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ASSESSING THE CURRICULUM GUIDE OF ABUYOG CHILD DEVELOPMENT WORKERS IN THE PHILIPPINES

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Abstract: Utilizing a descriptive research design, this study assessed the level of effectiveness of curriculum guide from first to fourth quarter based on the assessment of sixty-three (63) child development workers in the municipality of Abuyog, Philippines. Research tool allowed the respondents to score on a 5-point scale effectiveness of the daily activities provided to pupils across four (4) quarters. There were 10 (ten) varied curriculum activities utilized by child development workers in each quarter, yielding a total of 40 (forty) activities across 4 (four) quarters. It revealed that there were more activities in the first quarter than in the succeeding quarters that were assessed to be highly effective. Most of the activities, especially those given during the third and fourth quarter were perceived to be either moderately effective or slightly effective. When collective effectiveness is considered, second, third and fourth quarter activities were at moderate level. However, first quarter were deemed highly effective. With the different discussions and findings as can be found throughout the study, the herein recommendations are presented to continue to adopt the curriculum guide but need to contextualize to better suit the age of pupils and provide training for child development workers that focus on contextualize activities.

Keywords: Curriculum guide, Child Development Workers, Contextualization

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INTRODUCTION

As provide in the Philippine Constitution, every child has an innate right, privilege, freedom, entitlement, and claim to and for survival, protection, as well as access to any initiative that can lead to his/her development or progression. Such is his/her birthright upon conception up to the time that he/she is already capable of bringing it for himself. His formative years, which cover his first six (6) years, is considered as the utmost decisive and critical particular for his/her augmentation and advancement. The importance of the first years of life experiences can have a lasting impact on an individual's future Shonkoff (2009). It is the foundation stage of learning that every child deserves to acquire. As it was seriously noted in the past, the nature and kind of care received by a child during such crucial part of his physical, emotional and psychological growth are major determinants of his capacity to learn, to be creative, to interact with the people in the society, including the personality he/she will develop before and onward to adulthood. Thus, the Early Childhood Education is imperative for human development because it is at this period that the brain rapidly develops, and the skills are enhanced for lifelong learning.

When the Philippines implemented the universal kindergarten of k-12 program otherwise known as Kindergarten Education Act 10157 that provides equal opportunities to effectively promote the physical, social,

emotional, and well-being of a child, the local Day Care Workers adopted the curriculum activities in which they based it as a cornerstone in facilitating learning of the daycare pupils. Nevertheless, the adopted kindergarten curriculum is aligned with National Early Learning Framework which considers child's holistic development and it also provide functional literacy and numeracy activities. Hence, a study mentioned by Corpuz *et al.* (2016) which states that a quality curriculum provides important features, integrative approach, and reflect current research. Moreover, it caters the needs and support the developmental domains such as cognitive, physical, and social-emotional of the pupils in order for them to gain ample knowledge and learn effectively and efficiently appropriate to child's age.

The adopted kindergarten curriculum activities aided the child development workers to make learning activities enjoyable, equitable, and inclusive for day care pupils of all backgrounds and experiences. It uses a spiraling learning process, integrative approach to curriculum creation, and child-centered learning activities. The first quarter learning competencies dealt with "myself", which aimed at developing the learners as an individual in helping learn concepts and ideas that relate to himself or herself. The second quarter dealt with "My family", which target the development of learners into a responsible individual as well as guide the learners

to be proud of themselves and their family. The third quarter dealt with "My Community", which shape the learners into a functional and responsive member of the community. Lastly, the fourth quarter dealt with the learner's connection to "A Broader Community", aimed on how learners relate to a broader community. The competencies including the seven spheres of learning, namely the fine motor skills, the gross motor skills, self-help, the cognitive and social sensitivity, the receptive and expressive language are of massive significance in building the appropriate backgrounds and experiences that a child can utilize for and during his life's journey. These seven areas were developed through well-defined activities as part of the daily routines contained in a class program called "Blocks of Time." Meeting times, work hours, storytelling, naps, meals, games. Day Care Learner's growth and development were assessed using the Early Childhood Care and Development Checklist (ECCD). The activities were significant to strengthen the social dimension, develop the learner's self-confidence, problem-solving skills, and face more complex and next-level educational challenges. This support to the study conducted by Adu (2017) which states that manipulative materials help develop the mental and physical aspect of the learners such as big books and reading materials to catch the interest of the learners to love reading. Children need to be critically literate and should help them reach their full potentials (Ontario, 2016). Additionally, the learner's requisite and necessity to be exposed or to belong into an environment that positively nurturing and reinforcing all his faculties can enhance or at least to a nourishing, staunch, and wholesome relationships with his peers and/or peer groups (DepEd, 2016). It should be based on their local cultures, history, reality, and mother tongue in learning for the pupils to understand easily (Bautista, 2016). On the other hand, meaningful and real experiences to the total development of skills not provided well may affect the social skills and at risk to adjust in a new classroom environment.

