

# Cultivating Early Childhood Success: Kindergarten Teachers' Professional Needs, Experiences, Efficacy Beliefs, and Performance

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**Abstracts:** This quantitative study delves into the relationship between kindergarten teachers' professional needs, experiences, efficacy beliefs, and their overall performance. Using survey questionnaires, this descriptive study gathered data from 101 kindergarten teachers selected from various districts of the Department of Education within the Division of Butuan City. The findings of the study indicate that several factors are significantly related to teachers' performance, including classroom management, professional experiences related to learning assessment, family engagement, learning outcomes, and self-management efficacy beliefs. Additionally, the study identified a predictive framework comprising inclusive education, family engagement, learning outcomes, and self-management variables, which play key roles in determining teachers' performance. The implications of these findings suggest the need for the development of seminar workshops and program training designed to address the specific needs of kindergarten teachers, particularly considering that many teachers in the Butuan City Division are young and early in their careers. Such initiatives can contribute to enhancing teacher effectiveness and ultimately foster early childhood success.

**Keywords:** Early Childhood, Kindergarten Teachers, Professional Needs, Performance.

## 1. INTRODUCTION

In the context of Filipino kindergarten education, it is observed that a significant number of teachers in this setting lack formal training in early childhood education (ECE). Consequently, the educational backgrounds and capabilities of these teachers may not align optimally with the unique needs of very young learners in terms of educational, emotional, physical, and psychological development. To effectively nurture the young minds in the ECE program, kindergarten teachers must possess the qualities that are essential for any competent educator. By meeting their professional needs and gaining valuable experiences, these teachers can enhance their teaching capabilities, leading to improved performance in molding the holistic development of early childhood learners.

The National Association for the Education of Young Children (NAEYC, 2009) has established the Standards for Initial Early Childhood Professional Preparation Programs to ensure that ECE/kindergarten teachers are well-prepared, sensitive, reflective, and adept at translating their knowledge into effective actions to meet the learning needs of children. However, the performance of Filipino kindergarten teachers can be influenced by various factors, with one crucial aspect being their professional needs, experiences, and efficacy beliefs.

Furthermore, inadequate teaching and learning resources and facilities, as highlighted by the Writers Bureau Center (2018), pose additional challenges for ECE teachers. These resources are critical for enabling teachers to execute the ECE curriculum successfully. While the holistic approach is given attention, the inadequacy of essential resources hampers the fulfillment of learners' holistic development, requiring kindergarten teachers to shoulder additional responsibilities, sometimes seeking assistance from parents and stakeholders.

The Department of Education (DepEd) endeavors to provide support through training, seminar workshops, and teaching resources to aid professional development, enhance capabilities, and elevate the overall capacities of kindergarten teachers. Understanding the factors affecting kindergarten teachers' performance is essential to address their needs effectively and foster a sense of professionalism within the field of early childhood education. By recognizing these factors, this study aims to pave the way for opportunities that will prepare kindergarten teachers as experts in the field, demonstrating profound understanding, knowledge, and skills to maximize the potential of young children.

This study sets out to validate the impact of kindergarten teachers' professional needs, experiences, and efficacy beliefs on their performance. By establishing the connection between these factors and teachers' effectiveness, this research can contribute to the development of strategies that enable kindergarten teachers to perform at their best and fulfill their mission of nurturing and educating young learners.

## 2. THEORETICAL FRAMEWORK

This study draws upon two prominent educational theories to examine the dynamics of kindergarten teachers' professional needs and experiences. The first theoretical framework employed is the Social Cognitive Theory, as proposed by Bandura (1977), which highlights the reciprocal relationship between personal factors, environmental influences, and behavior. Within the context of this study, the focus is on kindergarten teachers' efficacy beliefs, wherein those with higher self-efficacy beliefs are more likely to exhibit increased confidence in meeting the needs of young learners and effectively managing classrooms (Pajares, 2002).

Additionally, the study also incorporates the Ecological Systems Theory, which was introduced by Bronfenbrenner (1979). This theory underscores the interconnectedness between individuals and their environments, highlighting the impact of various ecological systems on an individual's experiences and needs. For this research, the ecological systems encompass the classroom, school, and broader educational context of the Division of Butuan City, wherein kindergarten teachers operate and navigate (Bronfenbrenner, 1979).

By integrating these two theories, the study aimed to explore the complex relationships between kindergarten teachers' professional needs, experiences, efficacy beliefs, and overall performance. Gaining a comprehensive understanding of the interplay between personal beliefs and environmental influences can offer valuable insights for designing targeted interventions. For instance, seminar workshops and specialized training programs can be developed to address specific needs identified through the research, ultimately promoting early childhood success among young learners and improving the effectiveness of kindergarten teachers (Bandura, 1977; Bronfenbrenner, 1979).

## 3. METHODS

This study employed a combination of descriptive, correlational, and causal research designs, with a focus on two sub-categories of quantitative research design: descriptive and causal-comparative. Descriptive research was used to provide details on the variables, while causal-comparative research was used to examine the level of relationship and influence between variables. The study falls under the descriptive-correlational category, as it measured the relationship between dependent and independent variables. Additionally, it is considered causal, as it identified the variables that predict the dependent variable, which in this case is the performance of Kindergarten teachers.

The data for this study was collected using survey questionnaires. The responses gathered from the questionnaires were analyzed to explore the correlation between kindergarten teachers' professional needs, classroom management, efficacy beliefs, and overall performance.

The study was conducted in the Division of Butuan City, which comprises fifteen districts: East Butuan Districts 1, 2, and 3; Central Butuan Districts 1 and 2; Northwest Butuan Districts; West Butuan Districts 1, 2, and 3; North Butuan District; South Butuan District 1 and 2; South Butuan District; and Southeast Butuan District.

The participants in this study were selected kindergarten teachers from the thirteen districts of Butuan City Division within the Department of Education (DepEd), using simple random sampling. The inclusion criteria required the teachers to be working in public schools and handling only kindergarten classes as part of early childhood education. Out of the fifteen districts, a total of 101 kindergarten teachers from 13 districts participated in the study, with varying numbers from each district.

To ensure the validity and reliability of the instruments used for data gathering, a pilot test was conducted with thirty kindergarten teachers from private schools in Ampayon, Butuan City. After collecting the questionnaires, a reliability test was conducted using Cronbach's Alpha, which yielded high-reliability scores of .941 and .926.

The data-gathering procedure involved distributing the survey questionnaires to the participants in the Division of Butuan City. Additionally, secondary data from the Individual Performance Commitment and Review Form (IPCRF) were used with permission from the Schools Division Superintendent and Public Schools District Supervisors. The questionnaires were collected from various sources, including the Education Program Supervisor's office and the thirteen district offices. Once retrieved, the data were tallied and analyzed.

In terms of statistical treatment and data analysis, descriptive statistics such as mean, frequency, and percentage distribution were used to determine the participants' profiles and provide information about the study's participants. Mean, and standard deviation was utilized to assess the professional needs of kindergarten teachers (problem number 2), as well as to describe the manifestation of participants' experiences in classroom management, learning assessment, efficacy beliefs, and level of performance (problems number 3, 4, and 5, respectively). To establish significant relationships between participants' performance and their professional needs, experiences, and efficacy beliefs (problem number 6), Pearson-product moment correlation was employed. Furthermore, multiple regression analysis was used to identify the variables that affect their performance (problem number 7).

#### **4. RESULTS**

This part presents the results and discussions of data collected through the research instrument used in this study. This section shows the results of data quantification, analyses, and interpretation.

Table 1 presents the demographic characteristics and educational backgrounds of 101 respondents in a research study. The data is segmented into various categories, including age, gender, marital status, field of specialization, educational attainment, and years of experience.

In terms of age distribution, the majority of respondents fall within the 35-41 age range (36.6%), while the least represented group is those aged 22 and below (1%). The gender distribution indicates a predominantly female sample, comprising 98% of the respondents, with males accounting for the remaining 2%. Concerning marital status, a significant majority are married (71.3%), while single individuals make up the second largest group (21.8%).

The field of specialization shows that a significant portion of the respondents pursued a Bachelor's degree in General Education (71.3%), followed by various other specializations like Science (9.9%) and Mathematics (5.9%). When it comes to educational attainment, most of the respondents hold a Bachelor's degree (65.3%), while a substantial number have earned Master's units (28.7%), and a smaller percentage possess a Master's degree (5.9%). Regarding years of experience, the majority of respondents have below six (6) years of experience (48.5%) and 6-10 years of experience (41.6%), with few participants having more than ten (10) years of experience.

