



Kindergarten Administration and Faculty Agreement on Measuring Educational Effectiveness and Proficiency

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Abstract: *This study was to compare kindergarten teachers' and administrators' assessments of teachers' competence and performance in the classroom. A survey was developed as part of a quantitative methodology for the investigation. Purposeful sampling was used, which is a kind of non-probability sampling. There was a total of 280 participants, including 170 kindergarten teachers and 110 principals from around the nation. "Cohen's Kappa coefficient" was used to establish the degree of agreement between raters, and the Pearson Chi-Square test was used to find any discrepancies between the views of principals and teachers that emerged from the data acquired through questionnaire. The results revealed that the raters were not generally in agreement with one another, indicating that there are likely different perspectives held by teachers and administrators. Multi-rater strategies are seldom used in this kind of study, and this is particularly true for the ECE level in the country. Studies of educators' abilities and efficacy often include a single rater, such as classroom instructors or school administrators rating themselves, leading to subjective findings. In conclusion, the teachers' skills were assessed by an examination that combined subjective questions with case analysis to gauge their performance and self-description in relation to cognitive powers. Individual and group evaluations relied on autobiographies or self-evaluation questionnaires that were filled out in accordance with predetermined topics. At the same time, an instructor used an assessment rubric and compared it to the student's progress throughout the teaching and learning process.*

Keywords: *Level of Agreement, Skill, Kindergarten Instructor, and Instructional Effectiveness.*

1. INTRODUCTION

In order to fulfill their responsibilities as educators, instructors rely mostly on students' levels of knowledge, proficiency, and conduct. The function of teachers in the development of human resources is crucial (Bradford & Braaten, 2018). Expert teachers are essential, particularly in the early years of a child's education. Every kid has the right to a high-quality education that



helps them reach their fullest potential. The "education for all" worldwide policy framework should inform improvements to schooling. Numerous studies have warned that disparities in the quality of preschool programs might negatively affect children's development, learning, and well-being.

However, several nations fail to recognize the significance of preschool education despite its ability to meet the requirements of young children. It aids in their maturation into responsible adults and prepares them for further study. Teachers' contributions to human resources have a substantial impact on preschool education's effectiveness (Manning et al, 2019). If we want to assist our students realize their maximum potential, then even the most cutting-edge curriculum is pointless without qualified teachers to implement it. In order to establish the proper frameworks and inputs in light of the critical need for trained teachers, it is important to perform teacher evaluation to quantify their skills. In conclusion, it's important to think about doing further research into instructors' skills.

A teacher's competence reveals how well they understand their pupils and how they can help them grow as individuals. Teacher effectiveness may be determined, measured, and evaluated by looking at how well they exhibit pedagogical, personality, social, and professional competences (Gallagher et al., 2018). Excellent classroom performance is linked to four core abilities: pedagogical knowledge, personal maturity, social maturity, and professional maturity (Fauth et al., 2019). Competence in education also involves the capacity to provide a learning environment that is accessible to students and conducive to their growth. Educators that are well-versed in the material at hand will be better equipped to modify their teachings and classroom environments to match the needs of their students (Druzhinina et al., 2018). An engaging and enjoyable learning environment will benefit further from the presence of high-quality teaching expertise.

The character of a teacher is reflected in how they seem to students. It grows over time when students take the initiative to execute learning activities with an attitude that is active, anticipatory, responsive, dynamic, and creative. Success as a teacher may be affected by one's personality. Therefore, educators should always work to better themselves via self-improvement. Teachers' regular actions demonstrate their social competency. It thrives on the integration of information, abilities, and personal traits that are observable, quantifiable, and evaluable, and which should be honed to perfection in order to fully professionalize the educators (Lozancic, 2018). Students may get the training and credentials they need to work with young children by concentrating their college studies on early childhood education. To be competent as a professional educator, one must have an understanding of the theoretical underpinnings of education and the ability to put those underpinnings into practice. Teachers' theoretical knowledge, practical abilities, and experience in the classroom all contribute to their level of competence in this area (Swart et al., 2019).

In light of the fact that instructors' competences dictate the quality of the learning process, (Amalia and Saraswati, 2018) emphasized the need of teachers constantly developing their teaching abilities (Zamri & Hamzah, 2019). This is because the skills they acquire will allow them to function more effectively. In order to improve student outcomes, using ICT to mandate teacher professional development is essential. As a result of inadequate resources, however,



kindergarten educators make insufficient use of information and communication technologies (i.e lack of training of teachers) Teachers' efficacy may be measured, as suggested by (Sultana & Shahabul Haque, 2018), by seeing how well they design and carry out lessons, assess their students' learning, and plot their own development as educators (Vermunt et al., 2019). Teachers have a duty to better themselves because of their central role in students' academic progress and because doing so is necessary to achieve the goals of excellent education (Hamda, 2018).

