

Parents' satisfaction, numeracy and literacy skills of day care students ages four to six

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Abstract

One of the most crucial aspects of child's development is early childhood education which helps them acquire knowledge and skills that they can use throughout their lives. This study explores the nature of daycare workers in developing the numeracy and literacy skills of children ages four to six. The researcher used quantitative correlational research design to determine the parents' satisfaction in numeracy and literacy skills of day care students ages four to six. This design used by the researchers in order to do the study properly and effectively. The research utilized questionnaire to assess and determine parent's satisfaction towards the improvement of their child's numeracy and literacy skills. The questionnaire and worksheets were sent to the sampled population, and the questionnaire was intended for parent's satisfaction and the worksheet is for the students to measure their improvement towards numeracy and literacy skills. The findings indicate that the parent evaluation shows that the level of parent satisfaction towards day care workers in numeracy and literacy skills for day care students ages four to six are very highly satisfied. Also, the level of the student's development in terms of numeracy and literacy had reached very high. However, research is limited to some extent considering the time allocated for the study, as well as the financial constraint experienced by the researchers.

Keywords: Parents' satisfaction; numeracy skills; literacy skills; day care students

1. Introduction

Education in early childhood and toddlerhood is the developmental stage for the children to improve their learning skills in a most effective way. Skills such as literacy and numeracy can develop and build up a foundation for future improvement of the child. Previous studies have shown that children's numerical skills are assessed through the use of different mathematical skills while the literacy can be by reading, writing, listening and language skills.

In connection with this, parents enrolled their child at a young age and entered the preschool stage. In this stage, those pre-schoolers might react differently in their new learning environment. They might experience separation anxiety that hinders them to connect and interact with other children.

In the Philippines, parents are encouraged to enroll their child at day care centers in their area. In fact, it is mandated in Philippine Law that every barangay should have a day care center to foster and develop the learning of young learners earlier. Through this, they will be given the chance to access quality education. It can be a big help for them to learn the basic skills that they will need such as in reading and writing.

Day care workers serve as the facilitator of learning during this stage while parents encourage their child to go to day care centers in order to develop their basic knowledge and skills. Parents' participation in the day care centers premises brought harmonious relationships between the Day Care Workers and children

as well. The capacity of day care workers with reference to the number of pupils affected the qualities of children's learning inside the classroom. Parents and Day Care Workers relationship was the key for children's progression inside and outside the classroom.

1.1. Background of the Study

The day care workers are actively promoting the child development in the day care centers wherein it addresses various themes that includes in the development needed by the children. Those developments include child development fundamentals, developmental milestones in the personal and social areas, language, fine and gross motor coordination. In other words, the social workers also do their jobs appropriately wherein they can help children to develop their skills such as in numeracy and literacy. By that, the day care workers truly transfer the knowledge and skills that the child needs before they start in their actual learning environment.

According to the Magna Carta of Day Care Workers in the Philippines, the day care workers as persons primarily engaged in the provision of early child development services and programs, such as care, social development, education, protection, and other needs of children aged four years old and below in all government-sponsored day care centers. The Press and Public Affairs Bureau define the Philippine government, through its smallest administrative units known as barangays, has taken the necessary steps to address the need to educate Filipino children as young as three years old, by establishing barangay day care centers across the country, in accordance with Republic Act 6972, also known as the Barangay Level Total Development and Protection of Children Act. This act was designed to promote the overall development and protection of children under the age of six. Aside from nutritional care and the provision of a safe environment, Barangay Day Care Centers are expected to provide intellectual and mental stimulation activities as well as wholesome recreation to children in order to promote value formation and the development of social skill.

It is important for children ages four to six to be provided with a quality education in order for their social, cognitive, and linguistic skills to be improve and effective. Children deserve to be given a bright future and it starts at their first stage of education upon entering day care centers. This study will assess the improvement of students in numeracy and literacy skills in Poblacion and Munting Ambling Day Care Centers as they start to be taught by day care workers or also known as child care workers. Also, the study will determine the parents' satisfaction in the development of their child and it will show that day care center is a qualified place to begin in developing children's development in basic skills, particularly in terms of numeracy and literacy. The needs of the study will benefit everyone; including children ages four to six, day care workers, and the day care center itself.

1.2. Statement of the Problem

This study aims to determine the Parents Satisfaction in Numeracy and Literacy Skills of Day Care Students Ages Four to Six in Brgy. Poblacion and Munting Ambling in Magdalena, Laguna using quantitative correlational study.

Specifically, this study aims to answer the following questions:

1. What is the level of parent satisfaction towards day care workers?
2. What is the mean level of the student's skill development in terms of;
 - 2.1. Numeracy
 - 2.1.1. Counting numbers;
 - 2.1.2. Identifying numbers;

2.2. Literacy

2.2.1. Writing;

2.2.2. Listening;

2.2.3. Reading; and

2.2.3. Speaking?

3. Is there a significant relationship between Parents Satisfaction and students Numeracy and Literacy Skills?

1.3. Objectives of the Study

The general objectives of study aim to determine the Parents Satisfaction in Numeracy and Literacy Skills of Day Care Students Ages Four to Six in Poblacion and Munting Ambling in Magdalena, Laguna using quantitative correlational study.

This study specifically aims:

1. To determine the level of parent satisfaction towards day care workers.
2. To find the mean level of the student's skill development in terms of:
 - 2.1. Numeracy
 - 2.1.1. Counting numbers;
 - 2.1.2. Identifying numbers;
 - 2.2. Literacy
 - 2.2.1. Writing;
 - 2.2.2. Listening;
 - 2.2.3. Reading; and
 - 2.2.3. Speaking.
3. To identify the significant relationship between Parents Satisfaction and students Numeracy and Literacy Skills.

1.4. Significance of the Study

The results of the study will be beneficial to the following:

Community. This study will help the people in the community to know that the day care centers are truly helpful or effective especially to the children or toddlers and towards day care workers.

Parents. It will benefit parents because they will know that either the two-day care centers are effective toward the child's development in learning. Also, allowing them to make a more informed decision about considering enrolling their children in the public day care centers in their barangays.

Day Care Director. This will encourage them to develop educational programs and plan budgets for both day care centers and workers to ensure the improvement of the skills of the child in implementing various activities intended for the child's age.

Day Care Workers. This study will help them to identify whether they are an effective teacher towards the development of basic numeracy and literacy skills of the child.

Future Researchers. The study will benefit future researchers as they can use the research for further studies. Also, they can also learn whether the researchers' study was effective to continue and develop.