The implications of these findings could be multifaceted. For instance, the high percentage of female respondents may indicate a gender disparity in the field of specialization or in the profession as a whole, warranting further investigation into the factors influencing such trends. The concentration of respondents in the 35-41 age range could have implications for workforce planning and the potential for knowledge transfer between generations. Moreover, the prevalence of individuals with a Bachelor's degree in General Education might suggest a need for diversifying academic offerings to meet the demands of other educational areas. Additionally, the low representation of specific age groups or educational backgrounds could raise questions about inclusivity and accessibility in education and career pathways.

**Table 1. The Profile of the Participants of the Study**

Characteristics	Specification	Frequency	Percentage
Age	22 and below	1	1
	23- 28	18	17.8
	29-34	6	25.7
	35-41	37	36.6
	42 and above	19	18.8
	Total	101	100
Gender	Male	2	2
	Female	99	98
	Total	101	100
Marital Status	Single	22	21.8
	Married	72	71.3
	Separated	1	1
	Widow	6	5.9
	Total	101	100
Field of Specialization	BEEd- Gen. Ed	72	71.3
	BEEd - ECE	3	3
	BEEd - SPED	2	2
	BEEd - Science	10	9.9
	BEEd - Math	6	5.9
	BEEd - HMT	3	3
	BEEd - English	3	3
	BEEd - PE	1	1
	Total	101	100
Educational Attainment	Bachelor's Degree	66	65.3
	Masters Units Earner	29	28.7
	Master's Degree Holder	6	5.9
	Total	101	100
Years of Experience	Below 6 years	49	48.5
	6 - 10 years	42	41.6
	11 - 15 years	8	7.9
	16 - 20 years	1	1
	21 years and above	1	1
	Total	101	100

These findings help us understand that teachers' age, gender, professional qualifications or educational attainment, and teaching experience did not correlate substantially to the effectiveness of the learners' achievement (Kimani, Kara & Njagi, 2013). Furthermore, age, gender, subject, and level taught by teachers did not show differences in new teachers or the administrators' concepts on the foundation and effectiveness of teachers (Cochran, 2016 et. al).

Table 2 presents the level of professional needs of teachers in terms of in-service education, as measured by their degree of assistance needed across various indicators. The data is summarized with each indicator's mean and standard deviation, and an overall mean is provided for the entire set of indicators.

**Table 2. The Level of Professional Needs of Teachers in Terms of In-service Education (Degree of Assistance Needed)**

INDICATORS	Mean	Std. Deviation	Degree of Assistance Needed
1. The kindergarten is becoming acquainted with the ECE curriculum framework.	3.02	0.95	Moderate
2. The kindergarten Teacher is meeting the principal's expectations of being a kindergarten teacher.	3.09	0.90	Moderate
3. The kindergarten Teacher understands the philosophy of the kindergarten curriculum.	3.11	1.00	Moderate
4. The kindergarten teacher achieves the goals of the department in teaching the subjects (i.e. curriculum, learners' outcomes).	3.10	0.96	Moderate
5. The kindergarten teacher plans and organizes lessons for the class.	3.02	1.10	Moderate
6. The kindergarten teacher plans and organizes her/his extra-curricular duties.	3.06	0.90	Moderate
7. The kindergarten teacher is effective in utilizing strategies in teaching the different subjects in the kindergarten.	3.09	1.01	Moderate
8. The kindergarten teacher is effective in improving the quality of the classroom setting/environment.	3.24	1.02	Moderate
9. The kindergarten teacher knows the barriers that prevent him/her from implementing what he/she has learned at professional development activities.	3.13	0.99	Moderate
10. The kindergarten teacher knows the importance of play in kindergarten classrooms.	3.09	1.18	Moderate
<b>Overall Mean</b>	<b>3.09</b>	<b>1.00</b>	<b>Moderate</b>

The results show that teachers' perceived need for assistance in different areas ranges from a mean of 3.02 to 3.24, with a standard deviation of approximately 0.90 to 1.18. The overall mean for all indicators is 3.09, indicating a moderate level of assistance needed across the board.

The indicators suggest that teachers generally feel they require moderate support in several key aspects of their professional development. For example, they recognize the importance of becoming acquainted with the Early Childhood Education (ECE) curriculum framework (mean 3.02) and understanding the philosophy of the kindergarten curriculum (mean 3.11). Meeting the principal's expectations of being a kindergarten teacher (mean 3.09) and achieving the department's goals in teaching the subjects (mean 3.10) also appear as areas where teachers seek support.

Additionally, teachers express a moderate need for assistance in planning and organizing lessons (mean 3.02) and extra-curricular duties (mean 3.06), as well as in effectively utilizing teaching strategies (mean 3.09) and improving the quality of the classroom setting/environment (mean 3.24).

Furthermore, teachers acknowledge their awareness of the barriers that hinder the implementation of what they have learned at professional development activities (mean 3.13). They also recognize the importance of play in kindergarten classrooms (mean 3.09), which might indicate their willingness to improve their approaches to fostering learning through play.

The findings indicate that while teachers generally exhibit a moderate level of competence, they still identify areas where they could benefit from additional support and training in their professional development. This highlights the importance of providing targeted and relevant in-service education to address the specific needs of kindergarten teachers and enhance their effectiveness in the classroom. A study proved that well-trained teachers increased classroom performance (Onjoro et al., 2015). Thus, the related study identified latent profile groups based on observed teachers' classroom quality and the relations of the latent profile groups to teachers' age, teaching experience, and children's classroom engagement (Hoang, Holopainen, & Siekkinen, 2019).

Table 3 presents the level of professional needs of teachers in terms of in-service education, focusing on the degree of assistance received across various indicators. The data is summarized with each indicator's mean and standard deviation, and an overall mean is provided for the entire set of indicators.

**Table 3. The Level of Professional Needs of Teachers in Terms of In-Service Education (Degree of Assistance Received)**

INDICATORS	Mean	Std. Deviation	Degree of Assistance Received
1. The kindergarten teacher is becoming acquainted with the Kindergarten curriculum framework.	3.56	0.74	Great
2. The kindergarten teacher is meeting the principal's expectations of being a kindergarten teacher.	3.60	0.72	Great
3. The kindergarten teacher understands the philosophy of the kindergarten curriculum.	3.66	0.75	Great
4. The kindergarten teacher achieves the goals of the department in teaching the subjects (i.e. curriculum, learners' outcomes).	3.66	0.72	Great
5. The kindergarten teacher plans and organizes lessons for the class.	3.77	0.76	Great
6. The kindergarten teacher plans and organizes her/his extra-curricular duties.	3.53	0.74	Great
7. The kindergarten teacher is effective in utilizing strategies in teaching the different subjects in the kindergarten.	3.64	0.78	Great
8. The kindergarten teacher is effective in improving the quality of the classroom setting/environment.	3.57	0.86	Great
9. The kindergarten teacher knows the barriers that prevent him/her from implementing what he/she has learned at professional development activities.	3.59	0.83	Great
10. The kindergarten teacher knows the importance of play in kindergarten classrooms.	3.90	0.83	Great
<b>Overall Mean</b>	<b>3.65</b>	<b>0.77</b>	<b>Great</b>

The results indicate that teachers perceive themselves to have received a great level of assistance in various aspects of their professional development. Across all indicators, the mean values range from 3.53 to 3.90, with standard deviations approximately between 0.72 to 0.86. The overall mean for all indicators is 3.65, highlighting a positive perception of the support and assistance received by kindergarten teachers in their professional growth.

The indicators suggest that teachers feel they have received substantial help in several key areas. For instance, teachers express that they have received significant support in becoming acquainted with the Kindergarten curriculum framework (mean 3.56), understanding the philosophy of the kindergarten curriculum (mean 3.66), and meeting the principal's expectations of being a kindergarten teacher (mean 3.60). Additionally, they feel adequately supported in achieving the department's goals in teaching the subjects (mean 3.66) and effectively utilizing strategies in teaching different subjects in the kindergarten (mean 3.64).

Moreover, teachers perceive that they have been provided with substantial assistance in planning and organizing lessons (mean 3.77) and extra-curricular duties (mean 3.53). They also feel well-supported in improving the quality of the classroom setting/environment (mean 3.57) and understanding the barriers that prevent them from implementing what they have learned at professional development activities (mean 3.59).

Notably, teachers demonstrate a particularly strong awareness of the importance of play in kindergarten classrooms, with a mean of 3.90 for this indicator, suggesting that they have been well-informed and supported in this aspect of their teaching practices.

