-esteem.

According to Tim Khlai (2016), all research demonstrates beneficial shifts in the middle years, particularly between the ages of 40 and 50. Labadia (2010) examined how age and service duration affected job satisfaction, effectiveness, and career satisfaction. Age is adversely connected with job happiness. Additionally, professional effectiveness increased with age.

Labadia (2010) found that achievement, career direction, recognition, interprofessional relations, and emotions of responsibility, authority, and autonomy were associated with job satisfaction.

Vukusic (2018) found that contemporary educational literature influences the professional growth of kindergarten and classroom teachers. This may indicate that professional and professional-development pedagogical competencies increase parental competence. Kindergarten and classroom teachers learn enough to work with parents. Overall, kindergarten and classroom teachers' professional development focuses on developing the skills necessary to nurture children and foster connections.

These can be realistic expectations for kindergarten and classroom instructors to communicate to parents. All professions offer recruits the opportunity to advance through a promotion ladder. Vertical mobility describes this element of a job (Maclean, 2012). Thus, promotion is a rise in rank. Promotion reinforces the rewards system in management to drive personnel. Organizational quality and performance impact an individual's well-being, particularly in relation to the length of their tenure. Human resource employees' productivity evaluations quantify this influence. Work performance describes psychological performance. Work performance refers to the effectiveness with which everyday duties are completed, according to Ojo (2009).

Hose (2012) described it as how workers perform their jobs. This instrument is crucial in the industrial or organizational sector for understanding professional knowledge, abilities, and competencies.

Both positive and negative factors can influence work performance. Demographics can affect staff performance. Fletch (2010) defined demographic factors as biographical factors, illustrating how race and career goals may impact employee performance.

Azril et al. (2010) examined how socio-demographic characteristics affect the work performance of government agriculture agency employees in Malaysia. Work performance was positively correlated with age, job experience, and gross monthly compensation, according to their research.

In addition to individual attributes, this study examined how a professional profile influences work success. Professional profiles include educational background, training, seminar participation, and scholarly research. Top management will understand the value of training and development to boost employee performance. Research also shows that excellent training programs can boost employee motivation and commitment by developing the information, skills, and talents needed to succeed.

Enhancing employee work performance helps achieve company goals. Swart et al. (2015) also recommend implementing training programs to close performance gaps and enhance employee performance.

The effect of demographical characteristics has not been widely explored in the past few decades as far as the work performance is concerned. Gender, age, tenure, job title and ethnicity were considered for the study. As indicated by Shaiful Anuar et al. (2009), there is no significant effect of gender on work performance. Most research on employment participation has overlooked issues of gender, age, education, religion, and class in diversity analyses. Demographics can affect work engagement significantly.

Fletcher (2010) states that employee engagement is affected by demographic forces. Employees' performance, retention, and fit with the organization depends on how firms meet these demographic demands, the author says. In regard to the information presented above, no explanation was given by the author about how the idea is being applied in practice.

Kuya (2013) concluded that demographics affect employee performance. He added that performance management should emphasize these. Many work performance studies examine the relationship between demographics and job performance. Separate research examined the relationship between age and job commitment among human services workers.

Hassan and Ogunkoya (2012) identified education, gender, marital status, and years of service based on these criteria. Demographic characteristics include age, gender, education, tenure, employment level, and monthly compensation, as noted by Oyewole and Popoola (2015). The literature lists age, sex (gender), race/ethnicity, education, residence location, socio-economic status (SES), income, employment status, religion, marital status, ownership (home, car, pet, etc.),

language, mobility, population size, and family size as standard demographic variables, psychologically, discernible distinctions exist between individuals belonging to older and younger age groups.

The performance of older individuals in particular tasks can surpass that of younger personnel due to their accumulated expertise. For instance, individuals of advanced age have a greater capacity to provide superior guidance compared to their younger counterparts. Warr, as referenced in Van Horn's study (2014), suggests age as a factor that influences individuals' performance. Specifically, individuals' performance tends to decline or increase gradually as they age, depending on the nature of their employment.

Mison and Bernabe (2014) suggest that an employee's performance is influenced by their professional profile, including age, gender, marital status, and length of employment. The correlation between age and work performance is anticipated to become a progressively significant concern in the upcoming decade. A commonly held notion is that as individuals age, their performance in the workplace tends to decline. Enhanced self-esteem is often one of the benefits that individuals enjoy as they grow older and gain more life experience. After conducting a comprehensive analysis of several scholarly studies,

Khlai (2006) documented the presence of favorable transformations experienced throughout the middle years, specifically between the ages of 40 and 50. Educators frequently encounter heightened obligations and an equivalent, if not greater, workload. One of the recurring observations in the literature is a positive correlation between age and job satisfaction.

In addition to age, gender is a variable that may influence the performance of specific employees, as frequently noted, due to disparities in their physical and psychological characteristics. However, contemporary research suggests that the gender gap may not hold the same validity as it did before the 1990s. Furthermore, the idea that the modern lifestyles of both genders are not significantly distinct from each other has gained traction.

In contemporary society, there exists a prevailing notion that both men and women are afforded equitable treatment across all domains, including organizational contexts.

Both male and female individuals are vying for the same work vacancy. Suppose prior knowledge exists regarding the same performance levels of individuals in a job. In that case, treating them similarly within the organizational context is reasonable, particularly regarding financial rewards (Kimmel, 2020).

According to the findings of Jackson (2019), a multitude of prejudices are prevalent regarding the perceived disparities in capabilities between males and females across various organizational contexts.

Hence, the potential for performance outcomes influenced by stereotypes will be highlighted during the evaluation process. Andoh et al. (2011) emphasized the significance of acknowledging that the impact of gender-related disparities on the performance of men and women is limited to only a select few. It has been noted that women tend to exhibit a greater propensity for rule adherence and instruction-following. In contrast, men tend to display higher levels of aggression and a preference for expeditious outcomes.

Andoh et al. (2021) stated that contemporary society recognizes women as individuals who fulfill the role of either primary or secondary breadwinners, thereby significantly contributing to their responsibilities.

Thakur (2015) emphasized that the classification of individuals as married or unmarried is commonly referred to as their marital status, regardless of gender. The relationship between marital status and organizational commitment has been established as a dependable predictor. Based on the discovered evidence and its specific characteristics, it was determined that a positive correlation exists between marital status and organizational dedication.

Concerning their household obligations, an individual demonstrates a heightened level of commitment to their company, such as investing in potential skills, dedicating additional time, and engaging in overtime work. Employees have heightened loyalty towards their current employment and the respective firm, particularly when considering other career opportunities from external entities.

As a consequence, the degree of expectations from both employees and employers will increase. Marital status is a significant factor that influences the development of organizational commitment and employee performance, as highlighted by Saifuddin and Nawaz (2012). The duration of one's tenure inside an organization can potentially influence their performance outcomes. Furthermore, the accumulation of work experience over a significant period within an organization serves as an indicator of the long-term viability of the employer-employee relationship in achieving the business's objectives.

