

# Personal and Professional Profile of Teachers and Cohort Survival Rate of Kindergarten Pupils

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## INTRODUCTION

### Background of the Study

The universal primary education is one of the eight Millennium Development Goals (MDGs) established by the United Nations (UN), to which the Philippines, as a member state, has pledged its support. The Philippines, similar to many other nations, acknowledges that a well-educated populace can yield substantial long-term economic and social benefits, such as enhanced productivity, innovation, and increased civic engagement and participation in governmental programs (Albert et al., 2023). Consequently, the 2023-2028 Philippine Development Plan emphasizes the importance of improving education and promoting lifelong learning as a crucial component of the country's medium-term strategy for human and social development (NEDA PDP, n.d.). This plan aspires to create a society where Filipinos are intelligent and innovative, with significantly reduced learning poverty and widespread access to high-quality lifelong learning opportunities.

With this growing awareness of the need for Early Childhood Education and Development, the Philippines has put a lot of importance to basic education and developed comprehensive reforms in the country's educational system. Among these is the institutionalization of kindergarten through RA 10157 which is known as the Kindergarten Education Act of 2012, wherein Kindergarten was made as the compulsory and mandatory entry stage to education. This, as the country's Department of Education believed that the age of five (5) was the transition period from informal to formal literacy (Grades 1-12) considering that such age was within the critical years where positive experiences must be nurtured to ensure school readiness (DepEd, n.d.). This opened up the opportunity for the Filipino kindergarten learner and teacher to be put up front and centre.

A year after institutionalizing kindergarten, the K-12 program was established under the Enhanced Basic Education Act of 2013 (RA 10533). This legislation extended the basic education cycle from the long-standing 10 years to 12 years by adding a two-year senior high school. The new structure includes seven years for kindergarten through Grade 6, four years for junior high school (Grades 7 to 10), and two years for senior high school (Grades 11 to 12). Recently, Congress established the Second Congressional Commission on Education (EDCOM II), which has been tasked with conducting a comprehensive national review of the education sector in response to the effects of the COVID-19 pandemic.

The public opinion on the effectivity of this new curriculum, which is internationally implemented a long time ago, was so diverse and polarized back in its early years of implementation. Those against it focused their argument primarily on the additional expense parents will incur during the additional two years, and the time which their children will still spend in senior high school instead of going to college already. However, a few years on, this debate subsided with the first two batches now already graduates in college. Herself part of the pioneers of the country's K-12 program, Rosemarie Coliat opined in a blog that "the additional two years spent in senior high school was not a 'waste of time, money, and resources,' but a must if we have to align our education with global standards and keep up with the world as it continually evolves." (Coliat, 2022).

With the wide adoption of these global goals, preschool education was considered fundamental to the school readiness of our children. Research established that children who have undergone kindergarten education have better completion rates than those who did not (Amadon, et al, 2022; Bai, et al, 2020; Gove, et al, 2018). In fact,

a study in Japan went as far as concluding that ‘a universal childcare system has the potential to reduce income inequality’ (Kawarazaki, 2023). Identical studies in Europe also arrived at results that matched, if not the same as, the former studies (Earle, et al, 2018; Van Huizen & Plantenga, 2018; Melhuish, et al, 2015). A UNICEF longitudinal study of Kindergarten to Grade 4 students generated evidence on children’s social, emotional, cognitive and language skills as it established that students who attended preschool or day care had higher performance scores in literacy, mathematics and social-skills than those who did not (UNICEF, 2022).

Despite the government's commitment to Education for All (EFA), a significant number of school-age children in the Philippines remain out of school and do not complete elementary education. The country faces substantial challenges in achieving universal primary education. According to a recent report by the Education Policy and Data Center (EPDC), 11% of children of official primary school age are out of school, with the greatest disparity observed between the richest and poorest percentiles. This percentage indicates the proportion of children not currently participating in the education system and, consequently, missing out on its benefits (EPDC, 2018). The Philippine Statistics Authority corroborated this data in its 2022 Annual Poverty Indicator Survey, revealing that approximately 18.6% of children aged 5 to 24 were not attending school (PSA, 2023). Although over 20% of these children have completed their schooling, a significant number remain out of school due to various reasons, including employment (19.7%), lack of personal interest (12.6%), marriage (10.7%), and financial difficulties (9.9%).

The effects of the Covid-19 worldwide pandemic had also been considerably felt in the enrolment and retention of students in all grade levels nationwide, what with all the restrictions on movement of people and the unheralded private school closures. Poor and developing countries, such as the Philippines, were the ones most at risk, specifically the sector which is more vulnerable than others, education. The Early Child Care and Education is especially vulnerable to learning loss because children at their early age need extra support from their parents, whose earnings and income were also affected. Compounding this, is the number of private early education institutions which were forced to close doors due to low enrolment, also brought about by the parents’ decrease in income (Marquez, et al, 2020).

Based on the previous estimates a few years back, the Philippines was projected to have a low probability of attaining the target of universal primary education as the computed annual growth rate from 1991 to 2005 showed an annual decline of 1.3% versus the required annual growth rate (OECD, 2005). However, due to government efforts to address this, by 2020 the cohort survival rates have increased significantly in both the elementary and junior high school levels (PSA, 2021). The Philippine Institute for Development Studies (PIDS), in a recently released paper, noted that the country achieved notable achievements in these efforts, including the nearly universal primary education enrolment and increased secondary education participation. It has also seen growth in early childhood development (ECD) and pre-primary education enrolment (Albert, et al, 2023)

One measure used to statistically look at, and determine, the figures and comparisons above is known as Cohort Survival Rate. It is one of the major statistical indicators commonly used in education statistics, such as Basic Education Information System. The cohort survival rate in a certain education level is the percentage of a cohort of pupils/ students enrolled in the first year of that level who reach the last grade/year of that particular education level. The ideal pattern is that it should be near, if not, 100% and that it should be negatively related with the dropout rate (Symaco & Bustos, 2022). According to the National Statistical Coordination Board (NSCB), Cohort Survival Rate is a measure of efficiency and effectiveness in the delivery of education services in the country and is defined as percentage of enrollees at the beginning grade of year in a given school year who reached the final grade or year of the elementary or secondary level (Virola, 2018; WHO, n.d.).

Simply put, it is the ratio of the number of students enrolling this year, for example, to the number of these same students who finished and graduated the final grade or year of the required number of years of study. Since it is usually expressed as a percentage, if 50 students enrolled in the beginning grade this year, and all of them graduates after the required number of years, a 100% survival rate is attained. From the viewpoint of the school, this statistic indicates its holding power and internal efficiency, and it reveals the challenge that the school faces in maintaining or even increasing its retention of students, given the various factors that influence students to move to another school, if not leave totally (Barsaga, 1995). Thus, it is also one of the core statistical indicators

used in the Medium-Term Philippine Development Plan (MTPDP), in the Millennium Development Goals (MDGs), and in the Education for All (EFA) global movement.