The findings indicate that kindergarten teachers have positive perceptions of the assistance they have received in their professional development. The high mean values and low standard deviations imply a consensus among teachers regarding the support they have obtained in various areas of their professional growth. This speaks

positively about the effectiveness of the in-service education programs and indicates that the efforts to meet teachers' professional needs have been successful. International research indicates the advancement of children's learning once engaged in active play, Elkind mentioned (as cited in Luckinbill, Subramaniam & Thompson, 2019) that when ECE teachers value the significance of role play in the life of the children, then, children are given favorable circumstances to take on a self-initiated play, that is, the most certain way for them to grasp all of their intellectual, emotional and social potentials.

Table 4 presents the level of professional needs of teachers concerning the framework for inclusive education, focusing on the degree of assistance needed across various indicators. The data is summarized with the mean and standard deviation for each indicator, and an overall mean is provided for the entire set of indicators.

**Table 4. The Level of Professional Needs of Teachers in Terms of Framework for Inclusive Education (Degree of Assistance Needed)**

INDICATORS	Mean	Std. Deviation	Degree of Assistance Needed
1. The teacher is confident in her/his ability to teach young children with special needs	3.24	0.95	Moderate
2. The teacher is trained to meet the needs of young children with special needs	3.31	0.92	Moderate
3. The teacher knows that academic progress is possible for children with special needs	3.23	0.88	Moderate
4. The teacher accepts children with special needs in her/his classroom	3.20	1.01	Moderate
5. The teacher finds it comfortable teaching a child/children with special needs.	3.38	0.89	Moderate
6. The teacher knows that a child with special needs can learn social skills that are modeled by "typical" children in an inclusive setting	3.24	0.81	Moderate
7. The teacher knows how to handle a child with mild to moderate behavioral challenges	3.12	0.85	Moderate
8. The teacher believes that children with special needs have higher academic achievement when included in an inclusive early care and education program	3.31	0.91	Moderate
9. The teacher attends in-service training on disability and inclusion should be given for kindergarten teachers	3.56	0.99	Great
10. The teacher believes that adaptive materials and equipment are easily acquired for meeting the needs of children with special needs in the kindergarten	3.47	0.98	Great
<b>Overall Mean</b>	<b>3.30</b>	<b>0.92</b>	<b>Moderate</b>

The results indicate that teachers perceive a moderate level of assistance needed in various aspects of inclusive education. Across all indicators, the mean values range from 3.12 to 3.56, with standard deviations approximately between 0.81 to 1.01. The overall mean for all indicators is 3.30, indicating a generally moderate perception of the support and assistance required by teachers in implementing inclusive education practices.

The indicators highlight several areas where teachers feel they need support and guidance. For instance, teachers express a moderate need for assistance in building confidence in their ability to teach young children with special needs (mean 3.24) and receive appropriate training to meet the needs of these children (mean 3.31). They also feel the need for guidance in understanding that academic progress is possible for children with special needs (mean 3.23) and accepting such children in their classrooms (mean 3.20).

Furthermore, teachers indicate a moderate need for assistance in feeling comfortable teaching children with special needs (mean 3.38) and recognizing that these children can learn social skills from their typically developing peers in an inclusive setting (mean 3.24). Handling mild to moderate behavioral challenges of children with special needs is another area where teachers perceive a need for support (mean 3.12).

On the other hand, teachers express a more positive perception of certain aspects related to inclusive education. For example, they believe that children with special needs have higher academic achievement when included in an

inclusive early care and education program (mean 3.31) and that adaptive materials and equipment for meeting the needs of children with special needs are easily acquired (mean 3.47).

The findings indicate that teachers have varying degrees of perceived needs in terms of implementing inclusive education practices. While some areas show a more positive outlook, such as the availability of adaptive materials and equipment, others indicate a moderate need for assistance, including teacher training and support in handling behavioral challenges. Villines (2011) pointed out that ECE teachers who accommodate learners with special needs are in dire need of knowledge and assistance from the administrators so that ECE teachers can address well the needs of inclusive learners. In other words, additional training for teachers is a must.

Table 5 presents the level of professional needs of teachers in terms of the framework for inclusive education, focusing on the degree of assistance received across various indicators. The data is summarized with the mean and standard deviation for each indicator, and an overall mean is provided for the entire set of indicators.

**Table 5. The Level of Professional Needs of Teachers in terms of Framework for Inclusive Education (Degree of Assistance Received)**

INDICATORS	Mean	Std. Deviation	Degree of Assistance Received
1. The teacher is confident in her/his ability to teach young children with special needs	3.27	0.87	Moderate
2. The teacher is trained to meet the needs of young children with special needs	3.22	0.84	Moderate
3. The teacher knows that academic progress is possible for children with special needs	3.35	0.68	Moderate
4. The teacher accepts children with special needs in her/his classroom	3.65	0.93	Great
5. The teacher finds it comfortable teaching a child/children with special needs.	3.12	0.86	Moderate
6. The teacher knows that a child with special needs can learn social skills that are modeled by "typical" children in an inclusive setting.	3.35	0.82	Moderate
7. The teacher knows how to handle a child with mild to moderate behavioral challenges.	3.35	0.78	Moderate
8. The teacher believes that children with special needs have higher academic achievement when included in an inclusive early care and education program.	3.36	0.88	Moderate
9. The teacher attends in-service training on disability and inclusion should be given to kindergarten teachers.	3.41	0.86	Great
10. The teacher believes that adaptive materials and equipment are easily acquired for meeting the needs of children with special needs in kindergarten.	3.41	0.80	Great
<b>Overall Mean</b>	<b>3.35</b>	<b>0.83</b>	<b>Moderate</b>

The results indicate that teachers perceive a moderate to great level of assistance received in various aspects of inclusive education. Across all indicators, the mean values range from 3.12 to 3.65, with standard deviations approximately between 0.68 to 0.93. The overall mean for all indicators is 3.35, indicating a generally moderate perception of the support and assistance received by teachers in implementing inclusive education practices.

The indicators highlight several areas where teachers feel they have received significant support and guidance. For instance, teachers express a great level of assistance received in accepting children with special needs in their classrooms (mean 3.65). They also feel a high level of support in attending in-service training on disability and inclusion, indicating their recognition of the importance of continuous professional development in this area (mean 3.41).

Additionally, teachers indicate a moderate to great level of assistance in several other key areas. They feel supported in their confidence to teach young children with special needs (mean 3.27), recognize that academic progress is possible for these children (mean 3.35), and understand that children with special needs can learn social skills in an inclusive setting (mean 3.35).

Furthermore, teachers perceive a moderate level of assistance in their training to meet the needs of young children with special needs (mean 3.22) and their comfort in teaching children with special needs (mean 3.12). They



also recognize the importance of knowing how to handle children with mild to moderate behavioral challenges (mean 3.35) and believe in the potential for higher academic achievement when children with special needs are included in inclusive early care and education programs (mean 3.36).

Moreover, teachers acknowledge the importance of adaptive materials and equipment for meeting the needs of children with special needs in kindergarten classrooms (mean 3.41).

The findings indicate that teachers have positive perceptions of the assistance they have received in implementing inclusive education practices. The high mean values for indicators such as accepting children with special needs, attending in-service training, and recognizing the potential for academic progress in inclusive settings, indicate that teachers are well-supported in fostering inclusive environments.

Table 6 presents the level of professional needs of teachers in terms of mentoring, focusing on the degree of assistance needed across various indicators. The data is summarized with the mean and standard deviation for each indicator, and an overall mean is provided for the entire set of indicators.

**Table 6. The Level of Professional Needs of Teachers in Terms of Mentoring (Degree of Assistance Needed)**

INDICATORS	Mean	Std. Deviation	Degree of Assistance Needed
1. Mentoring is practiced in my school	3.31	0.98	Moderate
2. Mentors initiate evaluative visits to my classroom.	3.25	0.91	Moderate
3. Mentors schedule consultative or advisory visits to my classroom.	3.24	0.94	Moderate
4. Regular 'drop-ins' are done by my mentor during my class to help me develop my professional competence.	3.26	0.95	Moderate
5. Informal discussions or 'chance meetings' with my mentor are practiced resulting in professional or social discussions.	3.28	0.96	Moderate
<b>Overall Mean</b>	<b>3.27</b>	<b>0.95</b>	<b>Moderate</b>

The results indicate that teachers perceive a moderate level of assistance needed in various aspects of mentoring. Across all indicators, the mean values range from 3.24 to 3.31, with standard deviations approximately between 0.91 to 0.98. The overall mean for all indicators is 3.27, indicating a generally moderate perception of the support and assistance required by teachers in the context of mentoring.