Lee et al. (2019) discovered a discernible distinction in work performance between top-level and middle-level managers. This observation suggests that the nature of the job role has a substantial influence on the level of work performance. Contrarily, a study conducted by Roebuck et al. (1995) observed a lack of disparity in work performance across various organizational ranks.

Undoubtedly, income serves as a crucial incentive for labor performance. A study undertaken by Dieleman et al. (2013) investigated the role that both financial and non-financial motivators have on worker performance. The main motivators that will drive worker performance will consist of acknowledgement from supervisors, colleagues and from the community, job security and financial rewards, and also development of work-related skills, while the main disincentives will stem from insufficient compensation and unpleasant working environments.

Dieleman et al. (2013) and Azman et al. (2019) have provided empirical evidence to substantiate their respective investigations, demonstrating that monetary factors mediate the association between income distribution and job satisfaction within the examined organizational context. Consequently, these findings suggest that financial incentives can potentially enhance work performance. In addition to gender, age, income, and education level, the job position has been considered as an additional component.

Dessler (2018) asserts that the thorough selection of individuals does not necessarily ensure satisfactory performance from these employees. This phenomenon can be attributed to the distinction between an employee's potential to perform and their actual performance. Hence, it is plausible that an individual possessing considerable potential for success may not effectively execute their job responsibilities if they do not undergo comprehensive training and development initiatives.

The initiation of newly hired employees into an organization typically commences with organizational orientation, which serves as the rationale for this practice. The concept of training and development has garnered increased attention in the field of human resources due to its favorable correlation with employee performance (Kiweewa & Asiimwe, 2014).

Professional growth and development refer to a deliberate and organized process of improving one's abilities and knowledge to enhance professional performance (Sultana, Irum et al., 2012).

Griffin and Moore (2011) reported that there are two implications to consider, particularly in relation to performance. Firstly, individuals without specialized training may be more prone to committing errors, which can manifest as subpar performance standards. This can be attributed to their limited understanding of the fundamental concepts of their tasks.

This can also result in a decrease in their productivity level. Furthermore, individuals may experience a diminished degree of motivation, particularly when they are compelled to work in departments that do not align with their own preferences but are obligated to do so due to external factors (Griffin, 2011). This phenomenon may lead to decreased levels of motivation and subpar academic performance.

Insufficient scholarly attention has been devoted to this topic, as indicated by the dearth of specialized literature and study outcomes pertaining to the impact of discrepancies between educational qualifications and role requirements on performance inside academic institutions.

Training and development are ongoing endeavors aimed at boosting employees' competence and aligning their performance with the objective of improving their capacity and overall performance.

Nevertheless, the training protocols employed by different organizations exhibit variations in terms of the quality and quantity of training factors. These factors encompass the extent of alterations in the external and internal environments, the presence of appropriate skills within the current workforce, and the extent to which management perceives training as a means of fostering motivation in the workplace (Cole, 2012).

Furthermore, it has been shown that engaging in training programs can significantly enhance an individual's level of productivity. During the training process, employees acquire a range of technical skills, interprofessional skills, and comprehensive knowledge that enable them to fulfill their job duties with efficiency and effectiveness within the workplace. It has been observed that the absence of continuous training programs results in a decline in employee performance (Nawaz et al., 2014).

Within education, work performance refers to the level of proficiency with which an individual executes their assigned job, role, task, or responsibility, as evaluated against the predetermined criteria established by the Department of Education.

The evaluation of performance is conducted in relation to the defined responsibilities, objectives, goals, and reasonable expectations associated with a specific function, profession, or industry.

Baldwin (2018) described employees as proficient and successful in executing tasks within a company, with the aim of achieving the established goals and objectives. In contrast, Armstrong and Baron (2014) provided a description of employee performance that encompasses the cultivation of skills and talents in both individuals and teams, enabling them to effectively utilize their potential contributions to attain organizational and professional objectives.

One crucial aspect of these definitions lies in the emphasis placed on the connection between the employee and the organization. Therefore, the performance of employees can be seen as the mediator between the corporate strategy and the contributions made by employees in order to accomplish an organization's goals.

Kelleher (2011) reported that there exists an inherent connection between the performance of employees and the overall performance of a corporation. The management of a company is responsible for effectively leveraging the skills and efforts invested by employees. However, it is crucial to ensure that the firm receives a tangible return on investment from the contributions made by its people.

The determination of such returns is achieved quantitatively by utilizing key performance indicators. Hence, the performance of employees is the primary factor that determines the success of the company's overall plan.

Armstrong and Baron (2014) assert that performance management possesses characteristics that are both strategic and integrative in nature. The strategy is predicated upon the encompassing organizational environment and its intended means of achieving its objectives.

In contrast, the integrated approach prioritizes establishing connections between employees and other functional strategies, with the overarching goal of aligning these elements with the organization's overall strategy.

According to Armstrong and Baron (2014), performance management encompasses various strategies to enhance performance, such as performance planning, measurement and review, continuous development and improvement, effective communication, and the maintenance of ethical standards.

Nevertheless, there are other obstacles that must be addressed to improve performance, thereby necessitating the exploration of various approaches. One such approach is to examine the methods by which elements influencing performance can be effectively managed to promote and maintain high levels of performance (Burlacu, 2012).

Employee performance encompasses various factors that have a direct or indirect impact on the work of employees.

According to Armstrong (2019), the establishment of performance measurements occurs throughout the process of defining objectives. Performance measures are essential in demonstrating the attainment of desired outcomes and the fulfillment of employee expectations. This served as a foundation for implementing a feedback system that both management and employees would utilize to oversee and evaluate performance. Given this contention, the researcher was determined to evaluate the impact of professional and personal characteristics of teachers on their work performance.

Conceptual Framework

This study adopted the independent and dependent model (IV-DV) to describe the association among variables.

The independent variables were composed of professional profile elements, including length of service as a kindergarten teacher, area of specialization, educational attainment, relevant training in kindergarten, current position, community involvement, awards and recognition, and membership in a professional organization. Also, core behavioral competencies included self-management, teamwork, professionalism and ethics, service orientation, results focus, and innovation.

The criterion variable, on the other hand, pertained to kindergarten teachers' teaching performance, specifically based on the most recent rating obtained from the Individual Performance Commitment and Review Form (IPCRF). Additionally, the directional arrows connecting the predictor variables to the dependent variable illustrate the perceived impact of professional profile and core behavioral competencies on the teaching performance of kindergarten teachers.