Yet, despite the huge significance of this statistic and its being a performance indicator in the education sector, there is a dearth of studies relative to cohort survival, in the locality, and even in the whole Eastern Visayas region. Specifically, the relationship between teacher-related factors and the cohort survival rate in the earlier-emphasized critical transition stage of children from informal to formal literacy stage. This prompted the researcher to carefully study the cohort survival rate of kindergarten students with the aim of finding out if there exists a correlation between this cohort survival rate and the teacher-related factors affecting it.

### Statement of the Problem

The purpose of this study was to determine the profile of the public kindergarten teachers of Borongan City Division, Borongan City, Eastern Samar for the school year 2017-2022, and to verify if there is a significant relationship between their profile and the cohort survival of kindergarten pupils in the area. This specifically suggested to determine the following:

1. What is the profile of kindergarten teachers in Borongan City Division in terms of:
  - 1.1 Personal;
    - 1.1.1 Age
    - 1.1.2 Sex
    - 1.1.3 Civil Status
  - 1.2 Professional
    - 1.2.1 Teaching Position or Rank
    - 1.2.2 Years in Service
    - 1.2.3 Educational Attainment
    - 1.2.4 Trainings
2. What is the cohort survival rate of the Kindergarten Pupils from Academic Year 2017 to 2022 in Borongan City Division?
3. Is there a significant relationship between the profile of the kindergarten teachers of Borongan City Division and the cohort survival rate of the kindergarten pupils in the Academic Years 2017-2022?

### Significance of the Study

With the goal of the law mandating compulsory kindergarten education to align with the Education for All initiatives of UNESCO, it is deemed that the result of this study will be a source of valuable insight and input to the Schools Division in terms of monitoring or tracking of their students as they move from one grade level to the next.

Specifically, the researcher believe that the results of the study will benefit the following individuals/groups:

**School Heads/ Administrators.** The result of this study will help them in monitoring on pupil-flow rates, their level of retention and incidence of drop out and the overall management of the schools.

**Teachers.** The result of the study will provide them inputs as to how their respective personal and professional traits and skills affect the resilience of their pupils which may help them in handling their students effectively and recognizing the uniqueness and distinct needs of each one.

**Curriculum Planner.** The outcome of this study will provide useful data in illustrating the situation regarding cohort survival rates this is for monitoring universal primary education.

**Researchers.** The result/s may be used as a benchmark for subsequent studies with a broader coverage and involving an extensive consideration of variables.

### Scope and Delimitation

This study was conducted in all public kindergarten schools across the five districts of Borongan City Division in Borongan City, Eastern Samar. It specifically utilized data on enrollment and graduates at the kindergarten level for the academic years 2017 to 2022. Private early education institutions in the city were not included in this study.

The primary focus of this research was to identify the profiles of kindergarten teachers based on their age, sex, civil status, educational attainment, teaching position or rank, and years of teaching experience. Additionally, the study aimed to determine if there was a significant relationship between these teacher profiles and the cohort survival rate of kindergarten pupils during the specified academic periods. Other factors that research has identified as influencing cohort survival rates were not considered in this study.

### Definition of Terms

The key to fully understanding the context of the study relies on how the key terms and concepts are interpreted. Hence, the following key terms are defined as they are used in the study.

**Cohort.** It is a group of pupils who share the same common characteristic of age and school level, that is they entered kindergarten level at the same academic year.

**Cohort Survival Rate.** This refers to the percentage of kindergarten enrollees at the beginning of the given school year who reached, graduated, and finally moved to the next grade level (i.e. Grade 1) in the following academic year.

**Teacher's Personal Profile.** This refers to the demographic profile of the kindergarten teachers in the study, specifically their age, sex, civil status.

**Teacher's Professional Profile.** This refers to the teacher's educational attainment, teaching position or rank, length of teaching experience, and participation in professional development activities.

## REVIEW OF RELATED LITERATURE

This chapter presents literatures pertinent in understanding concepts related to the present study. All these readings were taken from published thesis, journals and other articles, online and otherwise.

### Cohort Survival Rate

The term *cohort* originated from the Latin word *cohors*, which historically referred to a group of individuals moving together over time. In modern usage, it denotes a group of individuals sharing a common characteristic, typically observed over a period (Doll, 2001). In education, a cohort refers to a group of learners who enter a particular grade level at the same time and progress through the educational system together.

Cohort studies were first widely utilized in the field of epidemiology, particularly through the work of Wade Hampton Frost in 1935, to examine patterns of disease across populations over time. This longitudinal approach was later adapted in education to track student progression, retention, and completion rates (Samet & Moñuz, 1998). In the educational setting, cohort analysis provides valuable insights into student flow, allowing educators and policymakers to identify trends and inefficiencies within the system.

The UNESCO Institute for Statistics defines Cohort Survival Rate (CSR) as the percentage of a group of pupils enrolled in the first grade of a given level who are expected to reach successive grades until completion. Similarly, the World Health Organization considers it an indicator of persistence to the last grade, reflecting the holding power and internal efficiency of an education system.

In the Philippine context, cohort survival rate is a key performance indicator embedded in the Department of Education Basic Education Information System (BEIS), where it is used to measure retention and identify inefficiencies such as dropout and repetition (DepEd, 2017). The Philippine Statistics Authority defines CSR as the percentage of enrollees in the beginning grade who reach the final grade of a given level of education. A rate approaching 100% indicates strong retention and minimal dropout incidence (PSA, 2021).

Recent Philippine studies highlight that cohort survival rate is closely linked to broader educational goals such as universal access and completion. According to Philippine Institute for Development Studies, improvements in cohort survival rates from 2017 to 2020 reflect the government's intensified efforts in strengthening basic education through policy reforms and expanded access to early childhood education (Albert et al., 2020). Furthermore, Symaco and Bustos (2022) emphasized that CSR is negatively associated with dropout rates and serves as a reliable measure of system efficiency.

Local empirical studies also reveal that early childhood education significantly influences cohort survival. Research conducted in various Philippine regions found that learners who attended kindergarten exhibited higher retention and completion rates compared to those who did not (Amadon et al., 2022). This supports the implementation of Republic Act 10157, which institutionalized kindergarten education as a prerequisite for formal schooling.

Moreover, teacher-related factors have been identified as critical determinants of student retention and cohort survival. A study by the Department of Education (DepEd, 2019) revealed that teacher qualifications, years of experience, and participation in professional development significantly affect learners' academic engagement and persistence. Similarly, a study conducted in Eastern Visayas (Garcia, 2018) found that teacher competence and classroom practices play a vital role in reducing early grade dropout rates.

The impact of socioeconomic factors on cohort survival has also been documented in local literature. The Education Policy and Data Center (2018) reported that poverty, lack of parental support, and limited access to resources contribute to lower retention rates among learners. In addition, disruptions caused by the COVID-19 pandemic further affected cohort survival, particularly in early grade levels, due to limited access to learning modalities and decreased family income (Marquez et al., 2020).

