

Early Childhood Care and Development (ECCD) Service Standards, Local Educational Management Practices, and Program Outcomes in Barangay Day Care Centers

Jeanelle Marie B. Ramos, Elisa N. Chua

0323-0490@lspu.edu.ph, elisa.chua@lspu.edu.ph

Elementary Teacher, San Pablo City, Laguna 4000, Philippines
Associate Professor 5, Laguna State Polytechnic University, San Pablo City, Laguna 4000, Philippines

Abstract

This study examined the relationship between Early Childhood Care and Development (ECCD) service standards, local educational management practices, and program outcomes in barangay day care centers. It assessed the level of implementation of ECCD standards in areas such as learning environment, health and nutrition services, curriculum, Child Development Worker competence, and parent and community involvement. It also evaluated management practices, including planning, resource allocation, supervision, coordination, and program evaluation, as well as children's developmental outcomes in health, nutrition, and learning domains. A descriptive–correlational research design was employed, with data collected from ECCD stakeholders, including Child Development Workers, implementers, and parents, using a validated survey questionnaire. The data were analyzed using weighted mean and Pearson correlation. Findings revealed that ECCD service standards and management practices were generally well implemented, although improvements are needed in resource allocation and inter-agency coordination. Program outcomes showed positive results in children's overall development. Moreover, a significant relationship was found between ECCD service standards, management practices, and program outcomes, indicating that effective management and adherence to standards contribute to better child development outcomes. The study concludes that strengthening management practices and maintaining compliance with ECCD standards are essential to improving program effectiveness. It recommends enhanced capacity-building initiatives, adequate resource provision, and stronger stakeholder collaboration to sustain quality ECCD service delivery.

Keywords: ECCD, service standards, local educational management practices, program outcomes, Child Development Workers, stakeholders, implementers.

1. Introduction

Early Childhood Care and Development (ECCD) is essential for achieving overall human development and lifelong learning. Around the world, early childhood is seen as the most important stage for developing the intellectual, emotional, and social skills that shape a person's future (UNESCO, 2021; UNICEF, 2019). During the first eight years of life, brain development speeds up significantly, forming the basis for language skills, self-control, and emotional growth. Quality ECCD programs do more than prepare children for school; they also help them reach their full potential as healthy, productive citizens. These programs need to combine education, health, nutrition, and social support services to create nurturing environments where children can thrive (World Bank, 2022).

In the Philippines, ECCD is seen as a key part of the national development plan. It reflects the government's commitment to children's rights regarding development, survival, and security. Republic Act No. 10410, also known

as the Early Years Act of 2013, created ECCD as a focus on various areas. This includes nutrition, health care, early childhood education, and social welfare programs. The law mandates that children aged 0 to 8 receive support aimed at their physical, cognitive, language, and socio-emotional well-being. The ECCD Council states that this strategy ensures Filipino children start school ready to learn and participate in society (ECCD Council, 2021). Additional efforts by the Department of Social Welfare and Development (DSWD), Department of Education (DepEd), and Department of Health (DOH) strengthen early childhood programming by aligning educational, nutrition, and health goals.

Even with the above policy and administrative structures, the delivery of ECCD programs across LGUs is inconsistent. Lack of competent governance, finances, infrastructure, and manpower has been cited as the key obstacles facing efforts to ensure consistent implementation of ECCD standards (Ulep et al., 2024; Cheng et al., 2019). A report by PIDS titled *Behind the Slow Start: An Assessment of Early Childhood Care and Development in the Philippines* has noted that, although the structure of policy-making is already in place, the management capabilities at the local government level remain inadequate for sustaining quality programs. It has further been revealed that poor monitoring mechanisms, inadequate professional development of CDWs, and weak cooperation among institutions affect the implementation of policies at the grass root level.

The gap in policy and reality highlights the role of local education administration in ECCD. Good local administration ensures adequate staffing, sufficient resources, and proper monitoring of day care facilities. Local administrators act as a bridge between the objectives of government and actual results at the grassroots level by way of planning, supervising, and evaluating. According to the World Bank (2022), local administrations act as "frontline implementers" of early learning programs. Therefore, there is an effect of local leadership structures and organization systems on the effectiveness of the program. In a similar way, ACER and UNICEF (Cheng et al., 2019) argued that variations in local management systems, caregivers' competencies, and resource support influence early childhood achievements.