The indicators highlight several areas where teachers feel they need support and guidance through mentoring practices. For instance, teachers express a moderate need for mentoring to be practiced in their school (mean 3.31). They also feel the need for mentors to initiate evaluative visits to their classrooms (mean 3.25) and schedule consultative or advisory visits (mean 3.24) to help them develop their professional competence.

Furthermore, teachers indicate a moderate need for regular 'drop-ins' by their mentors during their classes (mean 3.26) to provide guidance and support for their professional development. Informal discussions or 'chance meetings' with mentors, resulting in professional or social discussions, are also seen as a beneficial practice that teachers desire (mean 3.28).

The overall moderate mean suggests that while mentoring is acknowledged as a valuable practice, there is room for improvement in its implementation to meet the specific needs of teachers in the school setting. Mentoring is an essential aspect of education pre-service teacher education. Teachers construct a room to showcase their exemplary management capabilities, which wield significant influence on the school community. Mentoring, being one of the traditional roles of teachers, further strengthens their impact. Besides, Power (2015) confirmed that great contentment on the job and more committed workers are the effects of mentoring in the workplace.

Table 7 presents the level of professional needs of teachers in terms of mentoring, focusing on the degree of assistance received across various indicators. The data is summarized with the mean and standard deviation for each indicator, and an overall mean is provided for the entire set of indicators.

**Table 7. The Level of Professional Needs of Teachers in Terms of Mentoring (Degree of Assistance Received)**

INDICATORS	Mean	Std. Deviation	Degree of Assistance Received
1. Mentoring is practiced in my school	3.50	0.84	Great
2. Mentors initiate evaluative visits to my classroom.	3.54	0.82	Great
3. Mentors schedule consultative or advisory visits to my classroom.	3.48	0.83	Great
4. Regular 'drop-ins' are done by my mentor during my class to help me develop my professional competence.	3.42	0.75	Great
5. Informal discussions or 'chance meetings' with my mentor are practiced resulting in professional or social discussions.	3.42	0.80	Great
<b>Overall Mean</b>	<b>3.47</b>	<b>0.81</b>	<b>Great</b>

The results indicate that teachers perceive a great level of assistance received in various aspects of mentoring. Across all indicators, the mean values range from 3.42 to 3.54, with standard deviations approximately between 0.75 to 0.84. The overall mean for all indicators is 3.47, indicating a consistently positive perception of the support and assistance provided to teachers through mentoring practices.

The indicators highlight several areas where teachers feel they have received substantial support and guidance through mentoring. Teachers express a great level of assistance received in practicing mentoring in their school (mean 3.50). They also feel that mentors actively initiate evaluative visits to their classrooms (mean 3.54) and schedule consultative or advisory visits to provide further support (mean 3.48).

Furthermore, teachers perceive a great level of assistance from mentors through regular 'drop-ins' during their classes (mean 3.42) to help them develop their professional competence. They also appreciate the practice of informal discussions or 'chance meetings' with their mentors, resulting in professional or social discussions (mean 3.42).

The overall great mean suggests that the mentoring practices in the school are highly effective in meeting the professional needs of teachers. The positive perception of mentoring indicates that teachers find value in the support, guidance, and feedback they receive from mentors, contributing to their professional growth and development.

Table 8 presents the level of manifestations of teachers' experiences in terms of classroom management on dealing with learners with special needs. The data is summarized with the mean and standard deviation for each indicator, and a descriptive rating is provided to indicate how frequently these manifestations occur.

**Table 8. The Level of Manifestations of Teachers' Experiences in Terms of Classroom Management on Dealing with Learners with Special Needs**

INDICATORS	Mean	Std. Deviation	Description
1. Planning and implementing a variety of curricular activities that encourage children's development in various domains (social/emotional, language, cognitive, adaptive/self-help, physical/motor).	4.08	0.56	Most of the time
2. Understanding the variations in development and learning within a child among children.	4.12	0.57	Most of the time
3. Understanding the importance of direct experience and play in children's development and learning.	4.25	0.57	At all times
4. Recognizing signs of emotional distress, child abuse, and neglect in young children.	4.04	0.68	Most of the time
5. Children with special needs are given every opportunity in an inclusive classroom.	4.17	0.76	Most of the time
6. The teacher is knowledgeable enough and has skills in dealing with children with special needs.	3.76	0.98	Most of the time
7. The teacher enjoys and appreciates the children.	4.48	0.66	At all times
8. Teacher provides outdoor experiences for learners.	3.92	0.82	Most of the time
9. Teacher encourages children to work together harmoniously.	4.47	0.63	At all times
10. The teacher has patience in dealing with children's tantrums.	4.31	0.72	At all times
<b>Overall Mean</b>	<b>4.16</b>	<b>0.69</b>	<b>Most of the time</b>

The results show that teachers generally exhibit a high level of positive manifestations in their classroom management when dealing with learners with special needs. The overall mean for all indicators is 4.16, indicating that these manifestations are experienced "most of the time."

The indicators suggest that teachers are well-prepared and actively engage in various practices that support the development and learning of children with special needs. They consistently plan and implement a variety of curricular activities that encourage children's development in various domains (mean 4.08). Teachers demonstrate an understanding of the variations in development and learning within individual children (mean 4.12) and recognize the importance of direct experience and play in children's development and learning (mean 4.25).

Moreover, teachers are attentive to the emotional well-being of children, as they can recognize signs of emotional distress, child abuse, and neglect (mean 4.04). The data also indicate that children with special needs are given every opportunity to participate in an inclusive classroom (mean 4.17).

While the mean for indicator 6 ("The teacher is knowledgeable enough and skilled in dealing with children with special needs") is slightly lower at 3.76, it still reflects a positive perception of the teachers' capabilities in handling diverse learning needs.

Furthermore, teachers actively create a positive and supportive classroom environment. They genuinely enjoy and appreciate the children they teach (mean 4.48), encourage children to work together harmoniously (mean 4.47), and show patience in dealing with children's tantrums (mean 4.31).

The findings suggest that teachers demonstrate a high level of competence and dedication in managing their classrooms to cater to the needs of learners with special needs. The descriptive rating of "most of the time" across various indicators indicates consistent and positive practices that support an inclusive and nurturing learning environment.

Table 9 presents the level of manifestations of teachers' experiences in terms of classroom management on the learning environment. The data is summarized with the mean and standard deviation for each indicator, and a description is provided to indicate how frequently these manifestations occur.

**Table 9. The Level of Manifestations of Teachers' Experiences in Terms of Classroom Management on Learning Environment**

INDICATORS	Mean	Std. Deviation	Description
1. The teacher matches the lessons or activities to the furniture or room configuration.	3.92	0.72	Most of the time
2. The teacher arranges the space so all learners, including those with special need,s have access to the lesson.	4.03	0.73	Most of the time
3. The teacher makes transitions between learning activities and the use of instructional time effectively.	3.98	0.68	Most of the time
4. The teacher helps all learners to feel equally valued	4.46	0.59	At all times
5. The teacher responds appropriately to all learners.	4.32	0.71	At all times
6. The teacher only accepts fair behavior among learners.	3.65	1.14	Most of the time
7. The teacher promotes a caring and respectful atmosphere in classroom interactions with learners.	4.43	0.61	At all times
8. The teacher uses strategies that promote positive relationships among learners.	4.38	0.58	At all times
<b>Overall Mean</b>	<b>4.14</b>	<b>0.72</b>	<b>Most of the time</b>

The results show that teachers create a positive and conducive learning environment through effective classroom management practices. The overall mean for all indicators is 4.14, indicating that these manifestations are experienced "most of the time."

The indicators suggest that teachers are proactive in arranging the physical space to accommodate the diverse needs of learners. They match lessons or activities to the furniture or room configuration (mean 3.92) and ensure that all learners, including those with special needs, have access to the lesson (mean 4.03). Teachers also manage transitions between learning activities and instructional time effectively (mean 3.98), contributing to a smooth and organized learning environment.

Moreover, teachers create an inclusive and supportive classroom culture. They help all learners feel equally valued (mean 4.46) and respond appropriately to the needs of each learner (mean 4.32). The data also indicates that teachers promote a caring and respectful atmosphere in classroom interactions (mean 4.43) and use strategies to foster positive relationships among learners (mean 4.38).