1.5. Research Hypothesis

There is no significant relationship between the Parents Satisfaction in Numeracy and Literacy Skills of Day Care Students Ages Four to Six.

1.6. Scope and Limitation of the Study

This study focuses on the Parents' Satisfaction towards Day Care Workers, Numeracy and Literacy Skills of Day Care Students Ages Four to Six that will be conducted in Brgy. Poblacion and Brgy. Munting Ambling, Magdalena Laguna. The researcher conducted the study to sixty (60) respondents who will represent the fifteen (15) students each from both day care centers, and fifteen (15) parents each from Poblacion and Munting Ambling Day Care Center.

The study has limitations wherein it will not cover any skills and other parents, and students that are not included in the research. Through the influence of limited access to information and the constrained time frame of the study the researchers only focus on two (2) day care centers and thirty (30) parents and thirty (30) students. The two day care centers operate on three (3) days a week, Monday-Tuesday-Friday or known as "MWF" schedule. It is noted that the number of students attending these centers is limited due to the proximity of the end of the school year. Furthermore, the researchers chose the Poblacion and Munting Ambling Day Care Centers because they are conveniently located near the main town hall of Magdalena, Laguna. This choice was made based on the high availability of potential respondents in these areas. By selecting these centers, researchers aimed to maximize the ease of data collection and the likelihood of obtaining meaningful insights from the participants.

1.7. Definition of Terms

Counting Numbers. It is a set of numbers that use to learn how to count. It will help children to understand the concept of counting and enable them to associate each number with the corresponding quantity of objects. These numbers serve as the building blocks for developing numeracy skills and laying a strong foundation for further mathematical learning.

Day Care Center. An institution that is commonly called a nursery school. It is where children receive to experience the essential stimulation needed in their age such as knowledge in numeracy and literacy in order to be ready for formal schooling.

Day Care Director. Also known as child care directors are much likely to have the responsibilities of school principals. They are in charge of the maintenance and care of the facilities, and for paying the bills and payroll.

Day Care Workers. They are the persons who look after children before and after school or while parents are working, also called as school social worker. They help establish and enforce schedules or routines, assist with feeding and cleaning children, and encourage learning and socialization.

Identifying Numbers. It refers to the process of recognizing numbers and associating numerical symbols with their corresponding quantities. It involves activities such as counting objects, matching numerals with sets of objects, and arranging numbers in sequential order.

Listening. Refers to the active process of attentively receiving and comprehending auditory information. It involves focusing one's attention on sounds, voices, and instructions in order to understand and respond appropriately.

Literacy. The capacity of a child in building and developing their knowledge and skills as their foundation in reading, writing, listening, and speaking.

Numeracy. It is the knowledge or the ability of the child to understand and recognize the numerical

concepts or the subject mathematics. On the other hand, the child can also apply or use it in his/her daily living.

Parent Satisfaction. Refers to the comparison between the actual level of educational quality obtained by parents as guardians of students and the expected level of educational quality obtained by children in their school education process

Reading. The process of understanding and interpreting written language through the recognition and comprehension of letters and words, it involves developing foundational literacy skills that enable young children to decode written symbols, understand their meanings, and derive information from texts.

Skills Development. It is the ability of the child to have progress in improving and developing their skills in numeracy and literacy.

Speaking. Refers to the ability of the child to express thoughts, ideas, and feelings using oral language. It involves using words, sounds, and gestures to communicate effectively with others and through learning.

Writing. The process of creating and expressing thoughts, ideas, and information through written symbols, such as letters, words, and sentences. It involves developing foundational skills that enable young children to communicate their thoughts and experiences using written language through writing.

2. Review of Related Literature and Studies

This chapter presents the review of related literature and studies which found to have significant bearing on the present study. Though they were limited theories and findings of the authors serve as guide of this present study.

2.1. Day Care Students

Based on Cornelissen (2018), this review of literature explores the relationship between daycare attendance, school readiness, and the influence of socio-economic backgrounds on access to daycare services. It highlights the existing disparities faced by children from disadvantaged backgrounds who are less likely to attend daycare and examines the positive effects of prolonged daycare enrollment on narrowing the school readiness gap. Access to high-quality daycare services plays a crucial role in promoting the development and school readiness of young children. However, children from disadvantaged backgrounds often face barriers to accessing daycare, which may result in an initial disadvantage in terms of school readiness. This review aims to shed light on the impact of daycare attendance on the school readiness of children, with a specific focus on how socio-economic factors contribute to differential access to daycare services.

Honkanen (2019) stated that the social-emotional well-being of daycare students is a crucial aspect that significantly influences their overall development and future achievements. Recognizing the inherent capability of children to express their well-being, it becomes imperative to examine how educators engage with daycare students and contribute to their social-emotional growth. This review delves into the existing literature, aiming to gain valuable insights into the interactions between educators and daycare students. By exploring these interactions, we can uncover the diverse ways in which educators actively support and nurture the social-emotional well-being of children within daycare settings. Understanding the pivotal role of educators in fostering positive social-emotional development is essential for optimizing the well-being and future success of daycare students.

2.2. Parent Evaluation

Silvia Wiedebusch (2018) research has shown that parents often value day care workers who demonstrate a range of qualities and skills. These include effective communication, active listening, empathy, and responsiveness to individual children's needs. Day care workers who exhibit a strong understanding of inclusive practices, such as adapting activities and materials, facilitating peer interactions, and promoting a positive and supportive atmosphere, are highly regarded by parents.

They are most directly related to student viewpoints, but they are also linked to specific components from formal lesson observation ratings, such as teachers' performance in creating a positive classroom environment and encouraging student involvement. In the same school year, parent perceptions predict teachers' math value added performance ratings. However, when combined with other measures, they provide little additional information for predicting value added ratings, implying that their utility as a proxy measure of teachers' value added to student achievement outcomes is limited in comparison to other evaluation measures.

Bassok et. al. (2018) mentioned that parents' accurate assessments of aspects of programs that they value but that are often not expressly included as quality indicators, such as location, hours, cost, or other program features, may also contribute to their satisfaction. Parent and researcher ratings have been compared in studies of parents' evaluations of child care programs so far, utilizing instruments created especially for the purpose of capturing the ECE learning environment. It's possible that parents don't prioritize these program quality factors while choosing programs for their kids or assessing the environment in which their kids are cared for.

Based to the study of Kumari and Jayathilaka (2022) the result of the study is the independent variables had a significant impact toward parent's satisfaction with online learning. However, the technical problem was the parent's satisfaction is not significant with online learning because of some factors including the number of online assignments, duration of online learning, and parent's satisfaction. Through the level of child competency, the study shows that the parents were more satisfied with their children's online learning despite of some factors.