This study set out to answer the question, "How can we best evaluate the competency and efficacy of ECE educators?" Educators and school officials from many institutions participated. Multiple studies have shown that a school's success is directly correlated with the quality of its instructors (Hamda, 2018; Tardi & Dono, 2019), (Utami & Latiana, 2018). However, multi-respondent strategies have not yet been used into ECE-related research in the country. Studies that evaluated educators' skills in the past often focused on either teachers or administrators. school administrators (Jaya, 2019); (Sari & Setiawan, 2020) (Utami et al., 2020). The agreement test between principals and teachers about competence and performance has never been studied. We anticipated that by including several respondents, we would be able to collect data that was more robust and thorough, reducing the potential for subjectivity and maximizing precision in our analysis.

Literature Review

Numerous assessments of the research on educators' skills and effectiveness have turned up a wide range of studies. This research may have benefited from the information in those papers.

Teaching Competencies

To be competent in a certain situation requires a certain set of beliefs, ideals, aptitudes, and knowledge. It makes it easier for instructors to carry out their jobs as educators. Teachers who have mastered their craft are those who are able to take the content of the curriculum and turn it into engaging lessons that adhere to sound educational practices for classroom management (Gallego & Caingcoy, 2020) Professionalism in the classroom in kindergarten is incorporating kids' individual needs into everyday lessons in a planned, contextual, and flexible way.

Competencies have been shown in previous research to have a substantial impact on the quality of educators' performance in the classroom (Siri et al., 2020). Effective educators inspire students to engage in meaningful learning activities and make significant gains via their own instruction. It was noted that there was a distinction between ECE instructors who had earned degrees in ECE and those who had not. As a result of this issue, there are differences in output quality between them. There are even more obvious discrepancies in the use of learning strategies. Teachers who have not studied early childhood education in depth may nonetheless teach. They have the potential to inspire their pupils, but they lack the "souls" necessary to mirror their students' qualities in the classroom. The quality of a school's instruction is widely acknowledged as the single most influential determinant of a student's academic growth around the globe (Hatlevik et al., 2018). Professional educators are needed to increase the quality of human resources. Since their professionalism is essential to students' attaining the best possible educational outcomes, they are obligated to enhance the standard of teaching in classrooms.



Teaching Performance

Performance in the classroom is measured by how well instructors actually do their jobs in the classroom. As a result, high-quality education leads to better pupils (Suarez & Toro, 2018). Many factors, such as teachers' emotional intelligence, organizational commitment, competencies, organizational culture, leadership style, monetary and non-monetary compensations, and chances for training and career growth, may affect how successful they are in the classroom (Kokkaew et al., 2022). A teacher's competence is measured by how well they teach. According to (Kokkaew et al., 2022), the success of kids' growth and development depends on the quality of instruction received from early childhood educators. Performance in the classroom may also be greatly influenced by teachers' level of expertise.

Research Problem

As the foundational factors that affect the development of human resources, teaching abilities and performance have been the subject of much discussion in a broad range of research. Teachers' competences have an impact on how well they carry out classroom activities. Problems with efficiency and success in the classroom are inevitable when teachers lack proficiency. Setting up additional regulations that may raise the teachers' skills requires an accurate and constant assessment of the instructors' performance.

Research Questions

The following questions were developed for the study:

1. Is there a common understanding of what constitutes effective teaching among educators?
2. In what way can we best evaluate classroom instructors' skills?
3. To what extent do classroom instructors and school administrators generally agree on how well teachers are performing?
4. How should classroom instructors have their work evaluated?

Research Focus

“The purpose of this research was to examine the degree to which administrators and classroom instructors reached similar conclusions about the evaluation of educators' competence and effectiveness.”

2. METHODOLOGY

General Background

In addition to analyzing potential remedies, this quantitative investigation brought attention to pressing social and dynamic issues. It analyzed how both administrators and educators evaluate their colleagues' professional abilities. “Teachers were asked to evaluate their own performance, while principals provided feedback on their abilities and leadership.” Four teaching abilities and the performance of kindergarten instructors throughout the nation were used to examine the degrees of agreement between the two sides.

Participants

There were 1,270 educators there. Non-probability sampling combined with a purposive sample strategy was used to choose the data sources for this study. Due to the heterogeneity of



the study's samples, a purposive sampling strategy was used. Kindergarten educators who regularly attended and contributed to regional meetings were included in the samples. All of the participating educators (teachers and administrators) gave their permission to take part in this study.

This research surveyed 110 kindergarten principals and 170 district-level educators. In this research, instructors' skills and effectiveness in the classroom were evaluated by two independent raters. In accordance with the ethical and formal authorization, the respondents collected the data willingly. "Kindergarten educators from ten different sub-districts participated, and their responses are summarized in Table 1."