The involvement and inclusion of Day Care Workers in the barangay, municipal or city government's initiatives particularly in the efforts to empower, develop and protect the children, as mandated under Republic Act 6972, through the creation and institutionalization of Day Care Centers especially in the marginalized and disadvantaged villages and neighborhoods as one way of progressing the physical, intellectual, psycho-social and emotional aspects of children utilizing generally-accepted concepts in child development. The child development workers help to the overall development of the young children. As cited in the study of Cruzada (2014) which pointed out the essentials in learner's learning were educational qualifications and the capacity of Day Care Workers. The advanced pedagogical training showed boost day care workers (Zhang *et al.*, 2022) also, an intensive professional development program is needed to build the emotional self-care of child protection practitioners (khan, 2022). Indeed, Codosales (2011) noted in her study that in order for

daycare workers to effectively carry out their teaching jobs, they required enhancing activities and teaching strategies, the creation of instructional materials and pedagogy. For this reason, monitoring and evaluation of organized activities and strong partnership with school and home are imperative to further enhanced the cognitive competencies of Day Care Workers (Geruancio, 2015).

However, based on the observation and initial interview conducted with the child development Workers in the municipality of Abuyog, Leyte Philippines, the researchers found out that they adopted the k-12 kindergarten curriculum activities for utilization and they do not have the technical know-how in contextualizing the adopted curriculum in kindergarten to better suit the age of the daycare pupils. In these times of health crisis brought about by Covid 19, if the Day Care Workers in the municipality of Abuyog do not know how to contextualize the activities. Day Care Workers (DCW) might not be able to cater to the needs of the learners. In this way, it would affect the readiness of the pupils to proceed to the next level. Furthermore, this study could provide the Day Care Workers (DCW) the basis in designing and planning innovative trainings and workshops that maybe beneficial to them in dealing with the pupils, it may also give them relevant teaching perspective by empowering them with knowledge and skills needed in the teaching-learning process, it may enhance and motivate the learners to adapt the new phase of kindergarten curriculum and also be significant in creating partnership between parents in carrying out the programs for the total development of their children.

Due to the abovementioned problems encountered by the Day Care Workers in Abuyog, Leyte, Philippines, the researchers agreed to investigate the adopted curriculum activities used and be guided in the formulation of recommendation to the problem existing. Moreover, if the Day Care Workers are competent enough to contextualize the activities, then they will be able to meaningfully cater the needs of the learners. It is within the bounds of the aforementioned arguments which compel the researchers to conduct this study.

This study aimed to assess the effectiveness of adopted curriculum activities utilized for teaching by sixty-three (63) day care workers in the municipality of Abuyog Leyte, Philippines. Specifically, it answers the following questions; to wit:

1. What is the level of effectiveness of curriculum activities adopted for teaching Day Care pupils as assessed by Child Development Workers, along with the following curricular themes?
 - 1.1 Myself;
 - 1.2 My Family;
 - 1.3 My Community; and
 - 1.4 Broader Community

2. What is the overall assessment on the level of effectiveness of curriculum activities adopted in teaching Day Care pupils?
3. What intervention may be proposed to develop Child Development Workers' knowledge and skills in selecting and developing appropriate learning activities for Day Care pupils?

METHODS

Design

As this study is openly presenting and discussing contemporary and existing phenomena while involving in the analysis the behavior, insights and perceptions of respondents, its design is generally focused on approaches towards descriptive research (Graziano, A., & Raulin, M., 2010). Furthermore, Atmowardoyo (2018) defined descriptive research as a research method used to describe the existing phenomena as accurately as possible.

Sampling

The sample size yields a total enumeration of sixty-three (63) Child Development Workers from the municipality of Abuyog, Leyte Philippines who were the respondents of the study.