San Pablo City is a prime example to explore such a situation. The city itself has several barrio day care centers for varied social economic strata which have various degrees of LGU and community involvement. Although San Pablo City's local governance follows the ECCD standards, there remains an issue with its quality implementation among several day care centers.

This can be due to varying levels of administrative efficiency, parental cooperation, and financial inputs among other factors. Studying the effect of local education management on ECCD standards implementation would provide important lessons about effective program implementation among these centers.

This study examines how ECCD service standards and educational management affect the success of ECCD programs in terms of the health and nutrition (accessibility, readiness, and needs) and learning and development (motor physical, socio-emotional, cognitive, language, psychological, and spiritual) of the young children. The results may be useful in enhancing ECCD services as well as in making decisions about ECCD in the Philippines.

2. Literature Review

2.1. Early Childhood Care and Development

The current research in ECCD regards it as a system whose components function optimally only in relation to one another. The provision of education, health, and social welfare is critical because of the interdependent nature of the developmental gains they provide. Programs like these have numerous benefits regarding the development of academic performance and social skills, which will ensure higher school readiness and achievement later in life. Such an initiative can help disadvantaged children catch up with their peers when they begin formal schooling. However, as evident from the reviewed articles, integration cannot be achieved through policy-making alone. It requires consistent collaboration on a daily basis from all stakeholders, including families, communities, schools,

and governments; therefore, it is largely dependent on how well the initiative is implemented locally (Duncan & Magnuson, 2023; EDCOM II, 2023).

The physical environment of an ECCD center has a direct effect on what children can learn. A safe, well-organized space allows for the play, exploration, and social interaction that early childhood programs depend on, while inadequate or unsafe facilities constrain what is even possible. Beyond basic safety, the learning environment communicates expectations to children. Classrooms with accessible materials, child-sized furniture, and inclusive design features signal that the space is built for them, not adapted from a space built for someone else. Investment in facilities therefore matters not only because it makes programs functional, but because the environment itself is part of the curriculum (ECCD Council, 2023; DSWD, 2023).

Health and nutrition services form one of the most consequential service standards in ECCD because their effects extend beyond the program day. Feeding programs and frequent health monitoring meet the urgent physical requirements of enrolled youngsters. They also provide the cognitive underpinning for other developmental tasks, as underweight or ill children are unable to fully participate in the learning opportunities offered by a center. Effective delivery necessitates coordination beyond what a CDW can do alone, such as referral linkages with the local health unit, regular growth monitoring, and parent-facing nutrition instruction. Programs that include health services into their core operations rather than considering them as an afterthought likely to achieve better results across all developmental dimensions (Duncan & Magnuson, 2023; DSWD, 2023).

A curriculum designed for early childhood differs from the lecture-based approach of formal schooling. Child-centered methods tailor education to what children are interested in and what they are developmentally ready to learn, with play serving as the primary vehicle. This demands flexibility without sacrificing structure. It refers to a framework built around the kid rather than the instructional plan. Effective curriculum in ECCD settings mix scheduled activities with opportunities for spontaneous discovery, use items from children's everyday situations, and assess development via continuous observation rather than periodic testing. The most consistent conclusion in the research is that curriculum quality is determined by whether the activities are tailored to the students in front of the educator (ECCD Council, 2023; Fisher & Lombardi, 2025).

ECCD program results are the developmental benefits that children take from the center into their lives. The expected results include cognitive development, social and emotional skills, language and communication, physical health, and the establishment of lifetime learning habits. These are not the natural effects of attendance alone. They result from the combination of meeting service requirements, performing well in management tasks, and maintaining adult-child interactions throughout time. The greatest evidence foundation in ECCD research focuses on long-term results. Children who attend high-quality ECCD programs have quantifiable benefits in school performance, health, employment, and adult well-being decades later, with the most significant improvements going to children from the poorest families (Duncan & Magnuson, 2023; EDCOM II, 2023).

2.2. Foreign Studies

ECCD is being recognized globally as an important factor in promoting fair education and human capital development. According to UNESCO (2021), successful ECCD initiatives play an essential role in contributing towards sustainable development goal number four, which includes quality education for all children. According to UNICEF (2019), investing in the early years is not only important in terms of creating long-lasting socio-economic impacts, but there also will be quantitative impacts such as improved academic performance, behavior, and productivity later in life.