While the mean for indicator 6 ("The teacher only accepts fair behavior among learners") is slightly lower at 3.65, it still suggests that teachers aim to maintain a sense of fairness in the classroom.

The findings suggest that teachers actively contribute to a positive and inclusive learning environment through effective classroom management. The "most of the time" descriptive rating across various indicators reflects consistent practices that support a nurturing and respectful learning space.

Table 10 presents the level of manifestations of teachers' experiences in terms of learning assessment on learning materials. The data is summarized with the mean and standard deviation for each indicator, and a description is provided to indicate how frequently these manifestations occur.

The results indicate that teachers actively engage in the selection and use of learning materials to support children's learning and development. The overall mean for all indicators is 4.01, indicating that these manifestations are experienced "most of the time."

The indicators suggest that teachers are proactive in selecting and providing appropriate play and other learning materials in their classrooms. They actively choose play and other learning materials for their classrooms (mean 3.91) and ensure that such materials are chosen, bought, or made whenever needed (mean 3.91). Teachers also use their knowledge and expertise to select these materials (mean 3.90) and often seek input from experts or experienced teachers in the field (mean 3.98).

**Table 10. The Level of Manifestations of Teachers' Experiences in Terms of Learning Assessment on Learning Materials**

INDICATORS	Mean	Std. Deviation	Description
1. I choose to play and other learning materials for my classroom.	3.91	0.76	Most of the time
2. Play materials for my classroom are chosen/ bought/made whenever needed	3.91	0.69	Most of the time
3. I use my knowledge to select play and other learning materials	3.90	0.69	Most of the time
4. I use information from experts or other experienced teachers or professionals in the field to select play and other learning materials	3.98	0.71	Most of the time
5. Play materials are accessible to the children (e.g., the children can reach and get any material, at any time)	4.10	0.74	Most of the time
6. Ensures that the child is getting enough exposure to toys and materials that help enhance their social-emotional skills.	4.09	0.81	Most of the time
7. Ensures that the child is getting enough exposure to toys and materials that help enhance their cognitive skills.	4.19	0.73	Most of the time
<b>Overall Mean</b>	<b>4.01</b>	<b>0.73</b>	<b>Most of the time</b>

Moreover, teachers ensure that the play materials are accessible to the children (mean 4.10), allowing them to reach and use the materials at any time freely. They also make deliberate efforts to expose children to toys and materials that enhance their social-emotional skills (mean 4.09) and cognitive skills (mean 4.19).

The findings suggest that teachers are diligent in their approach to learning assessment when it comes to selecting and providing learning materials. The "most of the time" descriptive rating across various indicators reflects consistent practices that aim to create an engaging and supportive learning environment for children.

Table 11 presents the level of manifestations of teachers' experiences in terms of learning assessment on learning/educational facilities. The data is summarized with the mean and standard deviation for each indicator, and a descriptive rating is provided to indicate how frequently these manifestations occur.

The results indicate that kindergarten classrooms generally offer a warm, encouraging, and stimulating environment, with an overall mean of 4.48. This suggests that teachers consistently create a positive and welcoming atmosphere for young learners.

Regarding the availability of spaces and materials, teachers mostly provide children spaces for individual and group play, rest, and active participation in their surrounding environment (mean 4.00). They also ensure that the classrooms are equipped with materials and equipment designed to strengthen children's development and competencies (mean 4.07), including educational materials like large and small blocks (mean 3.99).

However, some indicators show lower mean values, indicating less frequent occurrences. For example, the classroom's inclusion of a play loft (mean 3.49), a puppet theater (mean 2.98), and children's kitchen sets (mean 3.05) suggests that these resources are available less frequently in the classrooms.

Similarly, when considering the outdoor facilities, teachers mostly report that the school offers an outdoor playground safe for young children (mean 3.55) and an outdoor shaded eating area (mean 3.37). However, the availability of a covered jungle gym play garden receives a lower mean value (mean 2.69), suggesting that this feature is less common.

**Table 11. The Level of Manifestations of Teachers' Experiences in Terms of Learning Assessment on Learning/Educational Facilities**

INDICATORS	Mean	Std. Deviation	Description
1. Kindergarten classrooms offer a warm, encouraging, and stimulating environment.	4.48	2.95	At all times
2. Kindergarten classrooms offer children spaces for individual and group play, rest, and active participation in their surrounding environment.	4.00	0.73	Most of the time
3. Kindergarten classrooms provide material and equipment designed to strengthen their development and competencies.	4.07	0.68	Most of the time
4. Kindergarten classroom is equipped with educational materials including large and small blocks.	3.99	0.89	Most of the time
5. Kindergarten classroom is equipped with educational materials including a play loft.	3.49	1.05	Most of the time
6. Kindergarten classroom is equipped with educational materials including a puppet theater.	2.98	1.20	Frequently
7. Kindergarten classroom is equipped with educational materials including children's kitchen sets.	3.05	1.11	Frequently
8. The school offers an outdoor playground safe for young children.	3.55	1.01	Most of the time
9. The school offers a covered jungle gym play garden.	2.69	1.23	Frequently
10. The school offers an outdoor shaded eating area.	3.37	1.13	Frequently
<b>Overall Mean</b>	<b>3.57</b>	<b>1.20</b>	<b>Most of the time</b>

The findings suggest that kindergarten classrooms generally provide a conducive environment for learning, with teachers creating positive and supportive spaces for children. However, some specific educational materials and outdoor facilities are less frequently available, which may present opportunities for improvement and enhancement.

Table 12 presents the level of manifestations of teachers' experiences in terms of learning assessment on the evaluation process. The data is summarized with the mean and standard deviation for each indicator, and a description is provided to indicate how frequently these manifestations occur.

The results indicate that teachers actively engage in the evaluation process to assess children's development and progress. The overall mean for all indicators is 4.00, indicating that these evaluation practices are conducted "most of the time."

The indicators suggest that teachers employ a variety of methods to gather information and assess children's development. They frequently include observations of children in different settings and times of the day (mean 3.94) and consider information from those who know the children well (mean 4.09) to gain comprehensive insights into each child's abilities and progress.

Furthermore, teachers demonstrate a good understanding of age-expected skills development (mean 3.95) and recognize the importance of positive social relationships in children's development (mean 4.02). They also understand that children apply their acquired knowledge and skills (mean 4.06) and take appropriate action to meet their needs (mean 4.08). The evaluation process involves describing children's behaviors through various observation methods, such as anecdotal records, sociograms, running records, event and time sampling, and birth weight records (mean 3.97). Additionally, teachers watch and record the characteristics and behavior of the child (mean 3.85).

**Table 12. The Level of Manifestations of Teachers' Experiences in Terms of Learning Assessment on Evaluation Process**

INDICATORS	Mean	Std. Deviation	Description
1. The teacher includes observations of children in different settings and times of the day.	3.94	0.66	Most of the time
2. The teacher includes information from those who know the children well.	4.09	0.60	Most of the time
3. The teacher understands age-expected skills development.	3.95	0.73	Most of the time
4. The teacher understands that children have positive social relationships.	4.02	0.60	Most of the time
5. The teacher understands that children apply their acquired knowledge and skills.	4.06	0.58	Most of the time
6. The teacher understands that children take appropriate action to meet their needs.	4.08	0.48	Most of the time
7. The teacher describes children's behaviors through observation (anecdotal record, sociograms, running record, event and time sampling & birth weight).	3.97	0.78	Most of the time
8. The teacher watches and records the characteristics and behavior of the child.	3.85	0.78	Most of the time
<b>Overall Mean</b>	<b>4.00</b>	<b>0.65</b>	<b>Most of the time</b>

The findings suggest that teachers are diligent in their evaluation practices, using multiple sources of information to assess children's development comprehensively. The "most of the time" descriptive rating across various indicators reflects consistent practices that aim to gain a holistic understanding of each child's growth and progress.

Table 13 presents the extent of kindergarten teachers' efficacy beliefs in terms of family engagement. The data is summarized with the mean and standard deviation for each item, and a descriptive rating is provided to indicate the level of belief in the statements.

The results show that kindergarten teachers generally hold positive efficacy beliefs about the impact of family engagement on children's academic and socioemotional outcomes. The overall mean for all items is 4.19, indicating that these efficacy beliefs are perceived as "moderately true."

The items indicate that teachers strongly believe that when parents are actively engaged in school, children tend to achieve more regardless of their background (mean 4.24). Teachers also believe that children achieve better grades, test scores, and attendance when parents are highly engaged (mean 4.10).