Cohort survival rate is also widely used for educational planning and policy formulation. It serves as a basis for projecting school enrollment, identifying at-risk learners, and designing intervention programs aimed at improving retention (Pajankar & Srivastava, 2019). In the Philippine setting, CSR is an essential indicator used in monitoring progress toward national and global education targets, including the Sustainable Development Goals (SDGs) related to inclusive and equitable quality education.

Despite its importance, there remains a limited number of localized studies examining cohort survival rate, particularly in relation to teacher characteristics at the kindergarten level. As emphasized in Chapter 1, there is a research gap in understanding how teacher personal and professional profiles influence cohort survival in specific divisions such as Borongan City. This gap highlights the necessity of the present study, which seeks to contribute to the existing body of knowledge by exploring the relationship between teacher factors and cohort survival rate within a localized educational context.

## Teacher Factors

For how many years, students, spend a third of their time daily in school, and their interactions and dealings with their teachers are, undeniably, immense and impactful on them. With these considerable exchanges, teachers are also considered part of the enabling conditions that affect student engagement in the classroom (Wang, et al, 1997)

Therefore, it is no surprise that the Philippine Professional Standards for Teachers (PPST) clearly recognizes the crucial role that teachers play in nation building. Through them, the country can develop holistic learners imbued with values, equipped with 21<sup>st</sup> century skills, and be able to propel the country to development and progress (DepEd, 2017). It is on this note that Leu (2005) even considers them the most critical factor within the school in facilitating student learning and education quality. Their professional attitudes, energy, and motivation are critical, in combination with teaching skills, in creating quality of learning.

As matter of fact, teachers have been found to be the most impactful contextual (external) factor on student outcomes in a meta-analysis of more than 60,000 research papers (Hattie, J, 2003; Hattie, J. et al, 2015). This meta-analysis included international studies regarding the impact of hundreds of interventions on students internationally, and it revealed that teacher-related factors, specifically, teachers' characteristics, qualifications, and practices inherently influence students' learning experiences and had a weight in their academic formation.

A teacher should possess the right qualities of mind and heart necessary for the pursuit of knowledge, including the sincere desire to keep on learning and update knowledge and honesty to admit ignorance (Bonney, et al, 2015; Hill, et al, 2012; Lakshmi & Paul, 2018; Llego, 2022). On the one hand, an effective kindergarten teacher can help the students learn and understand what they are learning in school. They can also ensure that their students are engaged in learning and are motivated to do their best. (Bugwak, 2023; Llego, 2022)

### Teachers' Personal Profile

Literature on the association between the age, sex, and civil status of teachers on the academic performance of their students is mixed and varied through the years. Alufohai & Ibhafidon (2015), Joye & Wilson (2015), Kimani, et al (2013), and Shah & Udgaonkar (2018) are among those who reached the conclusion that these personal profiles of teachers are not barriers in teaching and did not influence their effectiveness and their students' academic performance.

There were also those who found that teachers from 31 years old and above had higher scores on their effectiveness than those aged 21 to 30 years old. The reason may be that older teachers are more mature and had much more experiences in the classroom (Ismail, et al, 2018). Also, a study in Sweden by Holmund & Sund (2008) investigated why do girls mostly outperform boys in many schools in Sweden, and found no strong support to the hypothesis that same-sex teacher improves student outcomes. Others also found that age and sex are significant, but length of service and trainings attended did not affect teachers' performance (Abarro, 2018).

Meanwhile, a local paper investigated the gender roles among public school teachers given the female-dominated teaching profession thus a limited pupil encounter with male teachers in elementary education, and results showed that female teachers spend more time in productive activities than male teachers who use inductive inquiry and more engaging teaching strategies. With this longer interaction with the female teachers from kinder to grade 6, students may tend to create bias in their academic experiences towards this created bias in the classroom (Sebastian, et al, 2022).

**Age.** Age is a relevant demographic factor influencing teaching competence and classroom effectiveness. In the Philippine context, the Department of Education highlights that teaching skills develop over time through experience and continuous practice (DepEd, 2017). Older teachers are often associated with stronger classroom management and deeper pedagogical understanding.

However, studies from the Philippine Institute for Development Studies indicate that younger teachers may demonstrate flexibility and openness to innovative teaching strategies (Albert et al., 2020). Garcia (2018) further noted that mid-career teachers often exhibit a balance between experience and adaptability, which contributes to better learner engagement and retention.

**Sex.** Sex is another important demographic variable that may influence teaching style, communication patterns, and classroom interaction. According to the Department of Education (2019), both male and female teachers contribute equally to student learning, although differences may exist in instructional approaches and emotional support.

Local studies suggest that female teachers are more prevalent in early childhood education and are often associated with nurturing and supportive classroom environments, which are beneficial for young learners' adjustment and retention (Garcia, 2018). However, effectiveness is not determined by sex alone but by teaching competence and professional commitment.

**Civil Status.** Civil status may influence teachers' responsibilities, time management, and work-life balance. According to Orbeta et al. (2019), teachers' personal circumstances, including family responsibilities, can affect their level of engagement and availability for professional tasks.

Despite this, studies indicate that civil status has no direct impact on teaching effectiveness when teachers are supported by strong institutional systems and professional development opportunities. What remains significant is the teacher's ability to maintain commitment and professionalism regardless of personal circumstances.

### Teachers' Professional Profile

Correspondingly, studies have established that teachers' education, experience and competence, and their positive relationship with the children have more positive impact on the level of the latter's classroom participation and self-image, even leading them to be more resilient in facing life's challenges. It cannot be discounted that continuing professional development augments the individual teacher's capabilities and strategies, which may in turn be implemented or integrated in the classroom. With this additional knowledge and updated skills, they will have more to share to the pupils.

Powel (2012), in a study on teachers' competence and learner's academic achievement, showed that being committed to the educational system, having teaching motivation and working out things with children enhance teachers' competence. Shapiro (2009) suggests that children when given positive relationship with teachers do better in school and acquire better self-image.

Other studies have shown the influence of other factors in the students' achievement and motivation. Among them are those related to teachers' educational and professional background (Barnett, 2003; David, et al, 2020; Rice, 2003), in- or out-of-field teaching (Garcia-Crespo, et al, 2021; Wayne & Youngs, 2019), and even age, civil status, and gender (Shah & Udgaonkar, 2018). More specifically, researchers often include post-secondary coursework or degrees, type of teacher preparation and/or certification, teaching experience, and professional development (Regalado, 2017; Rice, 2003; Zuzovsky, 2009).

On the factor on length of teaching experience, Gerritsen, et al (2017) found, among others, that it significantly improved the test performance of the students in their study, it was most prominently felt in the early elementary years of the students, and the longer it gets, the more it mattered to the students' performance in school. Not to mention the teacher's classroom management and pedagogical competence that gets correspondingly honed with time. Yet, despite this fact, it is a reality that many teachers are new in the profession and being beginners, may not be as effective as the experienced ones. Thus, according to Kini and Podolsky (2016, as cited in Costelo, 2023) teachers continue to enhance their efficiency by gaining experience in the teaching field.