Table 1. Background Information on the Sampled Population

No	"Demographic Characteristics"	Teachers		Principals	
		Total	%	Total	%
1.	Gender				
	Male	3	2.3	2	1.1
	Female	167	96.7	108	98.9
2.	Age				
	18-40	85	51.2	25	23.7
	41-60	82	46.5	85	76.3
	>61	3	2.3	0	0
3.	Educational Qualifications				
	High School	25	14.1	10	6
	Diploma	5	2.3	2	1
	Bachelor	140	82.6	98	93

"Note: Respondents consisted of teachers" (N = 170) and principals (N = 110)

Data Collection

There were 55 items organized in a Likert scale pattern that were used to evaluate the instructors' knowledge, skills, and effectiveness in the classroom. Researchers created a grid of instruments before beginning data collecting. Teaching performance was evaluated together with a battery of other measures that covered the teacher's pedagogical, personal, social, and professional abilities. Teachers' ability to steer the whole educational process, from drafting lesson plans to evaluating students' progress, were evaluated by their grades on a series of tasks. Sub-variables, indicators, and reference points were developed from the respondents' comments to better understand the variables. Respondents were asked to rate how they felt about each item on the questionnaire using a scale from 1 (very unsuitable) to 4 (very acceptable) (4). This research employed a Likert scale questionnaire with even intervals (1-4) and no midway to reduce the possibility of bias. In this investigation, teachers' performance and competence were evaluated by both the principals and the instructors themselves, making use of a multi-rater evaluation. There are four breaks in the questionnaire, so that responders won't be able to avoid giving their ideas without seeming prejudiced.

The study was conducted with the participants' informed permission. The consent declaration inside the questionnaire documented their acceptance with the study. Teachers conducted self-evaluations and were also evaluated by principals, who employed separate questionnaires. Both raters' scores were added together for a final tally.



Data Analysis

Cohen's Kappa coefficient analysis was used to establish the degree of agreement on the views of administrators and teachers since the survey included many respondents. Table 2's values were used to categorize the level of agreement amongst raters.

Table 2. Levels of Agreement Based on Kappa Coefficient

Kappa Values	Levels of Agreement
<.0	No Agreement
.0 - .20	Slight
.21 - .40	Fair
.41 - .60	Moderate
.61 - .80	Substantial
<u>.81 - 1.0</u>	<u>Almost Perfect</u>

Cohen's Kappa was used to determine the degree to which raters differed from one another, with values ranging from -1 (no agreement) to 1. (Perfect agreement). Cohen proposed categorizing Kappa values from 0 to .20 as indicating little agreement, .21 to .40 as indicating moderate agreement, .41 to .60 as indicating strong agreement, and .61 to 1.0 as indicating perfect agreement.

The Pearson Chi-Square test was used to find out whether there were significant variations in opinion between principals and teachers, and Cohen's Kappa analysis was used to find out how much agreement there was between raters. Cohen's Kappa analysis may also be used as a symbol for the degree to which raters agree on indications related to the evaluation of instructors' competence and performance. The Pearson Chi-Square test was also used to analyze the data and find statistically significant variations in how administrators and instructors saw the same set of data.

3. RESULTS

A total of 110 principals assessed 170 teachers through the questionnaire. The assessment included the quality of teaching competencies and performance. The descriptive statistical details of the findings, which consist of mean, standard deviation, and correlation matrices are shown in Table 3.

Table 3. Descriptive Statistics and Correlation of Study Variables

Rater	Variable	N	Min	Max	Mean	SD	1	2	3	4	5
Teacher	Pedagogical	170	34	52	44.37	4.41	.1				
	Personal	170	37	61	51.81	5.24	.717**	.1			
	Social	170	24	38	32.26	4.13	.442**	.586**	.1		
	Performance	170	18	36	26.86	3.86	.464**	.723**	.625**	.559**	.1
Principal	Pedagogical	110	31	53	41.54	4.82	.1				
	Personal	110	23	63	51.52	3.78	.796**	.1			
	Social	110	19	38	32.34	4.44	.765**	.677**	.1		
	Professional	110	10	18	15.11	2.88	.667**	.735**	.782**	.1	



	Performance	110	12	36	27.12	4.56	.712**	.758**	.782**	.774**	.1
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Note. * $<.01$; ** $<.05$; 1=Pedagogical, 2=Personal, 3=Social, 4=Professional, 5=Performance
The descriptive statistics show that the data tend to cluster around the mean, and that there is minimal diversity across the five variables (pedagogical, personal, social, professional, and performance abilities). Data are representative if the mean is bigger than the standard deviation. The five factors have a statistically significant correlation with one another ($p .05$).