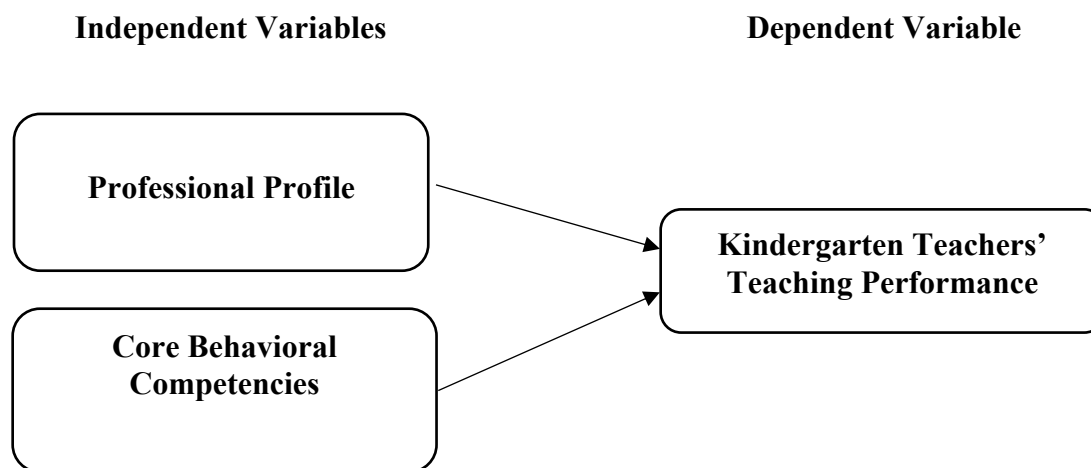


FIGURE 1
CONCEPTUAL MODEL OF THE STUDY

Statement of the Problem

The study's primary concern was to assess the professional profiles and core behavioral competencies of selected kindergarten teachers and their influence on teaching performance.

Specifically, this study sought to answer the following questions:

1. How may the professional profile of the kindergarten teachers be described based on the following:

- 1.1 Highest Educational Attainment;
- 1.2 Area of specialization;
- 1.3 Length of Service;
- 1.4 Relevant training in Kindergarten;
- 1.5 Current Position;
- 1.6 Community Involvement;
- 1.7 Awards and recognition; and
- 1.8 Membership in a Professional Organization?

2. How may the core behavioral competencies of the kindergarten teachers be described based on the following:

- 2.1 self-management;
- 2.2 professionalism and ethics;
- 2.3 results focus;
- 2.4 teamwork
- 2.5 service orientation

2.6 innovation

3. How may the level of teaching performance of the kindergarten teachers be described based on the latest IPCRF ratings?
4. Is there a significant difference in the kindergarten teachers' performance when grouped according to their professional profile?
5. Is there a significant relationship between the kindergarten teachers' core behavioral competencies and teaching performance?
6. What professional development plan can be proposed based on the study's findings?

Hypotheses

The null hypotheses of the study were tested at a .05 level of significance.

H₀: There is no significant difference in the kindergarten teachers' performance when grouped according to their professional profile.

H₀: There is no significant relationship between the kindergarten teachers' core behavioral competencies and teaching performance.

Significance of the Study

The findings of this study are expected to be of great value to the following groups:

School Heads. This study will serve as a tool for them to study the underlying factors that may maintain or improve the work performance of their kindergarten teachers.

Education Program Supervisors in Charge of Kindergarten Curriculum.

The outcome of this study will also benefit the Human Resource Department, as they will be better equipped with ideas that may help improve teachers' work performance.

Kindergarten Teachers. This study will help personnel understand how these characteristics may support better work performance and enhance their morale as employees.

Future Researchers. It will serve as a basis or guide for other researchers who will attempt to replicate or build upon their future research with similar variables.

Scope and Delimitations

The study's primary concern was to assess the professional profiles and core behavioral competencies of selected kindergarten teachers and their influence on teaching performance, providing input for professional development activities. The study was conducted in Bacolor and Magalang North District, Division of Pampanga, during the School Year 2024-2025. The respondents included all public kindergarten teachers in the said district.

Furthermore, the study was limited to the following: the professional profile of kindergarten teachers and their core behavioral competencies. The level of teaching performance of kindergarten teachers based on the latest IPCRF rating, the significant difference in kindergarten teachers' performance when grouped by professional profile, and the significant relationship between kindergarten teachers' core behavioral competencies and teaching performance.

Definition of Terms

The following terms were defined conceptually and operationally for common understanding:

Professional Profile. This refers to personality characteristics, abilities, and patterns of behavior and of an individual. This profile also consists of different personal characteristics of kindergarten teacher; such as duration of experience as a kindergarten teacher, specialty of teaching in the field of education, academic qualifications, training received on Kindergarten, position in the agency, participation in the community, awards and recognitions and membership to a professional organization.

Core Behavioral Competencies. This pertains to the capacity and self-assurance to adapt between adaptability and resoluteness in decision-making, contingent upon the demands of the situation. This study examines the behavioral competencies of kindergarten teachers in terms of self-management, teamwork, professionalism and ethics, service orientation, results focus, and creativity.

Teaching Performance. This concerns the ability and confidence to transition between flexibility and determination in decision-making, depending on the situation's requirements. This research investigates the behavioral competencies of kindergarten educators in relation to their self-management, teamwork, professionalism, ethics, service orientation, results focus, and creativity.

II. METHODOLOGY

This chapter addresses the research design, research locale, respondents, instruments, data generation, ethical considerations, and statistical treatment of the data used in this study.

Research Design

This study employed a descriptive-correlational research approach to examine the impact of the professional profiles and core behavior competencies of a specific group of kindergarten teachers on their teaching performance. Correlational research is a systematic approach that examines the association between variables and seeks to establish causal relationships. The research employed a quantitative methodology to examine and comprehend the impact of individual and occupational profiles on job performance. Additionally, documentary analysis was employed to assess the teaching performance of the respondents.

Respondents

The respondents of the study covered all public kindergarten teachers in the two (2) districts, namely Bacolor and Magalang North District, Division of Pampanga. Forty-two (42) public kindergarten teachers are presently active in the service. Moreover, total enumeration was used to determine the study's population and sample size. Table 1 describes the distribution of respondents by their district.

TABLE 1
RESPONDENTS OF THE STUDY

Division	Population of Kindergarten Teachers	Sample
District A	20	100%
District B	22	100%
Total	42	100%

Instrument

The researcher analyzed and interpreted the data collected using survey questionnaires relative to the following dimensions.

Part I. Professional Profile. These included the following: length of service as a kindergarten teacher, area of specialization, educational attainment, relevant training on Kindergarten, current position, community involvement, awards and recognition, and membership in a professional organization

Part II. Core Behavioral Competencies. This tool was adopted from the Department of Education, which measures the core behavioral competencies of kindergarten teachers in terms of their self-management, teamwork, professionalism and ethics, service orientation, results focus, and innovation.

Part III. Teaching Performance. The performance of kindergarten teachers was described based on the latest IPCRF rating. The data were obtained through document analysis.

Data Collection

During the data collection process, the researcher implemented the subsequent procedure:

A formal letter was drafted and subsequently submitted to the Schools Division Superintendent of the Pampanga Division, seeking clearance for the proposed study and requesting permission to utilize the data collected from each separate school.