Consequent to experience and rank, teachers may acquire the necessary trainings, seminars, and one-on-one buddy-based instruction which may increase the longer they are in service. According to Cubero (2022), these trainings equip them with the knowledge and skills necessary for teaching, and keep them abreast with the recent trends and techniques in education which may be used for improving their instruction. Salivio (2019) also found the effect of teacher's rank to the academic performance of students. Interestingly, there are also studies that leave from the preceding correlation. Luzon (2022) and Cabalo (2019), are among those that concluded that teachers' level of technological and pedagogical knowledge does not significantly influence learners' performance.

Nonetheless, the extant literature linking teacher factors to student outcomes has shown that any positive and/or negative experience with a teacher will inevitably create a huge impact on how the students will perceive the learning environment and even influence in one way or another his continued attendance (Abulon, 2014).

**Teaching Position or Rank.** Teaching position or rank reflects a teacher's level of experience, qualifications, and professional advancement. The Department of Education (2017) emphasizes that higher-ranked teachers are expected to demonstrate greater instructional leadership and expertise.

Studies show that teachers with higher ranks tend to exhibit improved teaching performance and contribute to better student outcomes due to their experience and exposure to professional development programs.

**Years in Service.** Years in service is closely related to teaching experience and mastery of instructional practices. Research indicates that teachers with longer years of service are more capable of managing classrooms effectively and addressing diverse learner needs (DepEd, 2019).

However, Orbeta et al. (2019) emphasized that experience must be complemented by continuous professional development to remain effective and responsive to changing educational demands.

**Educational Attainment.** Educational attainment significantly influences teaching competence and content mastery. Teachers with higher educational qualifications are more likely to employ effective teaching strategies and demonstrate strong subject knowledge.

According to the Philippine Institute for Development Studies, improving teacher quality through advanced education contributes to better learning outcomes and increased student retention (Albert et al., 2020).

**Trainings.** Participation in trainings and professional development programs enhances teachers' instructional skills and pedagogical knowledge. The Department of Education (2019) highlights that continuous training enables teachers to adopt effective teaching practices and improve learner engagement.

Local studies reveal that teachers who actively participate in seminars and workshops are better equipped to address learners' needs, thereby contributing to improved retention and cohort survival (Garcia, 2018).

### **Relationship Between Teacher Profile and Cohort Survival Rate**

Teacher-related factors play a crucial role in influencing learners' retention and progression in school. According to the Department of Education (2019), teacher quality—including qualifications, experience, and professional development—significantly affects student engagement and persistence.

Similarly, studies in the Philippine context indicate that effective teaching practices, positive teacher-learner relationships, and supportive classroom environments contribute to higher retention rates and improved cohort survival (Garcia, 2018). The Philippine Statistics Authority (2021) further supports that improved retention directly increases cohort survival rates.

Despite these findings, there is limited localized research examining how teachers' personal and professional profiles specifically influence cohort survival at the kindergarten level. As emphasized in Chapter 1, this gap justifies the need for the present study, particularly in the Borongan City Division, where understanding these relationships can inform policies and interventions aimed at improving learner retention.

### **Theoretical Framework**

In psychology, the productivity theory asserts that an individual can be productive and motivated to achieve the most he can if he is healthy, safe, secure, and in an environment of meaningful people. From the education perspective, students may be productive and academically successful, if they are in good health, feel safe, and in a class of meaningful people.

Relative to this, Herbert J. Wahlberg proposed the Educational Productivity theory to analyse what causes poor student performance and how to make learning more productive and effective (Wahlberg, 1978). It posits that psychological characteristics of individual students and their immediate psychological environments influence educational outcomes. Fraser, et al. (1987) have identified key variables that effect student outcomes, and among

them are quantity and quality of instruction, and classroom climate. One of the theory’s fundamental pillars is teaching, wherein both quantity and quality come into play in this element,

These theories are related to the present study in that productivity, and educational productivity for this matter, associates with academic resilience in terms of the achievements and performance in the school despite all the odds, and with cohort survivability in terms of finishing the grade level at the end of the required period. Thus, a higher cohort survival rate connotes higher educational productivity.

**Conceptual Framework**

Anchored on the preceding theory, the conceptual framework of this study illustrates the primary relationship between identified teacher-related factors and the cohort survival rate in the kindergarten program of the Borongan City Division during the academic years 2017 to 2022. The teacher-related factors include age, gender, civil status, educational attainment, teaching position or rank, length of teaching experience, and participation in professional development activities.

The conceptual framework is visually represented with two main components: the independent and dependent variables. The first box represents the independent variables, which consist of the teacher-related factors: age, gender, civil status, educational attainment, teaching position or rank, teaching experience, and engagement in professional development activities. The second box represents the dependent variable, which is the cohort survival rate in the public kindergarten schools of Borongan City Division during the specified academic years. The connecting line between these two boxes symbolizes the relationship between the independent and dependent variables, indicating how teacher-related factors may influence the cohort survival rate.

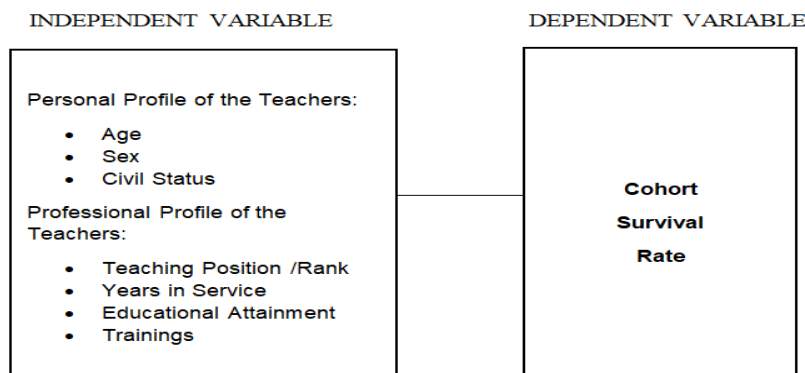


Figure 1. Paradigm of the study

**Hypothesis**

Based on the correlational objective, the null hypothesis below was tested at a 0.05 level of significance.

There is no significant relationship between the profile of the kindergarten teachers of Borongan City Division and the cohort survival rate of the kindergarten pupils in the Academic Years 2017-2022.

**METHODOLOGY**

This chapter presents the research design, locale of the study, respondents, sampling procedure, research instruments, data gathering procedure, and statistical tools used in the analysis of data. These components were carefully selected to ensure that the study effectively examines the relationship between the teachers’ profile and the cohort survival rate of kindergarten pupils.

**Research Design**

This study utilized a descriptive-correlational research design. The descriptive method was employed to systematically describe the profile of kindergarten teachers in terms of age, sex, civil status, teaching position or

rank, years in service, educational attainment, and trainings attended. This approach enabled the researcher to present an accurate and detailed account of the characteristics of the respondents.

On the other hand, the correlational method was used to determine the existence and degree of relationship between the teachers' profile variables and the cohort survival rate of kindergarten pupils from Academic Year 2017 to 2022. Specifically, the study sought to examine whether variations in teachers' personal and professional characteristics are associated with differences in cohort survival rates.