According to Pekrun and Elliot (2018), parent evaluation is the process of determining how satisfied parents are with the services and activities offered by educational institutions, such as preschools and schools. This kind of assessment can help to improve the caliber of educational programs by giving educators and administrators useful input.

Overall, the research indicates that parent evaluation can be a useful tool for strengthening educational programs and parent-teacher relationships. Also, it's crucial to go about this procedure cautiously and to take into account any potential difficulties and constraints.

2.3. Skills Development

According to Malvik, (2020) all of these areas are crucial to growth and the development of healthy children. These areas of growth intersect when you think about a learning environment. For instance, social and emotional awareness frequently increases through language and correspondence in the preschool years. Or through movement and physical growth, toddlers might problem-solve and make cognitive discoveries. In any case, when you comprehend improvement all in all, you see that teaching kids goes way beyond letters and numbers.

Based on the study of Jones et al. (2021), children's skill development includes the gradual gaining and honing of abilities in a variety of areas, including cognitive, physical, social, emotional, and language. It entails the development and fusion of numerous skills required for adaptive functioning and effective engagement in daily activities. Cognitive skills encompass processes such as attention, memory, problem-

solving, and language comprehension. Physical skills include gross and fine motor abilities, coordination, and balance. Social skills involve communication, cooperation, empathy, and perspective-taking. Emotional skills encompass self-awareness, emotional regulation, and empathy. Language skills involve the acquisition of vocabulary, grammar, and communication competence. Children's skill development is a dynamic process that is impacted by interactions between genetics, the environment, and social interactions. It is essential for fostering kids' general growth, academic success, social skills, and emotional well-being.

As stated by Durlak et al. (2018), skills development in children is influenced by a number of variables, such as genetic predispositions, environmental settings, and social interactions. Play, supportive surroundings, and educational programs that offer chances for practice, exploration, and learning all help to foster it. Children who actively participate in skill development get the tools they need to succeed in school, build good relationships, and deal with the challenges of life. Additionally, skill development helps kids develop resilience, self-esteem, and self-confidence by giving them the fundamental abilities they need to adjust to changing conditions, pursue their objectives, and realize their full potential.

According to Johnson et al. (2019), optimal skill development in children is accomplished through a thorough strategy that incorporates deliberate instruction, supervised practice, relevant experiences, and chances for individual investigation and application. Children may achieve their full potential, lay a solid foundation for future learning and success, and grow into competent, well-rounded adults by being encouraged and supported as they develop their talents. This lifelong process evolves and unfolds across different stages of childhood and beyond, serving as the groundwork for a fulfilling and productive life.

2.4. Benefits of Parent Involvement

As cited by Spreeuwenberg, R. (2022) during the preschool years, a child experiences some of the most significant cognitive development. Parents can help ensure that their children receive all the support they need to reach their full potential by participating actively in the early childhood education process.

Parental involvement contributes to the expansion of instruction beyond the classroom, enhances children's overall experience, and enhances their academic performance.

Parents must also provide support for the learning that takes place at home in preschool settings. Parents who are aware of what is going on in their child's preschool classroom or child care facility are better able to connect what their children learn in school with what happens at home. This connection is important for a child's growth and helps them learn more.

In addition to assisting in the extension of education beyond the classroom, family or parental involvement helps children perform better in school and creates a more positive experience for them. HiMama, for example, is a parent communication app that can help parents stay informed about their children's classroom learning outcomes and progress.

As stated by Merga and Roni (2018), the home-life environment plays a significant role in shaping a child's development, with parent involvement being a key factor. Specifically, the way reading is incorporated into the family dynamic has a profound impact on a child's growth and academic achievement. Recent research highlights the importance of parent involvement in fostering a strong reading culture and providing encouragement for children to engage in reading activities.

2.5. Numeracy Skills

As mentioned by McMullen, and Kaminski (2018) numeracy skills are defined as the ability to understand and use numbers effectively in real-life situations. This includes skills such as estimation, measurement, data analysis, and problem-solving. The study found that numeracy skills are important for

success in many areas of life, including academic achievement, employment, and personal finance.

The study by Hwang' S. (2020) revealed that the children or students who engaged in more early numeracy activities are more likely to have high mathematics achievements and learning. Early numeracy competencies have a positive impact towards the student and their knowledge and skills through numeracy can be developed more as they intend to learn more.

Based on the study of Dumas et,al (2019) highlights the significance of numeracy skills and emphasizes the effectiveness of early interventions in promoting these skills. By integrating math concepts into everyday activities, particularly through programs like Building Blocks, children are encouraged to engage in deliberate practice in early numeracy. As a result, they experience transfer effects, leading to improvements in other early mathematical abilities. Furthermore, this approach not only aids in the development of mathematical skills but also benefits literacy skills. These advantages are particularly important for minority students, as it helps bridge the achievement gap and accelerates their progress towards reaching the expected skill level in elementary school.

According to Adedoyin and Chisiyanwa (2018), the development of young children's numeracy skills is a phenomenon that isn't always obvious and observable. However, in order to properly complement the curriculum and pedagogy in the teaching of young children, these numeracy abilities should be recognized in the early years of preschool education. The capacity to apply mathematical principles in many facets of life is referred to as numeracy abilities in young children. These skills include understanding numbers, counting, solving number puzzles, measuring, sorting, spotting patterns, and adding and subtracting numbers.

2.6. Counting Numbers

Counting numbers are the set of positive integers starting from one and increasing by one, such as 1, 2, 3, 4, and so on mentioned by Kilpatrick et al (2019). The ability to count and understand the meaning of counting numbers is a fundamental skill in mathematics education.

As stated by Gelman and Galliste (2019), research has shown that children's understanding of counting numbers develops gradually over time, with different stages of understanding occurring at different ages. For example, young children may initially learn to count by rote, without understanding the concept of quantity or the relationship between numbers.

According to Siegler and Opfer (2019), as children progress in their understanding of counting numbers, they begin to develop more sophisticated strategies for counting and comparing quantities. This can involve strategies such as subitizing (recognizing small quantities without counting), counting on from a given number, and decomposing numbers into smaller parts.

Moreover, research has shown that early experiences with counting and number concepts can have a significant impact on later mathematical achievement from the study of Clements and Sarama (2019). Thus, it is important for educators to provide young children with opportunities to explore counting and number concepts in a variety of contexts, such as through games, puzzles, and other hands-on activities.