Upon receiving formal permission, the letter was effectively disseminated to the participating schools through the assistance of the Public Schools District Supervisor. Before the data collection procedure, the respondents were provided with a consent form.

The data collection process was facilitated by utilizing Google Forms. Additional relevant information was gathered and examined using documentary analysis. Upon completion of data collection, the researcher communicated with the resident statistician to facilitate the analysis and interpretation of the acquired data.

Ethical Considerations

The researcher adhered to the ethical standards of conducting research. Initially, the researcher provided a consent form to all the respondents to partake in the data-gathering procedure. Furthermore, the confidentiality of their responses was taken seriously, and the respondents' names were not disclosed.

Statistical Treatment of Data

The information gathered from the completed questionnaires was tallied, tabulated, and analyzed using the proper statistical tools.

The data collected were tabulated and analyzed using Statistical Package for the Social Sciences (SPSS). To analyze and interpret the data gathered, the following statistical measures were used:

1. The professional profiles of the respondents were described using frequency counts, percentage procedures, mean, and/or standard deviation.
2. The core behavior competencies of kindergarten teachers were described using the weighted mean. The instrument was a 5-point Likert Scale in which the respondents' work performance for the given indicators may range from "outstanding" (5), "very satisfactory" (4), "satisfactory" (3), "unsatisfactory" (2), and "poor" (1). The scale is as follows:

Rating Scale	Range	Descriptive Evaluation
5	4.50-5.00	Outstanding
4	3.50-4.49	Very Satisfactory
3	2.50-3.49	Satisfactory
2	1.50-2.49	Unsatisfactory
1	1.00-1.49	Poor

3. The effect of the respondents' professional profile on work performance was analyzed using the Pearson Chi-square test.

4. The relationship between kindergarten teachers' core behavioral competence and performance was analyzed and interpreted using the Pearson correlation.

III. RESULTS AND DISCUSSION

This chapter explains how to present, analyze, and interpret data using appropriate statistical tools to achieve more accurate results. The discussions in this chapter were organized around the specific problems formulated earlier.

1. Professional Profile of the Kindergarten Teachers.

The professional profiles of the kindergarten teachers included in this research included the highest educational attainment, specialization, length of service, relevant training in Kindergarten, current position, community engagement, and membership in professional organizations. As can be noticed from Table 1, forty-two (42) kindergarten teachers served as the respondents of this study.

Highest Educational Attainment. Notably, the respondents were distributed in the different categories according to their highest educational attainment. For instance, 19 or 45.23% of Bachelor's Degree holders with Master's Degree units, 17 or 40.47% remained Bachelor's Degree holders, 4 or 9.54% completed their Master's Degree, and only 2 or 4.76% are pursuing their Doctoral degree. The findings suggest that most kindergarten teachers pursue advanced studies as part of their professional development. However, nearly half of them remained bachelor's degree holders.

Specialization. 24 (57.14%) were preschool or early childhood education specialists, 15 (35.71%) were general education graduates, and the remaining 3 (7.14%) specialized in other areas, such as a bachelor's degree in Nursing and Accountancy. Interestingly, most of the respondents' fields of specialization aligned with their current work as kindergarten teachers. On the contrary, a few of them remained as out-of-field teachers.

According to Department Order no. 81 (2012), a kindergarten teacher must either be a bachelor's in early childhood education (ECE), Bachelor of Science in Preschool Education, Bachelor of Science (B.S.) in Family Life and Child Development, Bachelor's in Elementary Education with specialization in Preschool or Early Childhood Education, Bachelor in Elementary Education major in Teaching Early grades.

Length of Service. Length of Service. It is highly significant that 22 or 52.38% have been teaching for 1 to 5 years, 14 or 33.33% for 6 to 10 years, 5 or 11.90% for 11 to 15 years, and only 1 or 2.38% for 21 to 25 years. From this it can be seen that most Kindergarten teachers are young, inexperienced and relatively new when entering the teaching profession.

Current Position. It was noticeable that 32 respondents or 76.19% of the teachers were identified as Teacher I while 5 respondents or 11.90% were Teachers II and III. It was evident that the most of the kindergarten teachers were the beginners.

Relevant Trainings. 15.71% of the respondents have attended multiple training courses related to the kindergarten curriculum. 14 or 33.33% participated in the interactive strategies, 7 or 16.67% have followed manipulative games, and 7 or 16.67% have yet to attend relevant training relative to the kindergarten curriculum. Generally, most kindergarten teachers have received formal training, while a few have yet to participate in such training.

Following Department Order No. 32 (2012) of the Department of Education (DepEd), the formulation of a set of comprehensive Kindergarten teacher standards is continuously being developed by DepEd. This standard defines the expected performance of kindergarten teachers in various environments: classroom settings, care facilities, the child's home, or any natural setting involving children's independent play, mother-child interaction, and child group instruction (either large or small group settings).

Community Engagement. Apparently, 36 or 85.71% of the respondents were actively engaged in community service, and only 6 or 14.26% of them were not inclined toward community engagement. This implies that the kindergarten teachers have been taking the initiative as part of their social responsibility and duties stipulated in the individual performance management system commonly known as the IPCRF.

Awards and Recognition. 19 or 45.23% of the respondents have received awards or recognition as kindergarten teachers. Also, there are 33 (54.76%) out of them not having any award or honor. The finding reflects that more than half of the kindergarten teachers have not got any award.

Membership in a Professional Organization. Based on the table, 26 or 61.90% of the respondents were affiliated with a professional organization related to Kindergarten. Meanwhile, 16 or 38.10% were not engaged in any professional organization.

In summary, the results of the study revealed the existence of teaching professionalism of the respondents. Their continuous search for further education, attendances in inservice training, engagement in the community and joining professional organizations all show their efforts in developing skills and further improvement in teaching profession. Although most of them were novices and were in early career positions, their involvement in various professional developments demonstrate strong prospects in their career progression and increase teaching efficiency.

This result supports Darling-Hammond et al. (2020) who identified continued learning and ongoing professional development as key factors for teaching quality and student success. Similar to the findings of Darling-Hammond et al. (2020) that involvement in a community of practice helps facilitate teachers' collaboration, reflective practice, and lifelong learning among others Avalos (2011). Based on their professional profile, kindergarten teachers are a kind of profession that are growing in terms of knowledge, skills and disposition, which are important elements in order to deliver effective early childhood education and to contribute to favorable learning experience of kindergarten children.