This design is appropriate for the study as it allows the researcher to analyze relationships among variables without manipulating them, thereby reflecting real-world educational conditions.

### Locale of the Study

The study was conducted in the Borongan City, specifically within the Department of Education Borongan City Division. The division is composed of five (5) districts, namely: (1) Borongan District I, (2) Borongan District II (3) Borongan District III (4) Borongan District IV (5) Borongan District V. These districts comprise public elementary schools offering kindergarten education. The selection of this locale is appropriate as it provides a comprehensive representation of kindergarten teachers and learners within the division. Moreover, the availability of official school records and cohort data from Academic Years 2017 to 2022 makes it suitable for examining cohort survival trends.

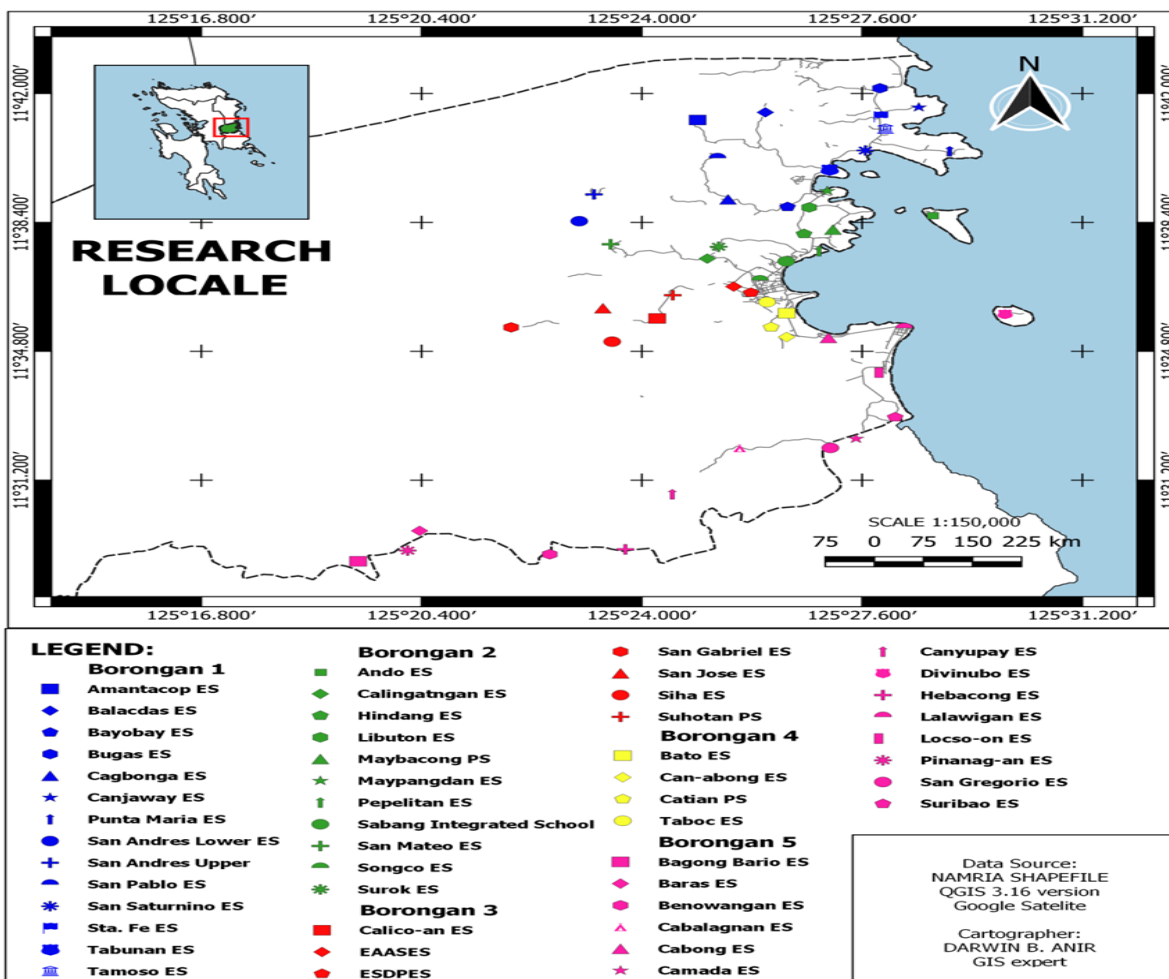


Figure 2. Geographical location, showing the research locales.

### Respondents of the Study

The participants of this study included all permanent public kindergarten teachers in the five (5) Districts in Borongan City Division. These teachers were selected as they are directly involved in delivering early childhood

education and play a crucial role in influencing learners’ retention and progression to the next grade level. The five districts have a total of fifty (50) schools with a one kindergarten teacher each as shown below.

<b>District</b>	<b>No. of Schools</b>	<b>Kindergarten Teachers</b>
Borongan District 1	14	14
Borongan District 2	11	11
Borongan District 3	7	7
Borongan District 4	4	4
Borongan District 5	14	14
<b>Total</b>	<b>50</b>	<b>50</b>

**Sampling Procedure**

The researcher enlisted all the teachers in the kindergarten schools of the five Districts in Borongan City Division to compose the respondents of the study. Because of the population’s relatively small number, the best strategy was to investigate the problem in the whole population (Acharya, et al, 2013). Thus, the researcher preferred the total enumeration count or total sampling procedure, as it made sense to include all of them in the research to create a total population sample.

While this procedure created a wide coverage of the target population, the probability of missing potential insights from respondents not included in the sample was significantly reduced. Further, this made possible for the researcher to describe a much more whole representation, while greatly decreasing assumption.

**Research Instrument**

This study used a survey questionnaire adopted from the Teaching and Learning International Survey (TALIS) of the Organization for Economic Cooperation and Development (OECD). TALIS is an international survey that provides teachers and school principals a voice on issues such as the teachers’ professional development. (TALIS, n.d.). The questionnaire, which was modified according to the distinctive needs of the study, asked for the profile of the teacher-respondents.

Meanwhile, enrolment data of the public kindergarten schools in the five (5) districts of Borongan City Division was sourced from the division’s Learners’ Information System (LIS) Coordinator. Data on kindergarten graduates of these schools during the study period was taken from their respective school records.

**Data Gathering Procedure**

A researcher-adopted survey questionnaire was utilized to collect data from the respondents, following the necessary permissions. Initially, the researcher sought approval from the Dean of the Graduate Studies at Eastern Samar State University by submitting a research matrix. Upon receiving this approval, letters were sent to the School Division Superintendent of Borongan City Division, requesting permission to conduct the survey, and to the LIS Coordinator, soliciting data on kindergarten enrollment for the academic years 2017 to 2022.

Subsequently, letter requests were sent to the principals and school heads of the fifty (50) public kindergarten schools to seek their individual approval for conducting the study and to request records related to their kindergarten graduates for the specified academic years. The survey was conducted among the 50 participants only after receiving consent from the principals and school heads

## Measurement of Variables

To aid in data analysis, categorical variables were assigned arbitrary numbers as shown below.

