

COMPETENCY SKILLS AND WORK PERFORMANCE OF PRE-SCHOOL TEACHERS

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ABSTRACT

The research determined the degree of competency skills and level of job performance of preschool teachers in the Aleosan, Cotabato. It aimed to determine the substantial association between competency skills and preschool teacher job performance; and the relationship of competency skills and preschool teacher work performance. The descriptive - correlation research design examined the data from the 26 completely-enumerated respondents. The author used a pre-existing questionnaire. The Cronbach's Alpha value for the validity and reliability test was 0.775, indicating a reliable instrument. Data collection was accomplished via correspondence with various school heads and the use of statistical tools. Pearson r was used to determine the study's relationship, and multiple linear regression was utilized to determine the significant influence. The preschool instructors performed relatively well on many characteristics of competency skills. They excelled in terms of work performance. Preschool teachers' competency skills and job performance were correlated. Teaching and organizational skills affected the teaching-learning process. Furthermore, preschool teachers' community participation was aided by their teaching and organizational abilities, as well as their patience and flexibility. Teaching and organizational abilities affected their professional development. The research found that preschool teachers' competency skills influenced their job performance.

Keyword: - Competency skills, work performance, pre-school teachers.

1. INTRODUCTION

Today's preschool teachers' competence and job performance shape young brains. Preschoolers need relevant learning skills. It lets kids learn in ways they want, making learning fun (Adeyemo, Sehoole, & Cueno, 2015).

As mentioned by Park (2018), pupils at such a young age may struggle to concentrate attention for an extended amount of time. One of the challenges they will confront is keeping toddlers' attention. It may be difficult to retain everyone's attention on a given work or topic all of the time, especially in a big class. The objectives of a kindergarten teacher should be defined to guarantee that they create a quiet and productive learning environment in which pupils may thrive.

It was underscored by Azzi-Lessing (2009) that teaching preschool involves a lot of patience and a motherly attitude. However, several preschool instructors nowadays are young and lack sufficient training in dealing with these types of children in school. In fact, Mirzaii, L.H., Riazi, Z., Vares, M. and Alamgard, S. (2014) expressed that preschool teachers should be knowledgeable about child supervision and discipline, cultural diversity, suitable teaching and learning techniques, and encouraging self-reliance. Furthermore, Allyn and Seng (2014) mentioned that instructors should be educated with the abilities essential to effectively manage their students.

Many studies have previously been conducted on preschool teachers, but the evaluation of their teaching abilities in connection to their job performance has received less attention (Nazim & Mahmood, 2018). That is why

the researcher wanted to conduct this study in order to assess how competent preschool teachers are in terms of work performance.

2. RESULTS AND DISCUSSION

Relationship of the Competence Skills and Work Performance

Table 1 presents the relationship between the creative and artistic teaching abilities, and work performance. The correlation matrix shows that the creative and artistic teaching abilities have no significant relationship with all the parameters used to measure the teachers' work performance, in terms of teaching-learning process ($r=-0.083$ with a p-value of 0.549); pupils' outcome ($r=-0.030$ with a p-value of 0.830); community involvement $r=-0.061$ with a p-value of 0.663); and professional growth ($r=0.050$ with a p-value of 0.719). The probability value for creative and artistic teaching talents is higher than the alpha value of 0.050, indicating that they did not improve teachers' capacity to do their jobs. The null hypothesis for this section is therefore accepted.

It also suggests that creative and artistic teaching skills are not strongly related to teachers' job performance in terms of the teaching-learning process, students' outcomes, community participation, and professional development. This indicates that no correlation will develop between instructors' job performance and their creative and artistic teaching talents if they are not given much consideration.

The result is supported with what Pan, B., Shen, X., Liu, L. Yang, Y. and Wang, L. (2015) said that creative and artistic teaching abilities did not show any relationship to the work performance of the teachers. He added that creative and artistic teaching skills are not related to work performance of preschool.

On teaching and organizational skills, Table 10 shows that teaching and organizational skills of preschool teachers had a significant relationship with the parameters used to measure the teachers' work performance, in terms of teaching-learning process ($r=0.237^*$ with a p-value of 0.048); and professional growth ($r=0.255^*$ with a p-value of 0.045). No correlation was established on pupils' outcome and community involvement.

The result means that teaching and organizational skills are significant to teachers' work performance. The presented probability values which are less than the set 5% level of significance mean that the stated hypothesis is rejected. This implies that once the teaching and organizational skills are implemented, the teaching-learning process and professional growth are highly performed by the teachers. It means that the preschool teachers' competence on teaching and organizational skills improved on the teaching-learning process and their professional growth.

The findings conform to Botta (2013) found that teaching and organizational skills of preschool teachers should be developed so they will perform effectively on the teaching-learning process in delivering the lessons to their learners and they will develop their professional growth.

The correlation matrix in table 1 shows that the patience and flexibility had a significant relationship with the parameter used to measure the work performance, in terms of community involvement ($r=0.284^*$ with a p-value of 0.037). No correlations were found on teaching-learning process, pupils' outcome, and professional growth.

The result means that patience and flexibility skills are significant to community involvement. The presented probability value which is less than the set 5% level of significance means that the stated hypothesis is rejected. This implies that if teachers possess patience and flexibility skills so that they will highly perform on the community most likely the community involvement improves.

The result agrees to Desimone, Payne, Fedoravicius, Henrich, and Finn- Stevenson (2014) who said that the preschool teachers should have a long patience in dealing with the preschool learners. They added that teachers should flexible to address the individual differences of their learners. They added that the higher is being competent on the patience and flexibility skills the higher is the level of their community involvement and even the school activities.

Table 1 Correlation matrix showing the relationship of the preschool teachers' competence skills and the work performance

Competence Skills		Teaching-learning process	Pupils' outcome	Community involvement	Professional growth
Creative & artistic teaching abilities	Pearson R	-0.083	0.030	-0.061	0.050
	Probability	0.549	0.830	0.663	0.719
Teaching and organization skills	Pearson R	0.237	-0.095	-0.184	0.255*
	Probability	0.048	0.496	0.182	0.045
Patience and flexibility	Pearson R	-0.173	-0.042	0.284*	-0.009
	Probability	0.212	0.763	0.037	0.951
Strong com. skills	Pearson R	-0.072	0.070	0.059	-0.140
	Probability	0.607	0.613	0.673	0.313

*= Correlation is Significant at 0.05 level.

3. METHODOLOGY

This study employed descriptive-correlation in examining competency skills and work performance of pre-school teachers in Aleosan East and West Districts in the Municipality of Aleosan, Cotabato, Philippines. Twenty-six (26) pre-school teacher-respondents were surveyed using an adopted questionnaire. The data gathered were analyzed using descriptive and inferential statistics.

4. CONCLUSIONS

The researcher draws the following conclusions from the study's findings: The preschool teachers perform well at work and have a reasonable level of proficiency. There was a correlation between preschool teachers' job performance and their competence abilities. Teaching and structure affect learning. Organizational, instructional, and patience and flexibility skills also influenced preschool teachers' community involvement. They advanced professionally through teaching and organizing.

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