Holistic development is usually seen in the international context as an output of the integration of education, health, nutrition, and social protection services for children. The World Bank (2022) cited Singapore and South Korea as examples of countries that have succeeded in implementing ECCD through cooperation among institutions at the community and national level in quality and equity. Countries like Singapore and South Korea have adopted indicators of quality for their programs related to staff qualifications, parent involvement, and learning environment. The Philippines adopts the same coordination model in Republic Act No. 10410 (Early Years Act of 2013).

The quality of ECCD management has been empirically associated with learning and development outcomes for children. Cheng et al. (2019) undertook a longitudinal investigation via UNICEF and ACER in early learning in the Philippines and similar situations in Asia, indicating that successful ECCD delivery is largely contingent upon the competency of the teacher and the local management systems enabling professional development, supervision, and parental involvement. According to the OECD (2020), local governance and accountability are crucial for achieving sustainable improvements in early learning systems.

Some international investigations have been done into the association between quality assurance and governance. For instance, Britto et al. (2022) argue that ECCD quality is influenced by more than just its curriculum; management factors such as supervision, data-informed planning, and policy coherence also play a role. Effective ECCD programs utilize participatory management involving caregivers, parents, and community leaders. This perspective aligns with Bronfenbrenner's Ecological Systems Theory, which states that children learn and develop through a two-way interaction among the family, the school, and the community. Thus, when there is governance and management of coherence between these systems, children receive consistent developmental support across various environments where they are found.

2.3. Local Studies

In the Philippines, ECCD has been legally mandated under RA 10410 (2013) (Early Years Act) and RA 12199 (2022), which both emphasize the provision of health and nutrition alongside early learning services within local educational management. The ECCD council acts as the main coordinating body in ECCD provision alongside DepEd, DSWD, DOH, and LGUs in order to ensure consistent service standards and accountability at the local level (Ulep et al., 2024). However, according to the same authors, numerous day care centers still suffer from significant resource shortages, lack of uniform hiring standards, and insufficient monitoring capabilities, indicating that the legislative framework is still not translated fully into action.

A comprehensive assessment of ECCD provision has been done by the Philippine Institute for Development Studies (PIDS) under the title of *Behind the Slow Start: An Assessment of Early Childhood Care and Development in the Philippines* (Ulep et al., 2024). It was found that although the ECCD coverage has expanded geographically within the country, there is still variation between regions and even LGU classification.

In particular, the PIDS review uncovered a number of recurring problems. They included inadequate professional development among Child Development Workers, poor coordination at both national and local levels, and uneven distribution of funding among LGUs. As the consequence, there is inconsistent compliance with the ECCD guidelines, with some regions managing to maintain successful ECCD initiatives, and others unable to fulfill even basic ECCD requirements. It was argued that the success of ECCD strategies depended upon the effectiveness of the LGU management system responsible for planning and supervision.

Studies conducted in the local area show that the efficacy of ECCD strategies depends on the administrative abilities of the LGUs in question. Ynion et al. (2025) assessed ECCD service quality at the Barangay Day Care Centers in Digos City in the Philippines utilizing an Input-Process-Output approach. The study findings suggest that centers equipped with efficient management mechanisms, especially centers conducting regular monitoring, involving parents in activities and training their staff, demonstrated better results in terms of ECCD service quality rating. Thus, effective management and involvement of stakeholders are essential for the realization of ECCD Council quality standards.

According to Floresca et al. (2020), a study on professionalizing CDWs was conducted in various LGUs, where the results showed that continuous training, mentoring, and adequate compensation had significantly improved the quality of services delivered and workers' job satisfaction. It is emphasized that CDWs serve as the basis of ECCD program implementation in the community, and sustainable operation of the program would only be made possible through continuous capacity building. A similar conclusion was made by Ramos and Ponce (2022), stating that the capacity-building programs of CDWs and barangay ECCD coordinators are vital in ensuring compliance to national service standards through linking HRD and education management.

Memorandum Circular No. 3 by the DSWD (2015) developed the ECCD Information System (ECCD-IS). The system provided LGUs with tools for gathering data on child profiles, attendance, and developmental progress, hence improving the evidence foundation for policy choices. As observed by Ulep et al. (2024), many LGUs remain challenged in terms of achieving data accuracy and usage because they lack technical competencies and appropriate ICT facilities. The trend highlights the requirement for capacity building in order to enhance the abilities of local ECCD implementers.