Moreover, teachers believe that strong family engagement leads to positive outcomes, such as consistent completion of homework (mean 3.93), better self-esteem and self-discipline (mean 4.00), and improved behavior in school with fewer disciplinary issues (mean 4.06). They also believe that family engagement helps bridge the gap between home culture and school culture, benefiting children from diverse cultural backgrounds (mean 4.37).

Teachers strongly believe that family engagement contributes to higher morale among teachers and principals (mean 4.38). They also believe that families have valuable contributions to make in the assessment process and that communication with families about assessments is sensitive to their values, culture, identity, and language (mean 4.40 and 4.35, respectively). Furthermore, teachers believe that family engagement helps provide families with information about teacher training, assessment instruments used, and confidentiality rights and procedures (means ranging from 4.23 to 4.10).

**Table 13. The Extent of the Kindergarten Teachers' Efficacy Beliefs in Terms of Family Engagement**

INDICATORS	Mean	Std. Deviation	Description
1. With strong parents' engagement in school children tend to achieve more, regardless of ethnic or racial background, socioeconomic status, or parents' education level.	4.24	0.67	Exactly true
2. With strong parents' engagement in school children generally, achieve better grades, test scores, and attendance.	4.10	0.73	Moderately True
3. With strong parents' engagement in school children consistently complete their homework.	3.93	0.91	Moderately True
4. With strong parents' engagement in school children have better self-esteem, are more self-disciplined, and show higher aspirations and motivation toward school.	4.00	0.81	Moderately True
5. With strong parents' engagement in school children have a positive attitude about the school which often results in improved behavior in school and less suspension for disciplinary reasons.	4.06	0.77	Moderately True
6. With strong parents' engagement in school fewer children are being placed in special education and remedial classes.	3.94	0.79	Moderately True
7. With strong parents' engagement in school children from diverse cultural backgrounds tend to do better when parents and professionals work together to bridge the gap between the culture at home and the culture in school.	4.37	0.69	Exactly true
8. With strong parents' engagement in school teachers and principals are more likely to experience higher morale.	4.38	0.60	Exactly true
9. With strong parents' engagement in school families have the opportunities to contribute to the assessment process by sharing information about their observations at home.	4.40	0.74	Exactly true
10. With strong parents' engagement in school communication with families about their child's assessments is sensitive to family values, culture, identity, and home language.	4.35	0.71	Exactly true
11. With strong parents' engagement in school the school's program provides the families with information about the way teachers have been trained to use assessment tools and interpret results.	4.23	0.60	Exactly true
12. With strong parents' engagement in school the school's program provides families with access to or information about specific instruments used.	4.04	0.68	Moderately True
13. With strong parents' engagement in school the school's program provides families with an explanation of confidentiality rights and procedures.	4.10	0.70	Moderately True
14. With strong parents' engagement in school family members at the kindergarten program play a critical role in supporting the growth and development of their children.	4.52	0.61	Exactly true
<b>Overall Mean</b>	<b>4.19</b>	<b>0.71</b>	<b>Moderately True</b>

The findings indicate that kindergarten teachers have positive efficacy beliefs about the transformative role of family engagement in children's educational journey. The "moderately true" descriptive rating across various items reflects a strong level of belief in the positive impact of family involvement on children's educational success.

Table 14 presents the extent of kindergarten teachers' efficacy beliefs in terms of teacher-parent relationships. The data is summarized with the mean and standard deviation for each indicator, and a descriptive rating is provided to indicate the level of belief in the statements.

The results suggest that kindergarten teachers generally hold slightly true efficacy beliefs about their interactions with learners' parents. The overall mean for all items is 2.91, indicating a moderate level of belief in these statements.

**Table 14. The Extent of the Kindergarten Teachers' Efficacy Beliefs in Terms of Teacher-Parent Relationship**

INDICATORS	Mean	Std. Deviation	Description
1. Interacting with my learners' parents is frustrating.	2.70	1.28	Slightly True
2. The learners' parents inform me that they are unhappy about something I have done to their children.	2.06	1.29	Hardly True
3. Parents allow the teachers to impose discipline in the classroom.	2.30	1.33	Hardly True
4. The teacher feels respected by the learners' parents.	3.27	1.10	Slightly True
5. Parents openly share their feelings and experiences with the teacher about their children.	4.25	0.81	Exactly true
<b>Overall Mean</b>	<b>2.91</b>	<b>1.16</b>	<b>Slightly True</b>



The indicators show that teachers feel slightly frustrated when interacting with learners' parents (mean 2.70). However, it is important to note that this frustration is not high and indicates a relatively positive level of efficacy belief.

Teachers believe that it is hardly true that parents inform them of being unhappy about something they have done to their children (mean 2.06). This indicates that teachers perceive minimal negative feedback or conflict from parents about their teaching practices. Moreover, teachers believe that parents hardly allow them to impose discipline in the classroom (mean 2.30). This suggests that teachers perceive a limited level of authority in disciplining children in the presence of parents.

On the other hand, teachers feel slightly true that they are respected by learners' parents (mean 3.27). This indicates that teachers generally perceive a positive level of respect from parents, which is supportive of a positive teacher-parent relationship.

Furthermore, teachers believe that it is exactly true that parents openly share their feelings and experiences with the teacher about their children (mean 4.25). This indicates that teachers perceive a high level of communication and openness from parents, fostering a collaborative teacher-parent relationship.

The findings suggest that kindergarten teachers hold moderately positive efficacy beliefs about their interactions with learners' parents. While some slight frustrations and limitations in disciplining may exist, the overall perception of respect and open communication with parents contributes to a supportive teacher-parent relationship.

Table 16 presents the extent of kindergarten teachers' efficacy beliefs in terms of teacher-learner relationships. The data is summarized with the mean and standard deviation for each indicator, and a descriptive rating is provided to indicate the level of belief in the statements.

The results indicate that kindergarten teachers generally hold moderately true efficacy beliefs about their teacher-learner relationships. The overall mean for all items is 3.56, reflecting a moderate level of belief in these statements.

The indicators show that teachers have exactly true efficacy beliefs when it comes to sharing an affectionate and warm relationship with their learners (mean 4.37). This suggests that teachers perceive a strong positive connection and emotional bond with the children in their classroom.

On the other hand, teachers feel slightly true that they always seem to be struggling with the children (mean 2.99). This indicates that while there may be some challenges in managing certain aspects of the teacher-learner relationship, the overall perception is not overwhelmingly negative.

Moreover, teachers have slightly true efficacy beliefs that children are hurt or embarrassed when they correct them (mean 2.63). This indicates that teachers perceive that some children may react emotionally when corrected, but it does not indicate a prevalent issue.

**Table 16. The Extent of the Kindergarten Teachers' Efficacy Beliefs in Terms of Teacher-Learner Relationship**

INDICATORS	Mean	Std. Deviation	Description
1. I share an affectionate and warm relationship with my learners.	4.37	0.64	Exactly true
2. I always seem to be struggling with the children.	2.99	1.24	Slightly True
3. It appears that children are hurt or embarrassed when I correct them.	2.63	1.28	Slightly True
4. Children spontaneously share information about themselves and family.	4.24	0.68	Exactly true
<b>Overall Mean</b>	<b>3.56</b>	<b>0.96</b>	<b>Moderately True</b>

Furthermore, teachers have exactly true efficacy beliefs that children spontaneously share information about themselves and their families (mean 4.24). This suggests that teachers perceive open communication and a willingness from children to share personal information, fostering a positive teacher-learner relationship.

The finding indicates that kindergarten teachers hold moderately positive efficacy beliefs about their teacher-learner relationships. While there may be some challenges and emotional reactions from children, the overall perception is one of affection, warmth, and open communication between teachers and learners.

Table 17 presents the extent of kindergarten teachers' efficacy beliefs in terms of the working environment. The data is summarized with the mean and standard deviation for each indicator, and a descriptive rating is provided to indicate the level of belief in the statements.

The results indicate that kindergarten teachers hold very positive efficacy beliefs about their working environment. The overall mean for all items is 4.34, indicating a strong level of belief in these statements. The indicators show that teachers have exactly true efficacy beliefs that administrators send them to seminars and workshops for professional development (mean 4.42). This suggests that teachers perceive strong support from their superiors in terms of their professional growth and continuous learning.