Research Instruments

The study used a survey questionnaire to gather the needed data. The research tool was adapted to the research study of Dadaya (2016).

Data Gathering Procedure

The researchers wrote a formal letter of request to the MSWDO in order to grant permission in conducting the study. Upon approval, the researchers administered the questionnaires to the respondents. When the respondents finished the survey questionnaire, the researchers collected all the questionnaires and process the data through the help of statistician.

Ethical Consideration

Before the study conducted, the researchers provide the details and information about the purpose of the study. Through informed consent, the respondents were guaranteed anonymity, secrecy, avoidance of potential harm, and all information handled with utmost confidentiality in accordance with RA 10173, generally known as the Data Privacy Act.

Statistical Treatment. To further describe, interpret, and analyze the data in the study, the following statistical tools were used such as percentage, weighted mean.

RESULTS AND DISCUSSION

Perceived Effectiveness of Kindergarten Class Activities

Sixty-three (63) Child Development Workers assessed the effectiveness of each of the forty (40) kindergarten activities adopted in teaching day care pupils starting first quarter to fourth quarter. Using the Likert Scale, with 5 being the highest and 1 the lowest. A mean score for each activity was computed to quantify the level of effectiveness of each activity. Tables 1 to 4 show the mean scores and their corresponding interpretation, across quarters.

Table 1. Effectiveness of First Quarter Activities under the Curricular Theme “Myself”

Activities	Mean	Interpretation
Attendance Chart	4.06	Highly Effective
Organizing Things	3.83	Highly Effective
1,2,3, Blocks	3.60	Highly Effective
Washing & brushing	3.54	Highly Effective
Play & Work Together	4.25	Very Highly Effective
Number Stations	3.69	Highly Effective
Health Check	3.65	Highly Effective
Counting Fingers	4.40	Very Highly Effective
Bottle Caps Names	3.02	Moderately Effective
Rainbow Numbers	3.24	Moderately Effective

Table 1 shows that of the 10 (ten) activities given to the day care pupils during the first quarter, 2 (two) were assessed to be very highly effective by the child development workers – the activities “Counting Fingers” and “Play and Work Together”, with the former getting the higher mean (4.40). 6 (Six) activities were assessed to be highly effective. Of these, “Attendance Chart” got the highest mean (4.06) while “Washing and Brushing” got the lowest mean of (3.54). However, there were 2 (two) activities that were only assessed as moderately effective, including “Bottle Caps Names” (3.02) and “Rainbow Numbers” (3.24). This result suggests that most of the activities given during the first quarter yielded the desired outcomes relating to the development of competencies of day care pupils as learners.

Table 2. Effectiveness of Second Quarter Activities under the Curricular Theme “My Family”

Activities	Mean	Interpretation
Telling Time	3.63	Highly Effective
Birthday Candles	3.19	Moderately Effective
Number Concentration	3.79	Highly Effective
Counting Boards	3.65	Highly Effective
Who has more?	3.29	Moderately Effective
Are the Eldest or the Youngest?	3.43	Highly Effective
Lining Up Family Members	3.57	Highly Effective
Dress Up Sequence	3.37	Moderately Effective
Fishing Games	2.56	Slightly Effective
Who is Inside the House	3.35	Moderately Effective

Table 2 reveals that 5 (five) of the 10 (ten) activities during the second quarter were assessed as highly effectively. Of the highly effective activities, “Number Concentration” showed the highest mean (3.79) while “Are the Eldest or the Youngest?” got the lowest mean (3.43). Notably, 4 (four) activities were assessed to be only moderately effective, with the activity “Dress Up Sequence” getting the highest mean (3.37) and “Birthday Candles” showing the lowest mean (3.19). Meanwhile, fishing games were assessed to be slightly effective (2.56) and the least effective compared to other activities. This result suggests that about half of the activities during the second quarter have contributed much to the desired outcomes that relate to competencies under the curricular theme “My Family”.