TABLE 2
PROFESSIONAL PROFILE OF THE KINDERGARTEN TEACHERS

Variable		Frequency (f)	Percentage (%)
Highest Educational Attainment	Master's Degree w/ Doctoral Units	2	4.76
	Master's Degree	4	9.52
	Bachelor's degree with master's Units	19	45.23
	Bachelor's Degree	17	40.47
Specialization	Preschool or Early Childhood Education	24	57.14
	General Education	15	35.71
	Others: BSE, BSA	3	7.14
	Nursing, Accountancy		
Length of Service	21-25	1	2.38
	16-20	0	0
	11-15	5	11.90
	6-10	14	33.33
	1-5	22	52.38
Total		42	100
Current Position	Teacher III	5	11.90
	Teacher II	5	11.90
	Teacher I	32	76.19
Relevant Trainings on Kindergarten	Multiple Trainings	15	35.71
	Use of Manipulative Games	7	16.67
	Interactive Strategies	14	33.33
	Without Trainings	7	16.67

Community Engagement	With Participation	36	85.71
	No Participation	6	14.26
Awards and Recognition	Yes	19	45.23
	No	23	54.76
Membership in a Professional Organization	Member	26	61.90
	Non-member	16	38.10

2. The Level of Behavioral Competencies of the Kindergarten Teachers

The kindergarten teachers' behavioral competencies include self-management, teamwork, professionalism, ethics, service orientation, results focus, and innovation.

2.1 Self-Management. Table 3 presents the behavioral competencies in self-management of kindergarten teachers. In general, the kindergarten teachers have a “high” level of self-management competencies as indicated by the overall mean of 4.29 with a standard deviation of 0.47. Self-management skills are the abilities that allow teachers to control their thoughts, feelings, and actions. In this sense, teachers with strong self-management skills can set goals independently and take the initiative to achieve them.

Furthermore, they manifest high levels of self-management competencies along with the following statements: *Prioritize work tasks and schedules (through Gantt charts, checklists, etc.) to achieve goals*, *Displays emotional maturity and enthusiasm for and are challenged by higher goals*, and *Set high-quality, challenging, realistic goals for self and others* having the highest weighted means scores of 4.40, 4.33, and 4.33 respectively. This indicates that the kindergarten teachers have good time management skills, be highly motivated, and task-oriented. However, they set aside their professional goals, directions, needs, and professional development with the lowest mean score of 4.10.

The ability of self-management has been recognized as a crucial factor contributing to success in both academic and professional settings, as well as promoting overall well-being in terms of physical and psychological health. According to Niu and Niemi (2020), the development of self-management abilities holds significant importance for various reasons. The ability to effectively self-manage has been found to be a significant predictor of academic achievement, even when accounting for other pertinent variables such as intelligence quotient (IQ), scores on standardized tests, and high school grade point average (GPA). Furthermore, Various components of self-management are considered significant by employers in relation to achieving success in the workplace. The aforementioned elements encompass time and task management, work ethic, and attention to detail.

TABLE 3
SELF-MANAGEMENT

Statement	Mean	SD	DR	Rank
1. Sets professional goals and direction, needs, and development.	4.10	0.50	High	5
2. Undertakes professional actions and behaviors that are clear and purposive and takes into account professional goals and values congruent to that of the organization.	4.27	0.51	High	4
3. Displays emotional maturity and enthusiasm for and is challenged by higher goals	4.33	0.70	High	2
4. Prioritize work tasks and schedules (through gantt charts, checklists, etc.) to achieve goals.	4.40	0.61	High	1
5. Sets high-quality, challenging, realistic goals for self and others	4.33	0.54	High	2
Overall Mean	4.29	0.47	High	

2.2 Professionalism and Ethics. Table 4 shows the competency of kindergarten teachers in professional and ethical behavior. The result in table 4 reveals that the kindergarten teachers have a very high degree of professional and ethical behavior as evidenced by the mean score of 4.57 and standard deviation of 0.52. Teachers are individuals equipped with required qualification

and training necessary for their engagement in the teaching profession and that their commitment is to maintain honor, prestige and sound ethical and moral qualities of profession. Their ethical and moral conduct is dictated by a code of conduct, standards, and values that are contained in Republic Act 7836.

In particular, they demonstrate a very high level of professionalism and ethics along with the following statements: *Make professional sacrifices to meet the organization's needs, Demonstrate the values and behavior enshrined in the Norms of Conduct and Ethical Standards for public officials and employees (RA 7836) and Practices ethical and professional behavior and conduct taking into account the impact of his/her actions and decisions* with the highest weighted average scores of 4.80, 4.57, and 4.53 respectively.

Sherpa (2018) reported that chiefs who, furthermore, had it as their consistent practice to provide distinct contributions from their unique perspective. Hence, educators must instill core professional ethics and values in aspiring teachers before they enter the field of education.

TABLE 4
PROFESSIONALISM AND ETHICS

Professionalism and Ethics	Mean	SD	DR
1. Demonstrates the values and behavior enshrined in the Norms of Conduct and Ethical Standards for public officials and employees (RA 7836).	4.57	0.56	Very High
2. Practices ethical and professional behavior and conduct taking into account the impact of his/her actions and decisions	4.53	0.36	Very High
3. Maintains professional image: being trustworthy, regularity of attendance and punctuality, good grooming and communication.	4.45	0.43	Very High
4. Makes professional sacrifices to meet the organization's needs.	4.80	0.66	Very High
5. Acts with a sense of urgency and responsibility to meet the organization's needs, improves systems, and help others improve their effectiveness.	4.50	0.74	Very High
Overall Mean	4.57	0.52	Very High

2.3 Result Focus. Table 5 reveals the behavioral competence of kindergarten teachers regarding result focus. As deemed from the table, the kindergarten teachers have a “high level” of result focus, as revealed by their overall mean score of 4.29 with a standard deviation of 0.55. This means kindergarten teachers can be very effective and productive with the volume of work both within and outside the classroom. Result driven teachers are determined to produce an end product, and not driven toward the process of how that end product will be achieved, or in fact, driven by that end product.

Furthermore, they have high levels of *Avoiding rework, mistakes, and wastage through effective work methods by placing organizational needs before professional needs, Achieving results with optimal use of time and resources most of the time and Expressing a desire to do better and may express frustration at waste or inefficiency. May focus on new or more precise ways of meeting goals set*, obtaining the highest weighted mean scores of 4.37, 4.33, and 4.33, respectively.

This results is supported by Judge and Kammeyer-Mueller (2012) who pointed that employees who are high in achievement and focus on performance and result would display higher levels of performance and effectiveness. And Luthans (2011) suggests that employees who hold very high performance expectations and are committed to learning would likely achieve their organization's goals and work more efficiently. Within education system, teachers who demonstrate results oriented behaviors would be better to fulfill instructional goals, cope with work duties in the classroom and have better achievement of schools performance and students performance.