4. DISCUSSION

Average agreement amongst raters in evaluating instructors' competence and performance was not found in the research. It revealed discrepancies in opinion between faculty and administration. Using a multi-rater technique is unusual in this field of study, and much more so at the ECE level in the country. Studies on educators' abilities and effectiveness sometimes rely on the subjective judgments of a single rater, such as the researchers themselves or a school's administrator. One's own biases toward over- or underestimating something (Keinänen et al., 2018) and the need to keep up a good impression of oneself may both contribute to a subjective evaluation of one's own abilities (Kim, 2019). The purpose of this research was to delve deeper into the best practices for conducting assessments of teaching competencies and performance in order to generate valid, accurate, and objective data for use in teacher self-evaluation and development, institutional improvement, and quality improvement initiatives at the ECE level.

Kappa values' similar interpretations of inter-rater agreement were seldom attained owing to observers' differences in methodology (Tong et al., 2020). The degree to which two or more observers have a common assessment of any occurrence, such as the quality of a school's teaching staff, may be quantified. If there is little to no consensus in the ratings provided by different raters, either overall or in specifics, then it is important to determine what is driving the discrepancy. Competencies also include instructors' personal qualities that aid them in their work as educators, such as their skills, talents, knowledge, understanding, beliefs, and moral values. Effective education involves presenting content in a way that makes it easy for students to learn, which requires a combination of methodical planning and imaginative problem-solving. Competence, as defined by (Stone et al., 2020), is a set of goals that one should strive to meet in order to perform well in a certain position inside a given company.

Professional educators, such as teachers, must possess certain skills in order to do their duties effectively (Zamri & Hamzah, 2019). Sustainable education development should also inform the creation and use of their skillsets (Bürgener & Barth, 2018). In order to chart their attributes and track their progress in mastering skills, an evaluation is necessary. Through the use of competency mapping, schools may better identify their faculty members' strengths and areas for growth. This matters because instructors are a critical component of any school's overall success (Sumaryanta et al., 2018). Two instruments, an observation form to determine instructors' performance and a self-assessment questionnaire, were shown to be suitable for measuring teachers' pedagogical and professional competences based on a series of studies (Biencinto et al., 2021). The subjective questions and case analysis used in the second instrument are meant to represent the connection between competences and cognitive abilities.



The self-assessment questionnaire allowed for self-descriptions or autobiographies to be written under particular topics in order to evaluate the instructors' personal and social abilities. Taking stock of one's own strengths, flaws, and areas for potential progress is seen as a valuable learning experience that contributes to the growth of the learning process. According to (Biencinto et al., 2021), the self-assessment questionnaire may also be used to evaluate the progress of teachers' professional growth in terms of their own skills. Self-evaluation is a kind of course-correction that helps students succeed in their learning endeavors. Self-assessment questionnaires provide a simple means for educators to do introspective research on their own practices, allowing them to better understand their own areas of strength and growth. Combining several components in the assessment questions tends to provide more reliable findings when assessing competency.

Teachers' cognitive abilities were evaluated by exam and interview, and their behavioral practices were evaluated via observation. Instructor effectiveness was evaluated by objective, third-party observation. Teachers' interactions with students during classroom activities were observed with the purpose of gathering data on how well they were doing their jobs as educators. For the purpose of generating structure, creating uniformity among evaluators, and lowering the likelihood of subjectivity in the evaluation outcomes, an assessment rubric might be used (Woon et al., 2021). Along with the scattered pieces of information, such as lesson plans and children's learning outcomes, the observation also included assessments of the teachers' performance (Woon et al., 2021). After collecting data, assessors looked through it and made sense of it by comparing it to the evaluation criteria. That's why it's so important for evaluators to compare instructors' work to both the evaluation criteria and the data they have at their disposal. After an assessment has been conducted, feedback is another factor to think about for the sake of further development.

5. CONCLUSION

According to the results, there was a moderate to large discrepancy in how administrators and instructors evaluated teachers' competence and performance. It was a manifestation of the divergence in their viewpoints. Further research led to the identification of assessment questions that, when combined, would provide a reliable evaluation of the teachers' abilities and effectiveness in the classroom.

Teachers' abilities in the classroom were measured against a set of standards based on their own self-reporting and performance in a case study format. Self-evaluation forms (autobiographies) were used for both the individual and group evaluations, and they were structured around a number of questions. A performance criterion was used to monitor student work, and this was then compared to the teaching and learning that occurred in a classroom setting.

Recommendations

The study's authors make a number of recommendations based on their results, such as doing follow-up studies that include interviews with a larger sample of instructors. The quality of their work in this respect is the responsibility of the instructors, who must engage in continuous professional development and adhere to the relevant educational regulations. Due of the positive effects of assessment on teacher performance, ongoing evaluation is also crucial.



Limitations

According to scientific norms, this study was carried out in the most efficient way possible. Unfortunately, there are still a number of gaps in our understanding of what makes a good teacher. There are four types of competence at play here: instructional, individual, social, and expert. However, our analysis did not take into account all possible variables.

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