2.4. Legal Policy and Framework

The ECCD model in the Philippines follows a set of legislative and policy framework which governs the program's organization, management, and delivery mechanisms. The documents are intended to serve as the legal basis of the commitment of the government in ensuring a holistic approach in early childhood care which will focus on survival, development, and readiness for formal education.

The Early Years Act of 2013, otherwise known as Republic Act No. 10410, set the ECCD system in motion, and specified the formative period of early childhood from birth up until eight years of age. Under the law, the ECCD Council was made responsible for organizing the ECCD system, establishing standards, and ensuring coordination while DepEd, DSWD, DOH, and LGUs were charged with implementation. It was also under the same law that the structure of educational management at the local level was formed, wherein LGUs were mandated to provide and sustain day care services within their jurisdictions based on national standards.

Republic Act No. 8980, otherwise known as the Early Childhood Care and Development (ECCD) Act of 2000, paved the way for the passage of Republic Act 10410. Under this 2000 act, there was an integrated system of ECCD which included education, health, nutrition, and social welfare. The Act requires barangays to contribute funding for ECCD as well as provide suitable facilities and qualified workers for the development of enrolled children. To boost implementation, the Department of Social Welfare and Development published Memorandum Circular No. 3, Series of 2015, which established the ECCD Information System (ECCD-IS). The system harmonized data collecting and reporting across local governments, enabling for centralized monitoring of kid profiles, attendance, and program success. In the same circular, the DSWD developed accountability measures for local educational management. City and municipal ECCD coordinators were obliged to provide monitoring, data validation, and documentation as criteria of program implementation (DSWD, 2015).

Republic Act No. 12199 enacted in 2022 improves on past laws by promoting the registration and professionalization of Child Development Workers. The law acknowledges that CDWs have an important contribution in delivering ECCD programs and therefore requires higher pay, training, and job security. It fills a long-standing gap in the legal status of CDWs and promotes human resource management at the barangay level, therefore promoting the sustainability of effective early childhood education. Two other statutes affect the overall governance context in which ECCD functions. The Local Government Code of 1991 (RA 7160) and the Magna Carta for Public Social Workers (RA 9433) protect LGU autonomy in program design and budget allocation, but education and welfare services are treated as joint tasks by national and local governments. The structure supports the Systems Theory concept that each level of the governance system contributes to overall program quality.

2.5. Synthesis and Research Gap

The literature and legal systems examined in this chapter agree on one issue. Early Childhood Care and Development programs thrive in systems that prioritize effective governance, professional capability, and community engagement. Both foreign and local research reveal that the quality of ECCD services is highly related to managerial efficiency and stakeholder participation.

Foreign research shows that effective early childhood programs require coordination across administrative structures, professionalized educators, and family relationships (Britto et al., 2017; Cheng et al., 2019; World Bank, 2022). Examples of Philippine studies highlight the same phenomenon on an opposite end of the spectrum, proving that differences in ECCD quality lie mainly in the shortcomings of local governance and administration. The PIDS assessment (Ulep et al., 2024) and the Digos City review (Ynion et al., 2025) discovered that LGUs with organized monitoring, frequent staff training, and active parental participation consistently achieve higher standards of ECCD service delivery.

However, despite the aforementioned achievements in research, several issues require attention. First, one must investigate the role of local management strategies in implementing ECCD policies in urban areas. While studies conducted on the national level have provided rather generic assessments of ECCD practice implementations, very few attempts have been made to investigate the connection between ECCD management at the city level and the quality of service rendered in accordance with national standards. Descriptive and program-oriented research has thus far failed to statistically prove any connection.

Second, local processes involved in cooperation between governmental entities deserve further study. This includes planning processes, supervision methods, and cooperation among agencies, which may vary greatly from city to city, depending on the peculiarities of local systems of management and coordination. The third gap involves the new policy environment provided for through RA 12199 (2022). Despite the positive effects of the regulation on the professional standing of CDWs, there is still limited empirical evidence regarding the influence of the regulation in ECCD quality improvement. The success of the law depends on the integration of its policies into the management system of LGUs, and this represents another research area that needs to be explored.