2.7. Identifying Numbers

According to Ghazali et.al (2020) recognizing numbers from visual to verbal (e.g., using context, the distance between, identifying a number from a pictorial representation, understanding the meaning of variable, structured counting, and resultative counting), verbal to visual (e.g., recognizing the visual number symbol, matching visual representation, pattern to numerical, form visual quantity representation, space and space skills), and verbal to manipulative (e.g., non-numerical) recognition of numbers are all examples of this.

Schmitt et.al. (2018) identifying numbers is the capacity to identify and name numbers. According to the study, the ability to recognize numbers is a crucial basic skill for future math learning and academic

success. The study also discovered that earlier number recognition is linked to improved school math performance.

The capacity to identify numbers, which is a crucial part of early math learning, is the recognition and naming of numbers. A key building block for future arithmetic learning and academic success is the ability to recognize numbers. Better math performance in the classroom is linked to early number recognition. Using a mix of verbal and visual instruction, as well as providing opportunity for practice in real-world settings, are effective teaching strategies for teaching students to recognize numbers. Early arithmetic learning depends on offering age- and skill-appropriate instruction and activities that encourage the growth of number recognition.

2.8. Literacy Skills

Based on Graham et. al., (2018) success in school and outside of it depends on kids' ability towards early literacy. Reading and writing as part of literacy should be taught together because they both rely on similar sources of information and cognitive processes, entail the creation of meaning, and can be utilized together to achieve significant learning objectives.

In the work of Burchinal et al., (2018) reading, writing, and understanding written language are all considered to be among one's literacy skills, along with problem-solving and critical thinking. Success in school, finding a job, and living a quality life all depend on having good literacy skills. The four essential elements of literacy are reading, writing, speaking, and listening. In order to acquire literacy abilities that endure a lifetime, it is crucial to start learning to read and write early in life. Individuals and society may suffer as a result of low literacy rates.

Literacy skills are crucial for scholastic achievement, career possibilities, and general quality of life. The study also emphasized the value of early literacy development because it can have a long-lasting effect on reading abilities in later life.

Pascual and San Miguel (2023) looked into the data for 5 consecutive previous years from 2018 to 2023, and they made a forecasting of the possible mean percentage score (MPS) of learners for the next 5 school years. If the score patterns reflect the historical trends, the numeracy skill of learners in terms of Mathematics mean percentage score in the year 2028 for Key Stage 1 is 82.102. On the other hand, if the score patterns reflect the historical trends, the literacy skill of learners in terms of English mean percentage score for Key Stage 1 is 81.357.

Dulay et al. (2019), the study explores various aspects of literacy, including reading, writing, listening, and speaking, and investigates their impact on students' educational outcomes. By synthesizing and analyzing a range of scholarly sources, this review provides insights into the relationship between literacy skills and academic achievement. The findings underscore the significance of fostering strong literacy skills among learners to promote educational advancement and overall success.

2.9. Writing

According to Gerde et. al., (2022) children can express themselves and their ideas through writing. Writing always serves the function of communication, even in young children. Every young child has a message to convey, and writing is one of the tools they can use to do it. It can be quite difficult for young children to generate and retain messages while still learning how to put them on paper. Studies show that executive function abilities, including self-regulation, are necessary for kids to pay attention to and stick with this challenging job. Writing stimulates motor, cognitive, and socio-emotional learning in young children and involves them across developmental domains.

Durga (2018) stated that one of the four LSRW (listening, speaking, reading, and writing) skills in

language acquisition is writing. It is a set of symbols used in writing that represent the sounds, syllables, and words of a language. It uses a variety of techniques, including capitalization, spelling, punctuation, word structure, and function. Communication is transferred more frequently through writing than through any other sort of medium, hence writing is generally very significant. Students must therefore possess strong writing abilities to satisfy both their academic needs and job obligations.

Students should develop their writing abilities, thus teachers must inspire them to do so by instructing them on writing procedures and writing principles, such as writing exercises and grammar rules.

Al-Atabi (2020) mentioned that "Writing" is the process of expressing thoughts and ideas in a readable manner by employing symbols, letters of the alphabet, punctuation, and spaces. It is a type of human communication that entails the representation of a language with symbols.

2.10 Listening

Listening is a crucial activity because it gives pupils the stimulation they need to engage in learning tasks.

Based on Spataro, (2018) listening skills is a crucial component of management education. Inquiry, contemplation, respect, and empathy are all examples of "active" listening, which goes beyond passive listening or simple hearing to create a deeper connection between speaker and listener. This article provides a technique and resources for teaching active listening that can be used in face-to-face, hybrid, or online settings. In light of how little time is spent on listening teaching compared to that on speaking education, we start by discussing the high requirement for listening abilities.

According to Karahan (2022) one of the foundational abilities of language is listening, and people will require this ability throughout their life, both in their academic careers and in their social interactions. From this vantage point, it is important to carefully consider the gained listening abilities. Because a difficulty that will arise while you are learning a new ability may induce anxiety. It will be beneficial to employ listening and seeing techniques more frequently to lessen worry. It is important to underline that this ability must be learned and developed properly to have such an impact on a person's life.

Schmidt, Gordon B. (2018) mentioned that, it has been determined that listening is a crucial component of communication. Despite this acknowledgment, it is still poorly taught in management courses for undergraduates. This article provides an activity for beginning organizational behavior classes that helps undergraduate students understand the value of listening habits (both vocal and nonverbal). Students converse in pairs under constrained circumstances that affect both the speaker and the listener. Students learn the importance of listening skills through this experience and the class discussion that follows the exercise. The activity is a suitable technique to introduce the concepts of listening and listening practices. On the basis of instructor preference and course requirements, various exercise modifications are possible and addressed.

2.10. Reading

According to Elmuratova and Kurbaniyaza (2021), extensive reading both within and outside of the classroom increases students' reading abilities. Teachers must keep in mind that learners require different skills at different ages and proficiency levels when creating lesson plans. When possible, teachers should incorporate learner-related settings into their lessons to encourage pupils to read. In essence, there are two sorts of reading: extensive and intensive, and the goal is to teach the abilities required for both. Teaching reading abilities might be simple if taught with subtleties and tactics and ongoing practice. Many people find reading skills uninteresting when they are not provided the right tactics. Students read for a variety of reasons in a classroom setting. They might read instructions, to-do lists, course books, blogs, websites, newspapers, and

According to Ruhul (2019), reading comprehension is one of the most crucial components of the

English curriculum across all Bangladeshi educational levels. It is apparent that developing the skills of Bangladeshi pupils involves key procedures for teaching reading techniques. The majority of teachers in Bangladesh do not think that teaching reading strategies is a good idea. Due to this, teachers must improve their abilities, knowledge, and understanding of appropriate reading strategies, as well as get ready to impart their own real-world expertise and information to their students.