**Table 17. The Extent of Kindergarten Teachers' Efficacy Beliefs in Terms of Working Environment**

INDICATORS	Mean	Std. Deviation	Description
1. Administrators send teachers to seminars and workshops for professional development.	4.42	0.72	Exactly true
2. The principle is always open/ or available for faculty consultation.	4.33	0.74	Exactly true
3. Co-teachers assist colleagues, especially the new ones whenever he is facing difficulty.	4.29	0.74	Exactly true
4. Teachers support each other in all activities in school.	4.38	0.66	Exactly true
5. The school demonstrates the value of program policies that ensure dependable workplace support.	4.32	0.77	Exactly true
<b>Overall Mean</b>	<b>4.34</b>	<b>0.73</b>	<b>Exactly true</b>

Teachers also have exactly true efficacy beliefs that the principal is always open and available for faculty consultation (mean 4.33). This indicates that teachers perceive the principal as accessible and supportive in addressing their concerns and needs.

Moreover, teachers have exactly true efficacy beliefs that co-teachers assist colleagues, especially new ones, whenever they face difficulties (mean 4.29). This suggests a collaborative and supportive culture among colleagues in the kindergarten setting.

Furthermore, teachers have exactly true efficacy beliefs that teachers support each other in all activities in school (mean 4.38). This indicates a strong sense of teamwork and camaraderie among the teaching staff. Additionally, teachers have exactly true efficacy beliefs that the school demonstrates the value of program policies that ensure dependable workplace support (mean 4.32). This suggests that teachers perceive the school's policies and practices as supportive and reliable.

The findings indicate that kindergarten teachers have very positive efficacy beliefs about their working environment. The exactly true descriptive rating across all indicators reflects a high level of belief in the school's supportive culture and practices.

Table 18 presents the extent of kindergarten teachers' efficacy beliefs in terms of self-management. The data is summarized with the mean and standard deviation for each indicator, and a descriptive rating is provided to indicate the level of belief in the statements.

The results indicate that kindergarten teachers hold very positive efficacy beliefs about their self-management abilities. The overall mean for all items is 4.36, indicating a strong level of belief in these statements.

**Table 18. The Extent of the Kindergarten Teachers' Efficacy Beliefs in Terms of Self-Management**

INDICATORS	Mean	Std. Deviation	Description
1. Set personal goals and directions, needs, and development.	4.50	0.64	Exactly true
2. Understand personal actions and behavior that are clear and purposive and take into account personal goals and values congruent to that of the organization.	4.25	0.75	Exactly true
3. Display emotional maturity and enthusiasm for and is challenged by higher goals.	4.38	0.60	Exactly true
4. Prioritize work tasks and schedules (through Gantt charts, checklists, etc.) to achieve goals.	4.34	0.60	Exactly true
5. Set high-quality, challenging, and realistic goals for self and others.	4.36	0.64	Exactly true
<b>Overall Mean</b>	<b>4.36</b>	<b>0.65</b>	<b>Exactly true</b>

The results reveal that kindergarten teachers hold remarkably positive views of their abilities in various aspects of self-management. They strongly believe in setting personal goals and directions for their growth and development, demonstrating emotional maturity, and being enthusiastic about higher goals. Moreover, teachers prioritize their work tasks and schedules effectively to achieve their objectives, while also setting high-quality, challenging, and realistic goals for themselves and their students. The overall mean of 4.36 signifies a high level of belief in their self-management abilities. These findings highlight the proactive and dedicated approach of kindergarten teachers in planning and striving for their personal and professional improvement. By showcasing strong alignment with the school's mission and values, teachers create a supportive and driven learning environment for their students. Understanding and fostering self-management skills among educators can significantly impact their effectiveness, job satisfaction, and overall well-being, ultimately benefiting the entire kindergarten community.

Table 19 presents the performance levels of kindergarten teachers in terms of effectiveness, with an average score of 4.170, indicating a "Very satisfactory" performance. However, it is worth noting that the highest possible score of "5" was not attained, suggesting room for improvement. The results reveal that the majority of teachers, 78 percent, fell within the range of 3.50 to 4.49, with a "Very satisfactory" description. The next range, 4.50 to 5.00, accounted for 18 percent of teachers, earning an "Outstanding" rating. Lastly, 4 percent of teachers were in the range of 2.50 to 3.49, described as "Satisfactory."

**Table 19. The Level of Kindergarten Teachers' Performance in Terms of Effectiveness**

Ranges	Description	Frequency	Percentage
4.50-5.00	Outstanding	18	18
3.50-4.49	Very Satisfactory	79	78
2.50-3.49	Satisfactory	4	4
1.50-2.49	Unsatisfactory	0	0
0.00-1.49	Poor	0	0
<b>Mean = 4.17</b>	<b>Very Satisfactory</b>	<b>101</b>	<b>100</b>

The data underscores the importance of supporting kindergarten teachers in their professional development. The school head plays a crucial role in this regard by mandating and providing the necessary training and seminar workshops to help teachers achieve outstanding performance. Over the years, teacher effectiveness has been a focal point of educational impact (Kim, Jörg, & Klassen, 2019), and enhancing teacher performance remains a priority.

Several factors challenge the effectiveness of teachers in the classroom, including parental support, adapting to the diverse needs of learners, negative public perceptions of teachers, and shifting educational trends (Owens, 2010).

Addressing these challenges is vital to empower kindergarten teachers and creating an environment conducive to outstanding performance. By investing in teacher development and addressing these factors, we can elevate the overall effectiveness of kindergarten educators and, in turn, improve the quality of education they provide to young learners.

Table 20 depicts the level of kindergarten teachers' performance in terms of efficiency. The average range is 4.22, with a description of "Very satisfactory." First in the rank is the range from 3.50 – 4.49 with 77 percent having a description of "Very satisfactory." Next to it is the range of 4.50 – 5.00 with a frequency of 21 percent with a description of "Outstanding." Ranked as the third, belongs to the range of 2.50 – 3.49 with 2 percent having a description of "Satisfactory."

**Table 20. The Level of Kindergarten Teachers' Performance in Terms of Efficiency**

Ranges	Description	Frequency	Percentage
4.50-5.00	Outstanding	21	21
3.50-4.49	Very Satisfactory	78	77
2.50-3.49	Satisfactory	2	2
1.50-2.49	Unsatisfactory	0	0
0.00-1.49	Poor	0	0
<b>Mean = 4.22</b>	<b>Very Satisfactory</b>	<b>101</b>	<b>100</b>

In light of the average result, the teachers' performance in terms of efficiency should be improved for it did not achieve the highest score of "5." Thus, kindergarten teachers necessarily need to attend a series of faculty development programs to achieve an "Outstanding" performance. Which will be given by the school administrators.

Table 21 presents the level of kindergarten teachers' performance in terms of timeliness. The average range is 4.00, with a description of "Very satisfactory." First in the rank is the range from 4.50 – 5.00 with 51 percent having a description of "Outstanding" followed by the range from 3.50 – 4.49 with 40 percent having a description of "Very satisfactory." Third, in the rank is the range from 2.500 – 3.9 with 9 percent having a description of "Satisfactory." Seeing the average result emphasizes that teachers' performance in terms of timeliness should be improved, for it did not achieve the highest score of "5."

**Table 21. The Level of Kindergarten Teachers' Performance in terms of Timeliness**

Ranges	Description	Frequency	Percentage
4.50-5.00	Outstanding	52	51
3.50-4.49	Very Satisfactory	40	40
2.50-3.49	Satisfactory	9	9
1.50-2.49	Unsatisfactory	0	0
0.00-1.49	Poor	0	0
<b>Mean = 4.00</b>	<b>Very Satisfactory</b>	<b>101</b>	<b>100</b>

The results presented in Table 22 reveal the relationship between kindergarten teachers' performance and various factors related to their professional needs, experiences, and efficacy beliefs. Among the variables considered, classroom management and learning assessment showed statistically significant positive correlations with teacher performance, indicating that effective classroom management practices and strong skills in assessing student learning are associated with better overall performance. Additionally, family engagement emerged as a

significant factor positively influencing teacher performance, suggesting that active involvement of families in kindergarten education contributes to teachers' effectiveness. Notably, learning outcomes demonstrated a highly significant positive correlation with teacher performance, indicating that teachers who achieve better learning outcomes with their students tend to have higher overall performance.