TABLE 5
RESULTS FOCUS

Result Focus	Mean	SD	DR	Rank
1. Achieves results with optimal use of time and resources most of the time	4.33	0.47	High	2
2. Avoids rework, mistakes, and wastage through effective work methods by placing organizational needs before professional needs.	4.37	0.55	High	1
3. Delivers error-free outputs most of the time by conforming to standard operating procedures correctly and consistently. Able to produce a very satisfactory quality of work in terms of usefulness/acceptability and completeness with no supervision required.	4.20	0.65	High	5
4. Expresses a desire to do better and may express frustration at waste or inefficiency. May focus on new or more precise ways of meeting goals set.	4.33	0.70	High	2
5. Makes specific changes in the system or in own work methods to improve performance. Examples may include doing something better, faster, at a lower cost, and more efficiently; or improving quality, costumer satisfaction, morale, without setting any specific goal.	4.23	0.67	High	3
Overall Mean	4.29	0.55	High	4

2.4 Teamwork. Table 6 shows the behavioral competencies of the kindergarten in terms of teamwork. In sum, kindergarten teachers possessed a “high level” of teamwork, supported by the overall mean score of 4.35 with a standard deviation of 0.54. The findings denote that kindergarten teachers are highly cooperative and collaborate with their colleagues to discharge their professional duties and responsibilities.

Further, they have a “very high” level of teamwork along with the statement: Willingly does his/her share of responsibility, which obtained the highest weighted mean score of 4.50. Moreover, they *Work constructively and collaboratively with others and across organizations to accomplish organizational goals and objectives and Apply negotiation principles in arriving at win-win agreements.*

According to Sparks (2013), effective teams can be used to support leadership, improve teaching and learning, build relationships, improve job satisfaction and be an outlet for new leaders and teachers to be mentored and supported.

**TABLE 6
TEAMWORK**

Statement	Mean	SD	DR
1. Willingly does his/her share of responsibility.	4.50	0.62	Very High
2. Promotes collaboration and removes barriers to teamwork and goal accomplishment across the organization	4.30	0.56	High
3. Applies negotiation principles in arriving at win-win agreements.	4.33	0.47	High
4. Drives consensus and team ownership of decisions.	4.27	0.57	High
5. Works constructively and collaboratively with others and across organizations to accomplish organizational goals and objectives.	4.37	0.50	High
Overall Mean	4.35	0.54	High

2.5 Service Orientation. Table 7 presents the behavioral competencies of kindergarten teachers in relation to service orientation. In general, the kindergarten teachers demonstrate a “high level” of service orientation, as revealed by the overall mean score of 4.29 with a standard deviation of 0.73. Service-oriented individuals focus on anticipating, recognizing, and meeting stakeholders’ needs, whether students, parents, groups or the community. Individuals exhibit a willingness to be accessible to others and demonstrate concern for their well-being. Hence, it may be inferred that there is a higher probability for individuals to have empathy and compassion towards those in their vicinity (Botelho, 2021).

In addition, they have a “high level of service orientation on the following aspects: *Can explain and articulate organizational directions, issues, and problems, Takes professional responsibility for dealing with and/or correcting customer service issues and concerns and Initiates activities that promote advocacy for men and women empowerment* having the highest weighted mean scores of 4.40, 4.33, and 4.30 respectively.

TABLE 7
SERVICE ORIENTATION

Statement	Mean	SD	DR
1. Can explain and articulate organizational directions, issues, and problems	4.33	0.47	High
2. Takes professional responsibility for dealing with and/or correcting customer service issues and concerns	4.40	0.55	High
3. Initiates activities that promote advocacy for men’s and women empowerment.	4.30	0.53	High
4. Participates in updating of office vision, mission, mandates & strategies based on DepEd strategies and directions.	4.20	0.60	High
5. Develops and adopts service improvement programs through simplified procedures that will further enhance service delivery	4.23	0.62	High
Overall Mean	4.30	0.73	High

2.6 Innovation. Table 8 highlights the behavioral competencies of kindergarten teachers in terms of innovation. Based on the findings, the kindergarten teachers demonstrate a “high level”

of innovation. Innovative teaching is the process of proactively introducing new teaching strategies and methods into the classroom. Introducing these new teaching strategies and techniques aims to improve academic outcomes and address real problems to promote equitable learning. Although they obtained the least weighted average, they examined *the root cause of problems and suggested effective solutions. fosters new ideas, processes, and suggests better ways to do things (cost and/or operational efficiency), and demonstrates an ability to think “beyond the box”. continuously focuses on improving professional productivity to create higher value and results*, as revealed by their weighted mean scores of 4.13 and 4.13, respectively.

Thomson (2022) opined that the adoption of innovative practices in education fosters the development of critical thinking skills, a spirit of exploration, and a willingness to adapt, all of which are beneficial for students within the educational setting. This program will equip individuals with the essential resources to effectively address the complexities encountered in their forthcoming professional environments, fostering self-assurance and proficiency in their ability to adjust and evolve continually.

Furthermore, the study by Narayanan (2017) revealed that using creative and innovative teaching methods enhances students' comprehension of specific concepts. This, in turn, fosters students' curiosity and motivation to gain a deeper understanding of said concepts. Additionally, employing such methods facilitates the formation of enduring memories and associations with the concepts being taught. Moreover, the study found a positive correlation between creativity, innovation, and students' academic performance when employing diverse teaching approaches.

TABLE 8
INNOVATION

Innovation	Mean	SD	DR
1. Examines the root cause of problems and suggests effective solutions. Fosters new ideas, processes, and suggests better ways to do things (cost and/or operational efficiency).	4.13	0.58	High
2. Demonstrates an ability to think “beyond the box”. Continuously focuses on improving professional productivity to create higher value and results.	4.13	0.52	High
3. Promotes a creative climate and inspires co-workers to develop original ideas or solutions	4.27	0.57	High
4. Translates creative thinking into tangible changes and solutions that improve the work unit and organization.	4.17	0.58	High
5. Uses ingenious methods to accomplish responsibilities. Demonstrates resourcefulness and the ability to succeed with minimal resources.	4.30	0.59	High
Overall Mean	4.20	0.65	High

3. Teaching Performance of Kindergarten Teachers based on the Latest Individual Performance Commitment and Review Form (IPCRF) rating.

Table 9 presents the teaching performance of the kindergarten teachers based on the latest individual performance and review form rating (IPCRF). As shown in the table, 23 respondents, or 54.76%, achieved outstanding performance. Meanwhile, 19 or 45.24% of the total sample achieved a very satisfactory rating. It can be deduced from the presented data that a great majority of the kindergarten teachers are high-performing teachers, as supported by the empirical data.

The Civil Service Commission Memorandum Circular No. 06, series of 2012, delineates the protocols for the establishment and execution of the Strategic Performance Management System (SPMS) across all government agencies. The exceptional performance of the responses

demonstrates a remarkable degree of accomplishment and dedication regarding quality, timeliness, technical expertise, inventiveness, and initiative. Moreover, these educators in this performance level have exhibited outstanding proficiency in all aspects of their duties. Furthermore, employee achievement and contributions to the organization are of notable excellence.

It was revealed that the kindergarten teachers performed well in terms of the teaching effectiveness which all the respondents got either an Outstanding or Very Satisfactory rating in their latest IPCRF. This shows that they all met or surpassed the expectations given by the Department of Education on terms of instructional delivery, professional duties and commitment to the school's purposes.