Variable	Arbitrary Number	Interpretation
Age	1	20 – 30 years old
	2	31 – 40 years old
	3	41 – 50 years old
	4	51 years old & above
Sex	1	Male
	2	Female
Civil Status	1	Single
	2	Married
	3	Widow/Widower/Separated
Educational Attainment	1	Bachelor’s Degree
	2	Units in Master’s Degree
	3	Master’s Degree Program
Program	4	Units in Doctorate
	5	Doctorate Degree
Years in Service	1	0 – 10 years
	2	11 – 20 years
	3	21 – 30 years
	4	40 years & above
Teaching Position or Rank	1	Teacher I
	2	Teacher II
	3	Teacher III
	4	Master Teacher & above

## Data Analysis

To ensure a clear, systematic, and meaningful interpretation of the data, both descriptive and inferential statistical techniques were employed.

Descriptive statistics were utilized to summarize and present the profile of the respondents. Specifically, frequency counts and percentages were used to describe categorical variables such as sex and civil status, while measures of central tendency, including the mean and median, were applied to numerical variables such as age, years in service, and training hours. These statistical tools facilitated an organized and comprehensive presentation of the respondents' personal and professional characteristics.

For inferential analysis, the Pearson Product-Moment Correlation Coefficient ( $r$ ) was used to determine the degree and direction of the relationship between the teachers' profile variables and the cohort survival rate of kindergarten pupils. This statistical method enabled the researcher to assess whether a significant association exists between the independent variables (teacher profile) and the dependent variable (cohort survival rate).

Hypothesis testing was conducted at a 0.05 level of significance, with a corresponding 95% confidence level. The decision to accept or reject the null hypothesis was based on the computed p-value in relation to the set level of significance. A p-value less than 0.05 indicated a statistically significant relationship, while a p-value greater than 0.05 indicated no significant relationship.

### **Ethical Considerations**

To uphold the quality, credibility, and integrity of this research, strict adherence to ethical standards was observed throughout the conduct of the study.

Prior to data collection, informed consent was secured from all respondents. They were clearly informed that their participation was voluntary, and that they had the right to decline or withdraw from the study at any time without any form of penalty. The purpose of the study, as well as their role as participants, was explained in a clear and understandable manner to ensure transparency.

The researcher also ensured that all information gathered from the respondents was treated with utmost confidentiality and anonymity. Personal identifiers were not disclosed, and all data collected were used solely for academic and research purposes. In addition, the researcher's contact information was provided to address any concerns, inquiries, or clarifications from the participants.

In relation to the use of literature and supporting documents, ethical research practices were strictly followed. The manuscript underwent anti-plagiarism checking to ensure originality and proper attribution of sources. All referenced materials were appropriately cited to acknowledge the contributions of previous authors and to avoid any form of intellectual dishonesty.

Furthermore, the research manuscript was subjected to continuous review and evaluation by the research committee. Their feedback and recommendations were carefully considered and incorporated to ensure that the study met the required academic and ethical standards before proceeding to subsequent stages.

## **RESULT AND DISCUSSION**

This chapter discusses the results of the study. It includes the personal and professional profile of the respondents, and the relationship between this profile and the cohort survival of kindergarten pupils in the last six academic years. rate.

### **Profile of the Kindergarten Teachers in Borongan City**

Table 1 presents the data on profile of the respondents in terms of age, sex, civil status, teaching position or rank, years in service, educational attainment, and trainings.

**Age.** Of the 50 respondents of the study, twenty-seven or 54% are young adult, ten or 20% are fairly young adult and middle aged and only three or 6% are on their early later years.

The results showed that the majority of the faculty were young, implying that they were closer in age to the students and could often relate better. They were familiar with the latest devices and teaching techniques and had more energy.

**Sex.** A majority or 94% are females and 6% are males. This result implies that more teachers helped to strengthen gender equality.

**Civil Status.** The profile of the respondents in terms of civil status is also reflected in Table 1. Of the 50 respondents, 33 or 66% are married while 17 or 34% are single.

**Teaching Position or Rank.** The profile of the respondents in terms of teaching position or rank is also reflected in Table 1. Of the 50 respondents, 25 or 50% are Teacher III, 20 or 40% are Teacher I while 3 or 6% are Teacher II and only 2 or 4% are Master Teachers.

**Years in Service.** The profile of the respondents in terms of years in service is also reflected in Table 1. It can be gleaned from the table that of the 50 respondents, there were 32 or 64% who have 0 to 10 years of teaching experience, 15 or 30% have 11 to 20 years, and only 3 or 6% have 21 to 30 years in service. This result means that the respondents of this study were dominated by those teachers who are still young in the service.

Table 1. Frequency Distribution on personal and professional profile of the kindergarten teachers in Borongan City

Age	Frequency (n=50)	Percent (%)
21 – 30 (fairly young adult)	10	20
31 – 40 (young adult)	27	54
41 – 50 (middle aged)	10	20
51 and above (early later years)	3	6
<b>Sex</b>		
Female	47	94
Male	3	6
<b>Civil Status</b>		
Single	17	34
Married	33	66
<b>Teaching Position or Rank</b>		
Teacher I	20	40
Teacher II	3	6
Teacher III	25	50
Master Teacher and above	2	4
<b>Years in Service</b>		
0 to 10 years	32	64

11 – 20	15	30
21 – 30	3	6
<b>Educational Attainment</b>		
Bachelor’s Degree (BA, BS)	3	6
Units in Master’s Degree Program	37	74
Master in Kindergarten Education	5	10
MA/MS in a program other than KE	5	10
<b>Hours of trainings attended</b>		
9 to 12 hours	46	92
13 hours or more	4	8

**Educational Attainment.** Table 1 further presents the profile of the respondents in terms of their educational attainment. The table shows that 42 faculty members, or 84%, had units in a master’s degree program as their highest educational attainment, while 5 faculty members, or 10%, were full-fledged master’s degree holders. Additionally, 5 faculty members, or 10%, held master’s degrees specifically in Kindergarten Education. These figures reflected the findings of Mendoza and Bautista (2022) and Vural and Basaran (2021), which indicated that teachers pursued master’s degrees for personal and professional development and to advance their academic careers. Meanwhile, only 3 respondents, or 6%, were bachelor’s degree holders, and no respondents had units in a doctorate degree program or were full-fledged doctorate degree holders.

**Hours of Trainings Attended.** In terms of the number of hours of trainings attended by the respondents, table 1 shows that 46 or 92% of the respondents have attended trainings from 9 to 12 hours. While the remaining 4 or 8% of the respondents have attended trainings that lasted 14 hours or more.

**Number of Enrolees of the Kindergarten Classes from AY 2017 to 2022**

Table 2 shows the enrollment numbers of kindergarten pupils in Borongan City Division from the academic years 2017 to 2022, categorized by district. According to the table, schools in Borongan District 2 had the highest average enrollment over the last six academic years, with 337.83 pupils. This was followed by Borongan District 3 with an average enrollment of 316.00 pupils, District 1 with 267.83 pupils, and District 5 with 261.33 pupils. Meanwhile, District 4 had the lowest average enrollment among the five districts, with 110.5 pupils.