**Table 22. Relationship Between the Kindergarten Teachers' Performance and Professional Needs, Experiences, and Efficacy Beliefs**

VARIABLES	CORRELATION COEFFICIENT	P – VALUE	INTERPRETATION
1. In-service Education	-.104	.302	Not Significant
2. Framework for Inclusive Education	.022	.831	Not Significant
3. Mentoring	.113	.260	Not Significant
4. Classroom Management	.235	.018*	Significant
5. Learning Assessment	.244	.014*	Significant
6. Family Engagement	.282	.004**	Significant
7. Teacher-Parent Relationship	.006	.950	Not Significant
8. Learning Outcome	.771	.000**	Significant
9. Learner-Teacher Relationship	.058	.564	Not Significant
10. Working Environment	.147	.142	Not Significant
11. Self-Management	.433	.000**	Significant

\*. Correlation is significant at the 0.05 level (1-tailed)

\*\* . Correlation is significant at the 0.01 level (2-tailed)

On the other hand, variables such as in-service education, the framework for inclusive education, mentoring, teacher-parent relationship, learner-teacher relationship, working environment, and self-management did not show significant correlations with teacher performance. These findings provide valuable insights for educational institutions and policymakers to focus on enhancing classroom management techniques, learning assessment strategies, and family engagement initiatives to further improve kindergarten teachers' performance and ultimately elevate the quality of early education.

This finding implies that the teachers' performance is not associated with the level of in-service education, the framework for inclusive education, and mentoring conditions encountered by the teacher. The negative r-value indicates that the lesser problems on in-service education the teacher encounters, the higher is the tendency for her to perform better in his/her teaching. This finding counters the study that exposing kindergarten teachers to appropriate developmental programs may enhance teacher capabilities in the classroom (Ortiz, 2018).

Table 23 presents the results of the Multiple Linear Regression Analysis, which identifies the variables that best predict kindergarten teachers' performance, either individually or in combination. Among the eleven variables considered, four emerged as significant predictors of teachers' performance. The data revealed that framework for inclusive education (Beta = 0.098; t = 1.049; p-value = 0.042), family engagement (Beta = -0.157; t = -2.020; p-value = 0.046), learning outcome (Beta = 0.879; t = 10.205; p-value = 0.000), and self-management (Beta = 0.062; t = 0.816; p-value = 0.042) had notable correlations with teacher performance.

Framework for inclusive education, family engagement, learning outcome, and self-management were the strongest predictors of teachers' performance. Specifically, a one-unit increase in framework for inclusive education was associated with a positive increase in teachers' performance. Family engagement, on the other hand, showed a negative impact on teachers' performance when it changed negatively. Family engagement plays a significant role in children's development and educational success, and positive engagement from parents positively influences teacher performance.

Learning outcome proved to be the most influential predictor of teacher performance. Similarly, self-management, which includes constructive self-regulation, stress management, and goal orientation, had a positive impact on teachers' performance.

**Table 23. Multiple Linear Regression Analysis of the Variables That Singly or In Combination Best Predict Teachers' Performance**

	UNSTANDARDIZED	STANDARDIZED	P – VALUE
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VARIABLES	COEFFICIENTS		COEFFICIENTS	t	
	B	Std. Error		Beta	
Constant	.808	.522		1.549	.125
1. In-service education	-.059	.054	-.071	-1.092	.278
2. Framework for Inclusive Education	.083	.079	.098	1.049	.042
3. Mentoring	.061	.092	.056	.662	.510
4. Classroom Management	-.043	.110	-.032	-.390	.697
5. Learning Assessment	.205	.143	.143	1.431	.156
6. Family Engagement	-.222	.110	-.157	-2.020	.046
7. Teacher-Parent Relationship	-.108	.067	-.121	-1.601	.113
8. Learning Outcome	1.155	.113	.879	10.205	.000
9. Learner-Teacher Relationship	-.157	.085	-.139	-1.845	.068
10. Working Environment	-.184	.095	-.183	-1.932	.057
11. Self-Management	.075	.092	.062	.816	.042

R = .668  $R^2 = .627$  F – Value = 16.254

P – Value = 0.000

The regression model indicated that these predictor variables accounted for 62.7% of the variance in teachers' performance, with a significant effect at the 0.001 level. The model for early childhood teacher performance is represented as follows:

$$\hat{Y} = 0.808 + 0.083X_1 - 0.222X_2 + 1.155X_3 + 0.075X_4$$

Where:

$\hat{Y}$  represents early childhood teacher performance

$X_1$  stands for Framework for Inclusive Education

$X_2$  stands for Family Engagement

$X_3$  stands for Learning Outcome

$X_4$  stands for Self-Management

The regression model further indicates that a one-unit increase in the framework for inclusive education corresponds to a 0.083 increase in teacher performance, while a one-unit increase in family engagement leads to a decrease of 0.222 in teacher performance. On the other hand, a one-unit increase in learning outcome and self-management corresponds to increases of 1.155 and 0.075, respectively, in teacher performance.

The framework for inclusive education holds significant value for educators as it not only benefits the school but also directly supports teachers by providing best practices designed for learners with special needs (National Council for Special Education, 2011). As stated by Villines (2011), early childhood education (ECE) teachers accommodating inclusive learners with special needs require additional knowledge and support to effectively address their unique requirements. Consequently, additional training becomes imperative for teachers.

Furthermore, family engagement plays a crucial role in early childhood education. Firstly, it promotes academic success for children, as parents' involvement signals the importance they place on their child's education. Secondly, family engagement helps mitigate or even prevent obstacles in learners' academic progress by fostering a positive perception of their development and understanding of their capabilities (Frost, 2017).

Additionally, the learning outcomes of learners are greatly influenced by experienced teachers, and the classroom environment significantly impacts children's engagement (Morgan, Farkas & Wu, 2009 as cited in Luchies, 2013). A stimulating learning environment fosters intellectual advancement, contributing to learners' overall development, and emphasizing the crucial role of teachers in shaping holistic growth (Kol, 2011 as cited in Kazu & İş, 2018).

Likewise, self-management is an essential trait for teachers, enabling them to navigate various challenges effectively. A teacher skilled in self-management can exercise restraint, manage stress, inspire themselves to excel in their endeavors, collaborate well with colleagues, and maintain a positive outlook while striving to achieve personal and professional goals (Larocca, 2017).

In summary, the framework for inclusive education, family engagement, learning outcomes, and self-management all play vital roles in early childhood education. By providing teachers with the necessary training and support, emphasizing family involvement, creating conducive learning environments, and fostering self-management skills, we can empower educators to better meet the diverse needs of learners and promote their holistic development.

## **CONCLUSIONS**

The study provides valuable insights into the characteristics and professional needs of kindergarten teachers in the Division of Butuan City. The findings suggest that the majority of the participants are relatively young, falling within the age bracket of 35-41 years, mostly female and married. While most have a general education background, only a few have specialized in Early Childhood Education (ECE). Furthermore, the participants primarily hold a bachelor's degree as their highest educational attainment and have 0-5 years of teaching experience, indicating a young and continuously evolving kindergarten teaching workforce.

In terms of professional development, the study identifies a moderate level of assistance needed in areas such as in-service education, inclusive education, and mentoring. Improving the quality of professional growth in these aspects is crucial to effectively support teachers. Though they receive considerable assistance in some areas, specific focus on identifying and addressing areas requiring improvement will allow teachers to receive the necessary training and enhance their skills in dealing with early childhood learners, making the teaching-learning process more valuable, enjoyable, and meaningful.

Despite being young and new in their careers, kindergarten teachers demonstrate a high level of experience in classroom management and learning assessment. However, there is room for improvement in these areas to further enhance their effectiveness and ensure high-quality and meaningful learning experiences for their students.

Additionally, the study reveals that kindergarten teachers hold strong efficacy beliefs, except for the teacher-parent relationship, which is moderate. Encouraging collaborative and harmonious relationships with parents is crucial to promoting parent engagement and fostering a positive attitude towards school, ultimately leading to improved learner success in the learning process.

The performance of kindergarten teachers is found to be very satisfactory and excellent, even among young and new teachers. Their commitment and dedication to fulfilling their responsibilities contribute significantly to their overall effectiveness and efficiency in the classroom.

Furthermore, the study indicates a significant relationship between teachers' performance and their experiences and efficacy beliefs. These factors play a vital role in teacher competence, particularly in understanding and managing early childhood learners, especially concerning classroom management and learning assessment.

Finally, the study identifies the variables that best predict teachers' performance, namely the framework for inclusive education, family engagement, learning outcome, and self-management. Addressing these attributes becomes pivotal in predicting kindergarten teachers' performance effectively. By focusing on these areas, teachers' confidence can be built, and their performance in the classroom can be further enhanced, ultimately benefiting both the teachers and their students.

## **CONFLICT OF INTEREST**

The authors declare no conflict of interest.

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