As stated by Keyser (2021), the capacity to comprehend a written passage of text is known as reading comprehension. It serves as a transitional tool between passive and active readers and is the key to effective reading, which is necessary for a fulfilling academic, professional, and personal life. Understanding the context of the book, picturing what the words describe, and being able to respond to questions about a text are just a few of the various processes involved in reading comprehension. Consider a book you've read in the past, and then try to summarize its main points. Your child is demonstrating comprehension skills if they can answer questions about a book or text, highlight significant moments in a story, and offer a theory as to why certain things might have happened.

According to Sari et al (2019), learning reading skill is a crucial component of increasing student comprehension, according to the researchers. Many educators, however, lack a strong foundation for introducing these reading comprehension techniques. As a result, teachers must be ready to teach their students these strategies and to design effective reading comprehension strategies. As a result, the goal of this study is to examine the most effective reading techniques for language classes.

2.11. Speaking

According to Kehinig (2021) the study out of the four abilities that language learners should acquire includes speaking that has always been thought as the most challenging skill. A lot of researchers have recently emphasized the significance of learning speaking abilities. In the present era, technology is used to teach students speaking skills through a variety of resources. In order to understand how students are learning speaking skills in their new learning environment, it is necessary to determine their learning techniques.

When children have numerous opportunities to use language in interactions with adults and other children, as well as when they listen to and respond to tales, oral language development is enhanced. By encouraging them to explain events and acquire background knowledge, activities that are cognitively and linguistically stimulating help young children develop their vocabulary.

Yagcioglu, Ozlem (2022) stated that speaking is vital for developing several talents. This is pleasant where students may put the new words, expressions, idioms, or proverbs they have learned into practice. If students are interested in participating in classroom activities, teachers or lecturers consider themselves lucky. New words, phrases, or proverbs can be happily learned when students participate fully in classroom activities. Speaking covers phonetic letters, word pronunciation, and definitions in both British and numerous varieties of American English. The classes also help students improve their ability to communicate and think critically. In studies where English is taught as a second or foreign language, speaking courses are covered. We'll give some examples of classroom activities.

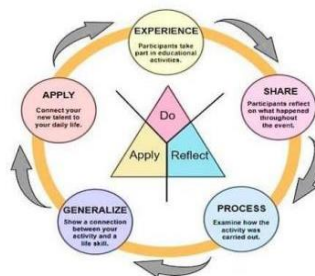
2.12. Theoretical Framework

The Socio-cultural theory proposed by Lev Vygotsky in the 1990's stresses the role that social interaction plays in psychological development. It suggests that human learning is largely a social process, and our cognitive functions are formed based on our interactions with those around us who are "more skilled."

Figure 1: Sociocultural Learning Theory

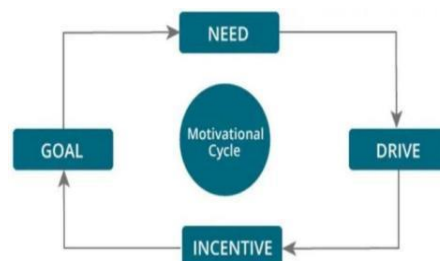
The sociocultural learning theory explains that the day care cognitive development and learning ability can be guided and mediated by their social interactions, inspire a focus on interactive and collaborative organizations of teaching and learning that encourage day care to learn from social interactions with peers and with the teachers. Interacting with others boosts a child's skills in numeracy, literacy, and higher-order thinking.

John Dewey's Theory is another theory that can be associated with this study. He argued that all forms of knowledge should be grounded inseparably in practical, real-world experience and that meaningful exploration and learning could only truly take place when students engaged with their material first hand or through experimentation.

Figure 2: John Dewey's Model of Learning

In summary, this theory suggests day care workers should engage students in learning to foster a sense of belonging, connection, and ownership, which boosts development and motivation.

The Incentive Theory of Motivation states that behavior is driven by external incentives rather than internal factors. Understanding this theory helps you identify your motivations, set incentives, and achieve goals more effectively.

Figure 3: Model of Incentive Theory of Motivation

This theory is relevant to the study as the day care workers effectively improve or increase the parental satisfaction by creating a stimulating learning environment. It emphasizes the importance of creating an environment in which students are motivated to actively participate, positively influencing their skill acquisition and, as a result, parental satisfaction with their children's educational progress.

2.13. Conceptual Framework

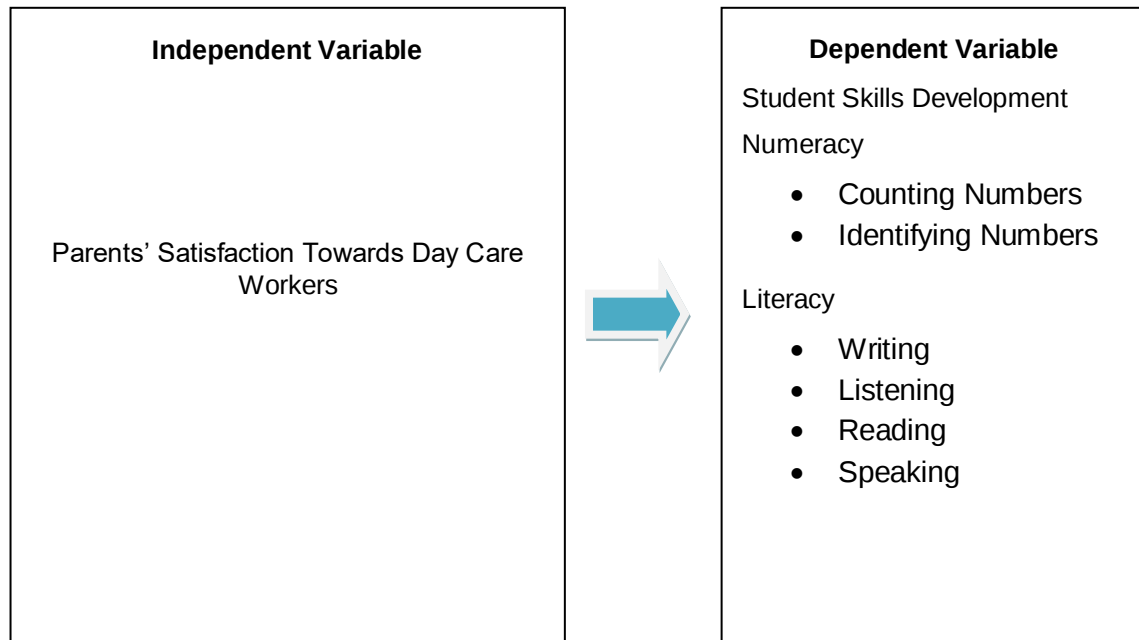


Figure 4: This conceptual framework showed the schematic diagram of independent variable and dependent variable of the study.