Table 2. Number of enrolees of the kindergarten classes from academic year 2017 to 2022 in Borongan City Division

Borongan District	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	AVERAGE
1	281	296	224	274	296	236	267.83
2	352	354	284	380	339	318	337.83
3	322	384	274	310	303	303	316.00
4	102	135	102	96	95	133	110.50
5	241	296	224	273	280	254	261.33
<b>TOTAL</b>	<b>1298</b>	<b>1465</b>	<b>1108</b>	<b>1333</b>	<b>1313</b>	<b>1244</b>	<b>1293.50</b>

This trend in enrolment figures shown in Table 2 reflects the movement that recent figures from the Philippine Statistics Authority on the nationwide increase in school participation in all levels of primary education (PSA, 2021). This, with the undergoing profound changes and significant restructuring in the country’s education system, the government’s thrust towards universal education is now clearly established in figures (Orbeta & Paqueo, 2022).

**Cohort Survival Rate of the Kindergarten Pupils per Year per District**

Table 3 shows the cohort survival rate of the Kindergarten pupils in the Borongan City Division per district per year. Clearly reflected on the table is a uniform perfect survival rate in all districts for the last six consecutive school years. This is manifested by a perfect promotion and graduation of all enrolled kindergarten pupils from school year 2017-2018 to the next succeeding years until school year 2022-2023.

Table 3. Cohort survival rate of the Kindergarten pupils per year per district

Borongan District	2017-2018		2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	n	%	n	%	N	%	n	%	N	%	N	%
1	281	100	296	100	224	100	274	100	296	100	236	100
2	352	100	354	100	284	100	380	100	339	100	318	100
3	322	100	384	100	274	100	310	100	303	100	303	100
4	102	100	135	100	102	100	96	100	95	100	133	100
5	241	100	296	100	224	100	273	100	280	100	254	100

It is notable here that the cohort survival rate of all the districts in the subject academic years has been 100%. That means that all kindergarten enrollees had been promoted to Grade 1 by the end of the respective school year. This simply shows the increased participation in early child development (ECD) and primary education brought about by developments in the education department (Albert, et al, 2023).

**Relationship Between Profile of the Kindergarten Teachers and the Cohort Survival of their Pupils**

Shown in Table 4 is the relationship between profile of the kindergarten teachers and the cohort survival of their pupils. The predictive variables which are age (.311), sex (.342), civil status (.316), years of service (.837) educational attainment (.333) and trainings attended (.850) were not significantly related to the number of their pupils while position or rank were significantly related to the number of pupils. The null hypothesis that says: there is no significant relationship between the profile of the respondents and the average number of enrolled pupils is accepted at least in age, sex, civil status, years of service and educational attainment, while it is rejected in terms of position or rank.

Table 4. Relationship between the profile of the kindergarten teachers of Borongan City Division and the cohort survival of their pupils in Academic year 2017-2022

Profile	r-value	p-value	Decision	Interpretation
Age	.146	.311	Fail to reject H <sub>0</sub>	Not significant
Sex	-.137	.342	Fail to reject H <sub>0</sub>	Not significant
Civil Status	.145	.316	Fail to reject H <sub>0</sub>	Not significant

Position or Rank	.552*	.047	Reject H <sub>0</sub>	Significant
Years of service	.030	.837	Fail to reject H <sub>0</sub>	Not significant
Educational attainment	.140	.333	Fail to reject H <sub>0</sub>	Not significant
Trainings attended	.018	.850	Fail to reject H <sub>0</sub>	Not significant

*Level of significance is 0.05*

The above result wherein the teachers’ rank or position was significantly related to the number of enrollees agrees with Kogan, et al (2010) in their study on student evaluations of teaching (SET) wherein it posited that minimal differences were found in responses related to rank or position of teachers. Salivio (2019) also confirms this finding when he found that teacher’s rank has very great effect with regards to the academic performance of students in the elementary level.

## SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter presents the summary of the study, the findings and conclusions generated, and the recommendations based on the generated generalizations.

### Summary

This research was conducted to examine the relation between teacher-related factors and the cohort survival rate of kindergarten students in the five (5) districts of Borongan City Division, Borongan City, Eastern Samar. Specifically, it aimed to determine these factors in terms of the respondents’ age, sex, civil status, teaching position or rank, years in service, and educational attainment, and to validate if these are significantly related to the cohort survival of the kindergarten pupils in the area during the past six consecutive academic years.

This study used a quantitative correlational research design with a survey method through an adopted questionnaire from the Teaching and Learning International Survey (TALIS) of the Organization for Economic Cooperation and Development (OECD). Total sampling procedure was adopted due to the relatively small number of the fifty (50) kindergarten teachers in the division who were considered respondents of the study. This data was then analysed statistically using correlational statistics at a 0.05 level of significance.

It was found out that 54% of the respondents were young adults aged 31-40 years old, 20% were fairly young adults (21-30 years old), another 20% were in the middle age group (41-50 years old) and the remaining 6% were 51 years old and above. Majority of them are female (94%) and are married (66%). This implies that at this age and having their own families, the respondents have already gained a considerable length of experiences as well as the youthful energy which would warrant them to become effective in the classroom. (Susa, 2018)

Results also showed that half of the respondents have Teacher III positions or rank, while 4% are Master Teachers. Meanwhile, in terms of education, a considerable 84% have Master’s Degree units, and 10% are holders of Master’s Degrees. Only 6% finished Bachelor’s Degree but has not pursued further studies. Not one, though, has Doctorate Degree, or acquired units in it.

It was also discovered that 64% have been in the service for not more than ten years, while 30% have 11-20 years’ experience, and the remaining 6% are the most experienced in the group with 21-30 years of service. These figures aptly correspond with the data on their age as stated in the previous paragraphs, wherein most of them are in their thirties.

As to the cohort survival in the subject area, it was found that District 2 had the highest mean for the six school years at 337.83, while District 4 had the lowest at 110.50.

To determine the relationship of the above profile characteristics of the respondents and the cohort survival of their kindergarten pupils in the last six consecutive school years, data analysis was undertaken using the Pearson correlation model at 0.05 level of significance. The result revealed that the predictive variables which are age, sex, civil status, years of service, and educational attainment did not show statistically significant relationship with the cohort survival of the six academic years. Therefore, the null hypothesis that states ‘There is no significant relationship between the teachers’ profile and the cohort survival’ of their pupils is accepted at least in age, sex, civil status, years of service and educational attainment.

On the other hand, position or rank was established to be significantly related to the cohort survival of their pupils. Thus, the above null hypothesis is rejected in terms of position or rank of the respondents.