The findings is in line with Stronge (2018) on his assertion that "highly effective teachers are knowledgeable about what they teach, are committed to the success of each of their students, and constantly seek ways to improve their professional practice". Furthermore, Darling-Hammond et al. (2020) supported that "an effective teacher establishes meaningful learning experiences for students, upholds high standards of professional responsibility, and contributes positively to the entire educational community".

The ratings may also be attributed to the teachers' participation on professional development, passion in their job, and high compliance to their duties as required by the school or Department of Education. Based on the results, the kindergarten teachers were equipped with the required skills and professional characteristics to provide early childhood education and cater for the developmental needs of young children.

TABLE 9
TEACHING PERFORMANCE OF THE KINDERGARTEN TEACHERS

Descriptive Rating	Frequency	Percentage
Outstanding	23	54.76
Very Satisfactory	19	45.24
Total	42	100

4. Relationship between the Professional Profile and Teaching Performance

Table 10 illustrates the analysis results of the variance between professional profiles and teaching performance of the kindergarten teachers. One-way ANOVA was used when the researcher wanted to determine whether significant variations exist among groups (Jaccard & Becker, 1997). The researcher employed this statistical tool to describe the predictors of teaching performance in relation to the respondents' professional profiles. Based on the findings, out of eight (8) professional profiles of the teachers, four (4) of those appeared to be the significant predictors of teaching performance. The predictors with the highest impact were highest educational attainment, specialization, relevant training, and recognition awards.

Highest Educational Attainment and Teaching Performance. The calculated f-ratio was 2.451732603 and the corresponding p-value was 0.00029. As the p-value was below the confidence interval level of 0.05, it can be inferred that the highest academic level achieved significantly affects teaching performance. From this analysis, it can be surmised that the higher the educational attainment of teachers, the better the teaching performance. Bwendo (2015) confirmed that academic qualifications have a significant impact on job performance, substantiating this analysis. The higher the education level, the greater the effects of education and skill on job performance.

Specialization and Teaching Performance. The obtained f-ratio was 1.78432423 with a p-value of 0.003. Since the p-value is lower than the confidence level at 0.05, the teachers' specialization significantly affects the teaching performance of the respondents. This means that teachers' specialization is significantly associated with the teachers' performance. Mahalay's (2021) study on the Area of Specialization and Teaching Performance of Secondary Science Teachers demonstrated that specialization significantly influences their teaching performance. Moreover, this concept was evaluated in a recent extensive experiment conducted by Fryer (2016), which revealed that specialization enhances both the quality of teaching and student performance.

Relevant Trainings and Teaching Performance. As displayed in the table, the f-ratio improved by 3.53950692 with a p-value of 0.039214. The p value being less than the confidence level of 0.05 means there is enough evidence to accept the statement that relevant training would boost teachers' performances in teaching. Training is known as one of the most effective ways to

enhancing the knowledge and skills of teachers especially when dealing with preschoolers.. This enhances their teaching competencies, making them more effective in the workplace. Likewise, Potter (2018) found that students perceived instructors with less or no teaching experience as superior to those with varied levels of teaching experience. Students assessed instructors with less or no formal training as performing equally or superior to those with considerable teaching qualifications.

Awards and Recognition and Teaching Performance. As could be gleaned from the data, the registered f-ratio was 8.638207107 with a p-value of 0.0055. Considering the confidence level of 0.05, there is substantial evidence that awards and recognition have a significant predictive effect on teaching performance. Teachers who receive recognition and awards for their professional teaching practices are motivated to maintain a high level of instruction, thereby improving students' learning outcomes.

Likewise, Özdemir and Demircioğlu (2015) had found that recognition and reward systems raise employee commitment and performance by strengthening work behaviors desired and strengthening professional engagement. Therefore, awarding and recognizing teachers may be a key tool to encourage quality teaching.

TABLE 10
RESULTS OF ANALYSIS OF VARIANCE (ANOVA) BETWEEN PROFESSIONAL
PROFILE AND TEACHING PERFORMANCE

Variable	F-ratio	p-value	Remarks
Highest Educational Attainment vs. Teaching Performance	2.451	0.000**	Significant
Specialization vs Teaching Performance	1.784	0.003**	Significant
Length of Service vs. Teaching Performance	0.890	0.129	Not Significant
Relevant Trainings vs Teaching Performance	3.539	0.039**	Significant
Current Position vs Teaching Performance	0.974	0.386	Not Significant
Community Engagement vs. Teaching Performance	0.623	0.103	Not Significant
Awards and Recognition vs. Teaching Performance	8.638	0.005**	Significant
Membership in Professional Organization vs. Teaching Performance	0.023	0.450	Not Significant

5. Significant Relationship Between the Kindergarten Teachers' Core Behavioral Competencies and Teaching Performance

Table 11 illustrates the significant relationship between kindergarten teachers' core behavioral competencies and teaching performance. Based on the statistical analysis, the computed r-value was 0.634, which denotes a high positive correlation between the kindergarten core behavioral competencies and teaching performance. Furthermore, upon a deeper analysis of the data, it becomes apparent that the obtained probability was 0.032, which is lower than the 0.05 confidence interval, suggesting that the null hypothesis is rejected in favor of the alternative hypothesis. Therefore, the findings suggest a significant relationship between the core behavior competencies of kindergarten teachers and their teaching performance. A higher level of core behavioral competence can lead to better and more effective teaching performance. Without competence, it will be challenging to perform well in any activity.

Mawoli and Babanyako (2021) mentioned that competence is a significant determinant of individual behavior, ultimately influencing performance outcomes. According to Sulaiman, Almsafir, and Ahmad (2013), performance is influenced by various aspects, with competence being identified as a prominent determinant for enhancing performance. In contrast, Sutton and Watson (2013) propose that, despite an individual possessing the necessary knowledge, skills, abilities, and behaviors, their performance may still fall below anticipated levels due to various factors. These factors include professional issues, diminished concentration, dissatisfaction with their job, adverse responses to organizational changes, and inadequate access to organizational resources.