2.14. Synthesis

Many individuals rely on day care centers to take care of their children while they are at work, but for some parents, these facilities are the only places where their kids may be left in a secure environment. Also, day care centers are a place to start for the early education of children. The safety, education, health, and many other advantages of enrolling children in day care centers can be attained. For people who enjoy dealing with children, day care centers can be lucrative small businesses. The main purpose of having a day care facility is to preserve student safety and to ease every parent's concern. Most day care facilities offer organized educational activities for children from infants to pre-schoolers that aid in laying the groundwork for future academic success. Both formal learning programs and play are effective ways for kids to learn. Through the preschool years, children who attend a day care are able to recognize and write letters, sight words, and perform simple addition and subtraction. This provides children a head start on learning skills and greatly eases the transition to kindergarten. There are advantages to having a day care center intended for children learning. It is where the child can learn to socialize and have a new set of friends with their classmates and that they will acquire proper manners sooner, while they are still young.

Early numeracy skills include learning to count, identify numbers, compare, and manipulate quantities. Early numeracy skills development can aid in early assessment and intervention for children at risk of or experiencing mathematical learning difficulties. Teaching young children to read is not considered early literacy. Instead, assist the children in developing their skills to become successful readers. We can use different literacy activities that can foster the development of rich language skills in children, such as vocabulary, self-expression, and comprehension. Children gain a better understanding of the meaning and application of words when they encounter them in a variety of settings and contexts. It means that they remember new information by associating it with an existing category of information.

3. Research Methodology

This chapter presents the methodology used for collecting the data for the study. It explains the study population, sampling procedure, data collection technique, data collection procedure, administration of the questionnaire instrument, and data analysis. It also contains the population and sampling techniques used for the research.

3.1. Research Design

The researchers in this study used the quantitative research approach to determine the parents' satisfaction in numeracy and literacy skills of day care students ages four to six. Quantitative research approaches often use the data in terms of numbers and calculations. This is the design that is used by the researchers in order to do the study properly and effectively.

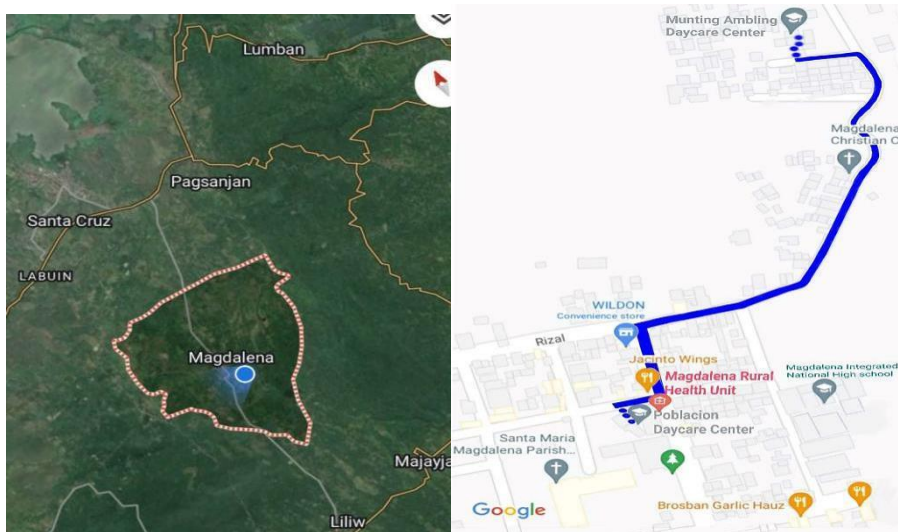
The correlational design is the kind of quantitative research approach that the researchers used. Quantitative correlational is a type of non-experimental research design in which a researcher measures two variables and understands and assesses the statistical relationship between them with no influence from any extraneous variable.

To gather the relevant data, the researchers used survey method. Through the utilization of questionnaires, the researchers were able to get the satisfaction level of the parent. Also, the worksheets was administered to day care students ages four to six.

3.2. Research Locale

The study was conducted in Brgy. Poblacion and Brgy. Munting Ambling Day Care Center in Magdalena, Laguna.

The Poblacion Day Care Center was established in 1990, while Munting Ambling Day Care Center was established in 1998. These day care centers were ideal for correlational analysis because their location is not far from each other. Poblacion Day Care Center is located near the town plaza and Magdalena Parish Church of Magdalena, Laguna while Munting Ambling Day Care Center is located in Brgy. Munting way Ambling near to the Mali-Mali River, the famous river in the town of Magdalena, Laguna.



Source: Google Maps

Figure 5: Map of Brgy. Poblacion and Munting Ambling the two day care centers in the Municipality of Magdalena, Laguna.

3.3. Population of the Study

In this study, sixty (60) respondents from the Poblacion and Munting Ambling Day Care Center A.Y 2022 -2023 will be picked through convenience sampling techniques. Convenience sampling is also known as opportunity or availability sampling. It is a non-probability sampling method where researchers use subjects who are easy to contact and obtain their participation.

The respondents were parents and day care students ages four to six from the Munting Ambling and Poblacion Day Care Center. The response from thirty (30) students and thirty (30) parents from both Day Care Centers served as the data that the researchers used in this study.

3.4. Research Instrument

Researchers used a survey questionnaire for parents, and worksheets for students. Questionnaire was used for initiating responses from the respondents and it is a series of questions that was used to gather relevant information for the study. In addition, worksheets – a set of exercises are used in order to measure the parent satisfaction in numeracy and literacy skills of day care students ages four to six in Poblacion and Munting Ambling Day Care Center in Magdalena, Laguna.

Researchers used a likert scale questionnaire that was made for the parents wherein they answered ten (10) items about their satisfaction towards the numeracy and literacy skills of day care students.

The parents as respondents for questionnaire chose based from the following legend.

Satisfaction of Parents Five Point Likert Scale

Rating Scale	Range	Verbal Interpretation
5	4.20 – 5.00	Very Satisfied
4	3.40 – 4.19	Satisfied
3	2.60 – 3.39	Neutral
2	1.80 – 2.59	Dissatisfied
1	1.00 – 1.79	Very Dissatisfied

The worksheets were used towards the children ages four to six and it is composed of six (6) parts that contains the variables under the numeracy and literacy skills. The counting numbers and identifying numbers for numeracy skills and for the literacy skills are the writing, listening, reading and speaking. Each part has five (5) items and it makes a total of 30 items for the worksheets.