Table 3. Effectiveness of Third Quarter Activities under the Curricular Theme “My Community”

Activities	Mean	Interpretation
Earthquake Drill	2.41	Slightly Effective
Picture Patterns	3.10	Moderately Effective
Adding Money	2.87	Moderately Effective
Creating Patterns	2.98	Moderately Effective
Fire Drill	2.37	Slightly Effective
Number Picking Game	3.68	Highly Effective
Drawing! This is my school	3.48	Highly Effective
Paper Planes	3.35	Moderately Effective
Object Pasting	3.44	Highly Effective
Follow Grocery List	2.55	Slightly Effective

Most of the activities given to the daycare pupils during the third quarter appear to have not reached high levels of effectiveness as assessed by the child development workers. Table 3 shows that only 3 (three)

activities were assessed to be highly effective, including “Number Picking Game” (3.68), “Drawing! This is my school.” (3.48), and “Object Pasting” (3.44). Meanwhile, 4 activities were assessed to be only moderately effective, whereas 3 (three) activities were assessed to be only slightly effective.

Table 4. Effectiveness of Fourth Quarter Activities under the Curricular Theme “Broader Community”

Activities	Mean	Interpretation
Counting Bottle Caps	3.52	Highly Effective
Sharing Fruits: Can I have one?	3.59	Highly Effective
Let’s Supply Water	3.25	Moderately Effective
Animal and Their Homes	3.35	Moderately Effective
Flowers in Pot	2.92	Moderately Effective
Flowers in My Community	3.03	Moderately Effective
Mongo Seeds in Soil	2.62	Moderately Effective
Caps and Cans	2.83	Moderately Effective
Shoot the Trash	3.75	Highly Effective
Seed Game	2.71	Moderately Effective

Table 4 shows that only 3(three) of the 10 (ten) activities were assessed to be highly effective. These were activities that have high impact on developing the competencies of daycare pupils they need to function responsibly and contribute significantly in a broader community. These activities are “Shoot the Trash” (3.75), “Sharing Fruits: Can I have one?” (3.59), and “Counting Bottle Caps” (3.52).

Overall Assessment on the Level of Effectiveness of Curriculum Activities by Quarters

Table 5 reveals the mean assessment scores of the activities, by quarter. It also shows the grand mean for all activities, indicating the effectiveness of the activities as a whole.

Table 5. Overall Assessment on the Level of Effectiveness of Curriculum Activities

ACTIVITIES	MEAN	INTERPRETATION
First Quarter Activities	3.73	Highly Effective
Second Quarter Activities	3.38	Moderately Effective
Third Quarter Activities	3.02	Moderately Effective
Fourth Quarter Activities	3.16	Moderately Effective
Grand Mean	3.32	Moderately Effective

Comparing the mean scores of the activities across quarters, only activities given to daycare pupils

during the first quarter were assessed to be highly effective (3.73) as a whole. Collectively, succeeding activities from second through fourth quarter were only moderately effective. Meanwhile, the grand mean for all activities (3.32) indicated a moderate effectiveness of all activities from first through fourth quarter as a whole. The result suggests that only activities in the first quarter were able to deliver the most desirable outcomes.

CONCLUSION

While it is important to provide opportunities to daycare pupils to promote their physical, social, emotional, intellectual development, and values formation by engaging them in varied holistic activities and recreations, knowing the suitability of these activities to this group of learners is a substantial and necessary precedent. As demonstrated in this study, some activities designed for kindergarten classes may not be suited for utilization in daycare classes, as evidenced by the assessment of development child workers. While some kindergarten curriculum activities adopted in daycare classes were assessed to have shown high effective in achieving desired learning outcomes, more activities were deemed moderately effective as daycare pupils progressed in the ensuing quarters. It can be noted that the curriculum activities adopted by development child workers for utilization were originally designed for kindergarten classes or five (5)-year old children who are generally older than daycare pupils.

RECOMMENDATIONS

With the intent to present potential solutions and/or possible rooms for improvement particularly on matters related to the Day Care workers, the following ideas and suggestions are highly recommended:

- Daycare workers may continue to adopt highly effective kindergarten activities in their classes. This can be readily incorporated in lesson plans for future use.
- Activities viewed as slightly or moderately effective may be modified based on the existing characteristics and other learner-related factors to better suit the learning stage the daycare pupils are in.
- Daycare learners may benefit from trainings and workshops that focus on developing learning activities for daycare pupils. They need the knowledge and skills to create suitable learning activities for this age group when there are no existing learning activities and considering that not all existing learning activities can be adopted for use.
- Daycare centers can greatly benefit from the provision of varied learning resources as well as learning activity guides that suit the age of the pupils. This could lessen the instances of mismatch between learning activities and the learners' learning stage, which usually results from inappropriate use of learning activities designed for daycare learners

of different age-group or some other distinguishing variables.

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