TABLE 11
SIGNIFICANT RELATIONSHIP BETWEEN THE KINDERGARTEN TEACHERS' CORE BEHAVIORAL COMPETENCIES AND TEACHING PERFORMANCE

Variable	r-value	p-value	Remarks
Core Behavioral Competencies and Teaching Performance	0.634	0.032**	Significant

6. Professional Development Plan

Title: Enhancing Kindergarten Teachers' Teaching Performance through Academic Advancement, Specialization, Capacity Building, and Recognition-Based Motivation

Basis: Results of the Study on the Relationship Between Professional Profile, Core Behavioral Competencies, and Teaching Performance of Kindergarten Teachers

Objectives	Strategies/Interventions	Resources Needed	Timeline	Success Indicators	Persons Responsible
To strengthen teachers' specialization in kindergarten education to improve content and pedagogical delivery.	• Conduct specialization-focused LAC sessions (e.g., play-based learning, inclusive education). • Align teaching assignments with specialization. • Implement Division-wide specialization mapping.	LAC session modules, specialization data tool, resource persons	Q2–Q3 SY 2025–2026	Improved match between specialization and assignment; $\geq 80\%$ of teachers rated Very Satisfactory or higher	EPS–Kindergarten, PSDS, School Heads
To enhance teaching performance through continuous and relevant professional development activities.	• Implement “Kindergarten Capability-Building Series (KCBS)” on literacy, numeracy, and classroom management. • Establish peer demonstration and coaching programs. • Conduct post-training evaluation and follow-up observation.	Training materials, resource persons, evaluation tools, budget for meals and kits	Q2–Q4 SY 2025–2026	$\geq 80\%$ of teachers show improved post-training RPMS scores	EPS–Kindergarten, SGOD–HRD, PSDS

To motivate and sustain excellence through institutionalized awards and recognition.	• Launch “Galing Kinder Awards” for exemplary kindergarten teachers. • Recognize outstanding practices during Division celebrations and Teacher’s Day. • Integrate recognition in IPCRF-based incentives.	Award certificates, plaques, tokens, budget for recognition events	Annual (Q4 every SY)	≥1 Division-level award program conducted yearly; increased teacher motivation and participation	CID, HRD, Awards Committee, School Heads
To strengthen teachers’ core behavioral competencies (self-management, professionalism, teamwork, and results orientation).	• Conduct workshops on emotional intelligence, ethics, and interpersonal communication. • Include behavioral competency metrics in RPMS/LAC reflection tools. • Implement mentoring and peer-coaching programs.	Workshop modules, facilitator honoraria, mentoring toolkit	Q1–Q4 SY 2025–2026	≥90% of teachers show improvement in behavioral competency self-assessment; sustained high correlation ($r \geq 0.60$) with performance	EPS–Kindergarten, HRD, Guidance Counselor, Mentors

Monitoring and Evaluation

Tool/Instrument	Frequency	Responsible Person/Unit	Purpose
RPMS Observation Tool	Biannual	PSDS, School Heads	To track improvement in teaching performance
Training Evaluation Forms	After every session	HRD, EPS–Kindergarten	To measure training effectiveness
Postgraduate Study Tracker	Annual	HRD Office	To monitor teachers' academic advancement
Recognition Evaluation Report	Annual	CID, Awards Committee	To assess impact of awards on motivation
Core Competency Self-Assessment	Biannual	Teachers, Mentors	To monitor behavioral competency growth

IV. CONCLUSIONS AND RECOMMENDATIONS

This chapter highlights the summary of findings, conclusions drawn, and recommendations offered:

Summary of Findings

Based on the analysis and interpretation of data, the following was the summary:

1. Most 45.23% of the respondents had bachelor's degrees with master's degree units, 57.14% took their specialization in the field of Pre-School or Early Childhood Education, and More than half of 52.38% of the respondents have been teaching for 1 to 5 years, 76.19% were classified as Teacher I. Furthermore, only 35.71% of respondents attended multiple training sessions related to the Kindergarten curriculum. Meanwhile, 85.71% of respondents were actively engaged in community service. Of these, 54.76% had not yet received any award

or recognition, and more than half, 61.90%, were affiliated with a professional organization.

2. The kindergarten teachers demonstrate “high-level” Behavioral Competencies along with the following dimensions: self-management, teamwork, professionalism, ethics, service orientation, results focus, and innovation.

3. Most kindergarten teachers, or 54.76%, achieved outstanding performance in their latest IPCRF rating.

4. The Highest Educational Attainment ($s.= 0.0002$), Area of Specialization ($s.=0.0034$), Relevant Training ($s.=0.03921$), and Awards and Recognition ($s.=0.0005$) significantly predict kindergarten teachers’ teaching performance.

5. The computed r -value was 0.634, which denotes a high positive correlation between the kindergarten core behavioral competencies and teaching performance.

6. The Proposed Professional Development Plan of Activities for Kindergarten Teachers is derived from the least weighted mean scores of core behavioral competencies of kindergarten teachers.

Conclusions

Based on the summary of findings, the following conclusions were derived:

1. Most kindergarten teachers pursue their advanced studies as part of their professional growth. Conversely, nearly half of them remained bachelor’s degree holders. Also, their field of specialization was aligned with their current work as kindergarten teachers. Nevertheless, some of them remained as Out-Of-Field Teachers. Secondly, most kindergarten teachers were beginning teachers and held entry-level positions in the teaching profession. They attended formal training, and a few have yet to do so. Lastly, More than half of the kindergarten

teachers have yet to receive a certain award and are affiliated with professional organizations in kindergarten.

2. The kindergarten teachers demonstrate a notable degree of behavioral competence through their ability to autonomously establish goals and proactively work

towards their attainment. They exhibit a sense of dignity and uphold a reputation characterized by strong moral principles, alongside technical expertise and professional skill in the execution of their esteemed occupation.

3. Kindergarten teachers' outstanding performance demonstrated high performance that exceeded the expected standards in attaining their goals and objectives.

4. The higher the educational qualification of the teachers, the better the teaching performance. Similarly, teachers' specialization significantly affects teaching performance. Moreover, relevant training improves teaching performance. Teachers who receive recognition and awards for their professional teaching practice are motivated to sustain a high level of instruction, thus improving students' learning outcomes.

5. A higher level of core behavioral competence can lead to better and more effective teaching performance.

6. The aim of the Professional Development Plan (PDP) is to improve the predictors by making the relevant interventions with competence, motivation and performance building up activities.

Recommendations

Based on the conclusions drawn from the findings, the following recommendations are put forward:

1. The Division Personnel through SGOD may conduct a Division-wide specialization mapping to ensure teachers are assigned to grade levels or subjects aligned with their area of expertise, particularly in early childhood education.
2. School Heads may initiate and implement LAC sessions on kindergarten teachers' core behavioral competencies and topics related to curriculum implementation, classroom management, inclusive education, and learning assessment.
3. School Heads are encouraged to adopt quarterly recognition mechanisms, highlighting teachers who demonstrate exemplary performance translated to improved learning outcomes.
4. Kindergarten teachers are encouraged to pursue and finish their graduate school studies, which may provide a wide array of career opportunities for professional growth, future promotions, and students' success, since most of them remain in entry-level positions.
5. School Heads may integrate behavioral competency sessions into in-service trainings (INSET) and Learning Action Cell (LAC) sessions to reinforce continuous application in the workplace.
6. The proposed professional development plan for Kindergarten Teachers may be implemented to ensure its relevance, effectiveness, and sustainability.
7. Future researchers may use the study results to explore and include additional variables such as the indirect effect of teaching performance on the learners' academic performance, determinants of kindergarten teaching performance, effective pedagogical strategies in teaching kindergarten pupils, and the development needs of the kindergarten teachers.

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