3.4. Data Gathering

The researchers developed their research instrument including questionnaires for parents and worksheets for day care students ages four to six years old.

The research instruments had six (6) steps to follow after the researcher developed their research instrument such as: (1) The questionnaire used by the researchers was adopted and modified from Bowen (2008) School Success Profile (SSP) Parent Survey, and was given to the research adviser for approval. (2) The researchers made a letter addressed to the Municipal Social Welfare and Development Office (MSWDO) of the Magdalena, Laguna requesting a permission to conduct a survey to the parents, and students of the Munting Ambling and Poblacion Day Care Center. (3) The worksheets were verified and validated by the day care workers in order to determine if the exercises were applicable to the day care students. (4) The questionnaires were administered to the thirty (30) parents and worksheets were given to the thirty (30) students during A.Y. 2022-2023 and it was facilitated by the day care workers. (5) The research instrument was collected and the responses were tallied, and (6) the results and the data were interpreted by the researchers.

3.5. Statistical Treatment of Data

The gathered data of the researchers through survey were tabulated and statistically analyzed based on the purpose of the study through the use of the following:

3.6. Standard Deviation

The standard deviation was used by the researchers to measure the dispersion of a data set relative to its mean and it is calculate as the square root of the variance.

Formula:

$$S = \sqrt{\frac{\sum(x - \bar{x})^2}{N}}$$

Where: S = Standard Deviation

Σ = Sum of

x = each value in the data set

$\bar{x}$ = Mean

N = Number of value in the data set

Weighted Mean

The weighted mean was used to calculate the average value of a set of data, where each data point is assigned a weight based on its importance or relevance.

Formula:

$$\bar{x} = \frac{\sum w_n x_n}{\sum w_n}$$

Where: $\bar{x}$ = the mean value of the set of given data.

W = corresponding weight for each observation.

Pearson Correlation Coefficient (r)

The Pearson correlation coefficient (r) was used to measure the linear correlation of a data. It is a number between -1 and 1 that measures the strength and direction of the relationship between two variables. It shows that as one variable changes, the other variable will change in the same direction.

Formula:

Where:

$$r = \frac{\sum (x_i - \bar{x})(y_i - \bar{y})}{\sqrt{\sum (x_i - \bar{x})^2 \sum (y_i - \bar{y})^2}}$$

r = correlation coefficient

x_i = values of the x-variable in a sample

$\bar{x}$ = mean of the values of the x-variable

y_i = values of the y-variable in a sample

$\bar{y}$ = mean of the values of the y-variable

4. Presentation, Analysis and Interpretation of Data

This chapter presents the result of the data gathered, synthesized, and analyzed.

Table 1: Level of Parent Satisfaction in Numeracy and Literacy Skills of Day Care Students Ages Four to Six

Parent's Satisfaction	Weighted Mean	Verbal Interpretation
	4.83	Very Highly Satisfied

* Legend: 4.20 – 5.00 Very Highly Satisfied, 3.40 – 4.19 Highly Satisfied, 2.60 – 3.39 Moderately Satisfied, 1.80 – 2.59 Mildly Satisfied, 1.00 – 1.79 Very Lowly Satisfied

Table 1 shows the level of parent satisfaction in Numeracy and Literacy Skills of Day Care Students Ages Four to Six. The statement “The willingness of the day care worker to help the development of the child’s strengths and weaknesses.” obtained the highest mean score of 4.93 ($SD = 0.25$). Meanwhile, the statement “The encouragement that the day care worker gives to your child to involve and participate in school.” obtained the lowest mean score of 4.72 ($SD = 0.68$). The overall score of 4.83 indicates that the level of parent satisfaction in Numeracy and Literacy Skills of Day Care Students Ages Four to Six was verbally interpreted as “very highly satisfied”.

The findings above are related to the study by Pekrun and Elliot (2018) wherein it shows in their study that parent evaluation is the process of determining how satisfied parents are with the services and activities offered by educational institutions, such as preschools and schools. This kind of assessment will help to improve the quality of educational programs by giving educators and administrators useful input. In other words, parent evaluation can be a useful tool for strengthening educational programs and parent-teacher relationships, as well as the improvement of child skills.

Table 2.1: The Mean Level of the Student’s Skill Development in terms of Numeracy

Level of Students' Skill Development in terms of Numeracy			
Numeracy	Mean	SD	Verbal Interpretation
Counting Numbers	5.00	0.00	Very High
Identifying Numbers	4.97	0.18	Very High
OVER ALL MEAN	4.98		Very High

* Legend: 4.20 – 5.00 Very Highly Satisfied, 3.40 – 4.19 Highly Satisfied, 2.60 – 3.39 Moderately Satisfied, 1.80 – 2.59 Mildly Satisfied, and 1.00 – 1.79 Very Lowly Satisfied

Table 2.1 shows the Level of Students' Skill Development in terms of Numeracy. The area of counting numbers obtained the highest and perfect mean score of 5.00 ($SD = 0.00$). In addition, the area of identifying numbers obtained the mean score of 4.97 ($SD = 0.18$). The overall mean score of 4.98 indicates that the level of students’ skill development in terms of numeracy was verbally interpreted as “Very High”.

Findings in table 2.1 are related to the study of Sunghwan Hwang’ (2020) that the children who engaged in early numeracy activities are more likely to have high mathematics achievements and learning. Thus, it creates a positive impact towards the development of knowledge and skills in numeracy of the child.

Table 2.2: The Mean Level of the Student's Skill Development in terms of Literacy

Level of Students' Skill Development in terms of Literacy			
Literacy	Mean	SD	Verbal Interpretation
Writing	5.00	0.00	Very High
Listening	4.93	0.25	Very High
Reading	4.93	0.36	Very High
Speaking	5.00	0.00	Very High
OVER ALL MEAN	4.97		Very High

* Legend: 4.20 – 5.00 Very Highly Satisfied, 3.40 – 4.19 Highly Satisfied, 2.60 – 3.39 Moderately Satisfied, 1.80 – 2.59 Mildly Satisfied, and 1.00 – 1.79 Very Lowly Satisfied

Table 2.2 shows the Level of Students' Skill Development in terms of Literacy. The area of writing and speaking obtained the highest and perfect mean score of 5.00 (SD = 0.00). Moreover, the area of listening 4.93 (SD = 0.25) and reading obtained the mean score of 4.93 (SD = 0.36). The overall mean score of 4.97 indicates that the level of students' skill development in terms of literacy was verbally interpreted as "Very High".