## Conclusions

In light of the foregoing findings, the following conclusions were drawn:

1. The profile of the respondents reveals that the majority of kindergarten teachers in the Borongan City Division are young adults, with only a small number belonging to the early later years category. Male teachers are notably underrepresented, as the profession remains predominantly female, and most respondents are married. In terms of professional qualifications, a significant number of teachers hold Teacher III positions and have pursued or completed graduate studies, particularly master’s degree units. Only a few remain with a bachelor’s degree as their highest qualification. Additionally, most teachers have relatively fewer years in service, indicating that the workforce is generally young yet academically advancing. These findings suggest that kindergarten teachers in the division are not only active and dynamic but are also committed to continuous professional development. Their pursuit of higher education reflects a strong desire to enhance their teaching competencies, improve instructional delivery, and contribute more effectively to early childhood education. This combination of youth, motivation, and professional growth positions them well to address the evolving demands of the education sector.
2. The cohort survival rate of kindergarten pupils in the Borongan City Division from academic years 2017 to 2022 is consistently at one hundred percent (100%). This uniformity indicates that all enrolled kindergarten pupils successfully completed the program and advanced to Grade 1 without any recorded dropouts during the six-year period. Such an exceptional result highlights the strong retention capacity and internal efficiency of the schools within the division. It also reflects the effectiveness of existing educational policies, early childhood programs, and support systems implemented by the Department of Education. The consistent survival rate may further suggest that teachers, school administrators, and stakeholders are collaboratively ensuring that learners receive adequate academic, emotional, and social support. Moreover, this outcome emphasizes the importance of kindergarten as a foundational stage in education, where positive learning experiences and supportive environments contribute significantly to pupils’ continued participation in schooling.
3. The study further concludes that there is no significant relationship between most of the teacher-related variables—such as age, sex, civil status, years of service, and educational attainment—and the cohort survival rate of kindergarten pupils. This implies that these personal and professional characteristics alone do not directly influence pupils’ retention and progression in kindergarten. However, teaching position or rank was found to have a significant relationship with cohort survival. This suggests that teachers with higher ranks, such as Teacher III or Master Teacher, may have greater influence on pupil outcomes, possibly due to their enhanced experience, leadership roles, and more refined teaching practices. Their higher level of responsibility and expertise may contribute to better classroom management, more effective instructional strategies, and stronger engagement with learners and parents. Overall, while individual teacher characteristics may not independently determine cohort survival, the professional standing and role of teachers within the school system appear to play a meaningful part in supporting pupils’ successful completion of kindergarten education.

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## Recommendations

Based on the conclusions drawn from the findings of this study, the following recommendations are given:

1. **Continuous Professional Development of Teacher.** It is strongly recommended that kindergarten teachers in the division pursue continuous professional growth through advanced studies, such as enrolling in master's or doctoral programs, as well as actively participating in seminars, workshops, and in-service training programs. These professional development opportunities can enhance their instructional competence, classroom management skills, and leadership capabilities. Furthermore, strengthening instructional leadership among teachers—particularly those in higher ranks—can contribute to improved teaching practices, more effective learner engagement, and better educational outcomes. Schools and the Department of Education may also consider providing institutional support, such as scholarships, training incentives, and structured mentoring programs, to encourage teachers' ongoing development.
2. **Expansion of Research Scope Across Educational Levels.** Since this study focused solely on the cohort survival rate at the kindergarten level, future research should adopt a broader perspective by examining cohort survival across the entire elementary level (Kindergarten to Grade 6), and, if possible, extending to the full K–12 continuums. A wider scope would allow researchers to capture patterns of learner retention and progression over time, identify critical transition points where dropouts may occur, and determine whether teacher-related factors have varying levels of influence at different stages of education. This expanded analysis will provide a more comprehensive understanding of the education system's internal efficiency and inform more targeted interventions.
3. **Inclusion of Learner-Centered and Environmental Factor.** Anchored on Wahlberg's Educational Productivity Theory, future studies should incorporate a more holistic set of variables that account not only for teacher-related factors but also for learner-centered and environmental influences. These may include pupils' cognitive abilities, academic achievement, motivation, socio-emotional development, home environment, parental involvement, classroom climate, and the quality and quantity of instruction. Examining these factors will provide a deeper understanding of the complex interplay between teaching and learning conditions that affect cohort survival. Moreover, strengthening collaboration between schools and parents is highly recommended, as active parental engagement and supportive home environments are critical in improving learners' academic performance, attendance, and overall school retention.
4. **Utilization of Mixed Methods and Multiple Data Sources.** Future researchers are encouraged to employ a mixed-methods approach to complement quantitative findings with qualitative insights. Data collection methods such as classroom observations, interviews, and focus group discussions can provide a richer and more nuanced understanding of the factors influencing cohort survival. Additionally, the use of administrative records and longitudinal data can help validate findings and reduce potential biases associated with self-reported data.
5. **Adoption of Longitudinal Research Designs.** To better understand causal relationships, future studies should consider using longitudinal research designs that track cohorts of learners over time. This approach will allow researchers to observe changes, trends, and long-term effects of teacher-related and environmental factors on learner retention and progression, thereby providing stronger empirical evidence for policy and practice.
6. **Exploration of the Role of Teacher Rank and Leadership.** Given that teaching position or rank was found to have a significant relationship with cohort survival, further research should investigate the underlying mechanisms of this relationship. Specifically, studies may explore how leadership roles, teaching experience, mentoring functions, and instructional expertise associated with higher ranks influence learner outcomes. Understanding these mechanisms can inform leadership development programs and policies aimed at improving educational quality.

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## APPENDIX D

### Survey Questionnaire

Dear Respondent,

I am humbly asking your support to provide information which are needed for this research study a success. This is a requirement for my Master's Degree at the Graduate School, Eastern Samar State University.

In this regard, I am asking for your precious time, and effort to answer all the question in the questionnaire that are important and helpful for the completion of the study. Rest assured that all data gathered from you will be kept in the highest level of confidentiality. Your positive response in this request will be valuable contribution for the success of the study and will highly appreciate. Thank you very much for your cooperation.

Gratefully yours,

**JHONA C. CAMPANI**

*Researcher*

### Part I. Profile of the Respondents

#### a. *Personal Information*

Name (*Optional*):

School: \_\_\_\_\_

***Personal Information***

*These questions are about you, your age, sex and civil status.*

**1. How old are you?**

- 20-30       31-40       41-50       51 above  
1                      2                      3                      4

**2. What is your sex?**

- Female                      Male  
 1

**3. What is your civil status?**

- Single                      Married                      Others  
 1                       2                       3

**b. Professional Information**

**Professional Information**

*In this Survey, Professional Development is defined as activities that develop individual's skills, knowledge, expertise and other characteristics as a teacher.*

**4. What is your teaching position?**

- Teacher 1      Teacher II      Teacher III      Master Teacher and above  
 1                       2                       3                       4

**5. How many years in service?**

- 0 to 10 years      11 to 20                      21 to 30                      40 above  
 1                       2                       3                       4

**6. What is the highest level of formal education that you have completed?**

- 1 Bachelor's Degree (BA, BS)  
 2 Units in Master's Degree Program  
 3 Master's Degree (MA, MS)  
 4 Units in Doctorate Program  
 5 Doctorate Degree (PhD, EdD)

**7. How many hours of Training?**

Number of hours: \_\_\_\_\_