As shown in table 2.2, the finding above can be related to the study about literacy. Graham (2018) proves that success inside and outside of the school depends on the kids early literacy skills or ability, it entails that both reading and writing as part of literacy should be taught together to achieve significant learning objectives.

Table 3: Relationship between Parents Satisfaction and students Numeracy and Literacy Skills

Relationship between Parents Satisfaction in Numeracy and Literacy Skills of Day Care Students Ages Four to Six					
Parents' Satisfaction	Skills Development	Computed r	Strength of Correlation	p value	Analysis
Parents' Satisfaction	Numeracy	-0.08	Negligible	0.68	Insignificant
	Literacy	-0.15	Negligible	0.35	Insignificant

*Significant at .05

Legend:

Correlation Coefficient (r) Value	Indication
Between ± 0.8 to ± 1.0	High correlation
Between ± 0.6 to ± 0.79	Moderately high correlation
Between ± 0.4 to ± 0.59	Moderate correlation
Between ± 0.2 to ± 0.39	Low correlation
Between ± 0.1 to ± 0.19	Negligible correlation

The table 3 above use a Pearson correlation coefficient. It was computed to assess the linear relationship between Parents Satisfaction and students Numeracy and Literacy Skills. There was a negligible results between parents' satisfaction and numeracy $r(29) = -0.08$, $p = 0.68$ likewise with literacy with

negligible correlation $r(29) = -.15, p = 0.35$. This denoted that there is a no significant linear relationship between the two variables. Therefore, the null hypothesis is failed to be rejected and all findings are insignificant.

The study from Starr and Foy (2019) showed that the amount of parents' involvement can adversely or emphatically influence their satisfaction. Moreover, Sheldon and Epstein (2019) portrayed the two-way correspondence among staff and parents are important.

The findings in table 3 can be related to the study of Kumari and Jayathilaka (2022) where it shows that their independent variables had a significant impact toward parent's satisfaction with online learning. However, the technical problem was the parent's satisfaction is not significant with online learning because of some factors including the number of online assignments, duration of online learning, and parent's satisfaction. Through the level of child competency, the study shows that the parents were more satisfied with their children's online learning despite of some factors.

5. Summary of Findings, Conclusions and Recommendations

This chapter presents the summary, conclusions and recommendations of the study.

5.1. Summary of Findings

The study on the Parents Satisfaction in Numeracy and Literacy Skills of Day Care Students Ages Four to Six used a quantitative research design that was held at the Munting Ambling and Poblacion Day Care Center in Magdalena, Laguna. The needed data was gathered from sixty (60) respondents which included thirty (30) parents of the day care students, and thirty (30) students ages four to six. All gathered data was used to measure the significant relationship between the parents satisfaction and students numeracy and literacy skills.

A questionnaire and six (6) worksheets were used. The questionnaire was intended for the parents wherein they answered ten (10) items about their satisfaction in numeracy and literacy skills of day care students ages four to six. In addition, the six worksheets were administered to the students who answered different exercises about numeracy and literacy. Each worksheet consists of five (5) item questions giving a total of thirty (30) items answered by the students. The exercises under the numeracy include the counting and identifying numbers, and exercises about writing, listening, reading, and speaking are given under the literacy skills.

The responses of the parents and day care students were converted into scores by means of weighted mean and standard deviation formula as a basis in determining the centrality and variability of data through arithmetic mean and standard deviation formulas. After that, the researchers were subjected to empirical testing of the null hypothesis through the utilization of Pearson Correlation Coefficient the five percent level of significance. From a brief procedure discussed above, the foregoing problem areas of investigation were answered. The following are the summary of findings of the study.

1.) The Level of Parent Satisfaction in Numeracy and Literacy Skills of Day Care Students Ages Four to Six

The mean level of parent satisfaction in numeracy and literacy skills of day care students ages four to six is hereby presented in table 1. The weighted mean value of 4.83 revealed that the level of parent satisfaction reached the verbal interpretation of "very highly satisfied" in numeracy and literacy skills of day care students ages four to six

2.) The Level of the Student's Skill Development in terms of Numeracy and Literacy.

The mean level 4.98 shown in table 2.1 revealed that the level of students' skills development had reached the verbal interpretation, namely, "Very High" in terms of numeracy. Furthermore, the mean

value of 4.97 in table 2.2 revealed that the level of student's skill development in terms of literacy reached the verbal interpretation of "Very High".

3.) Significant relationship between the Parents Satisfaction and students Numeracy and Literacy Skills

Table 3 presents the significant relationship between the parents satisfaction and students numeracy and literacy skills wherein the analysis shows that the relationship of the two variables is insignificant. Their computed r value (numeracy = -0.08; literacy = -0.15) resulted to a strength of negligible and their significance value as (numeracy = 0.68; literacy = 0.35) greater than the constant significance or the significant alpha, 0.05. Therefore, the null hypothesis of the study is failed to reject and all the findings are insignificant.

5.2. Conclusions

Based on the findings of the study, the following conclusions were reached:

The parent evaluation shows that the level of parent satisfaction in numeracy and literacy skills of day care students ages four to six obtained an overall score of 4.83 and was verbally interpreted as "very highly satisfied". This led the researchers to conclude that the parents are very highly satisfied towards the numeracy and literacy skills of day care students ages four to six.

Moreover, the level of the student's skill development in terms of numeracy and literacy reached to the verbal interpretation of "Very High". However, its relationship towards the parents evaluation resulted to a "negligible" strength of correlation. This highlights that the parents satisfaction have no significant relationship towards the numeracy and literacy skills of day care students ages four to six. Therefore, the hypothesis in the study is accepted.

5.3. Recommendations

Based on the findings and conclusions, the following recommendations were made:

Community must promote the day care centers in their barangays to parents since it is effective and has the capability to teach and provide early childhood education for children.

Parents are encouraged to participate and to expand the teaching beyond the classroom in order to enhance their child's overall experience and enrich their academic performance.

Day Care Directors may prepare more seminars or programs to enhance the day care workers in teaching various skills such as numeracy and literacy for children.

Day Care Workers should focus more on enhancing the children's skills in identifying numbers (numeracy) and listening (literacy) since some of the students are moderately inferior when it comes to this skill. Moreover, they should also encourage the students to participate and involve in school activities to develop their essential life skills.

Future Researchers may use this study for further research about day care workers that may be conducted in other towns or districts within the same province to examine the parents satisfaction towards day care workers and skills development of children to ensure quality education in early childhood. In addition, the researchers recommend to add more respondents to obtain meaningful insights from numerous participants.

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