Lastly, the theoretical foundation of ECCD research also represents an important deficiency. Most ECCD studies fail to apply the ecological framework of Urie Bronfenbrenner that situates ECCD quality within the family, school, and community environments. This study seeks to fill this conceptual gap through the examination of how multiple levels of influence such as the family, the center's management, and the community governance affect ECCD results in the barangay day care centers of San Pablo City.

3. Methodology

This study used a descriptive–correlational research design to determine the relationship between local educational management practices and the standards of Early Childhood Care and Development (ECCD) services in barangay day care centers in San Pablo City. The descriptive component was used to describe the existing conditions of ECCD service delivery, specifically the extent to which ECCD standards, such as learning environment, curriculum, health and nutrition, and community participation, were implemented in day care centers. This aspect of the study provided an overview of the strengths and areas needing improvement within the local ECCD system.

The correlational component examined whether a statistically significant relationship existed between the extent of local educational management practices (planning, supervision, coordination, and evaluation) and the level of ECCD service standards. This determined whether effective local management contributed to higher-quality ECCD outcomes. The descriptive–correlational design was appropriate because it enabled the analysis of relationships among naturally occurring variables without manipulating any conditions. It provided both an accurate description of existing practices and an objective measurement of their relationships. This approach had been used effectively in similar ECCD governance studies (Ulep et al., 2024; Ynion et al., 2025).

4. Results and Discussion

The results are explained and interpreted through tables indicating the level of implementation of ECCD service standards, the display of educational management practices, the effect of ECCD services in barangay day care centers, and the correlation between these variables.

Table 1

Implementation of ECCD Service Standards in Barangay Day Care Centers Related to Learning Environment and Facilities

Indicators		M	SD	VI
1.	Classroom is safe, clean, well-ventilated, and child-friendly.	3.72	0.52	HI
2.	Age-appropriate learning corners are available.	3.52	0.65	HI
3.	Outdoor/indoor play spaces and materials are adequate and safe.	3.67	0.54	HI
4.	Water, sanitation, and hygiene services are in good condition and readily available to the children.	3.76	0.43	HI
5.	There are facilities that can accommodate children, such as visual aids.	3.70	0.52	HI
6.	Learning materials are organized, systematically labeled, and easily accessible to children.	3.76	0.50	HI
7.	Lighting and noise levels in the classroom are optimized to support focused learning and child comfort.	3.64	0.65	HI
8.	Display areas showcase children's original artwork and projects, not just commercially produced materials.	3.67	0.59	HI
9.	The center provides a designated, private space for nursing mothers or family consultations.	3.47	0.65	I
10.	Safety checklists for play equipment and the overall environment are completed and documented weekly.	3.43	0.82	I
Overall		3.63	0.50	HI

Scale: 3.50–4.00 = Highly Implemented (HI); 2.50–3.49 = Implemented (I); 1.50–2.49 = Slightly Implemented (SI); 1.00–1.49 = Not Implemented (NI)

Table 1 depicts the degree of ECCD service criteria implementation regarding learning environment and facility in Barangay Day Care Centers. The total mean of its scores is 3.63 and the standard deviation is 0.50. These values are categorized under Highly Implemented (HI). This suggests that there is a practice of providing day care centers within the barangay with a well-established learning environment that is safe, organized, and conducive for learning. There have been reports in San Pablo City about the existence of well-maintained day care centers where the classroom is well-organized, with designated learning nooks provided with appropriate learning materials. Sanitary facilities are also available in most day care centers surveyed. According to ECCD Council Standards and Guidelines (2021), there are basic standards set for facilities, materials, curricula, and staffing for learning environments to be appropriate and conducive for young learners.

The two statements with the highest mean of 3.76 both had a status rating of Highly Implemented (HI). These were Statement 4, which states, "Water, sanitation, and hygiene facilities are functional and accessible to children," and Statement 6, "Learning materials are organized, systematically labeled, and easily accessible to children." Their relatively high scores indicate that the priority of San Pablo City day care centers is the hygiene and accessibility of learning materials rather than other aspects in the daycare. During the data gathering process, the researcher observed labeled shelves placed within the child's reach, operating handwashing stations installed in front of classroom doors, and hygiene materials replenished by CDWs during their routine work. This indicates that in the eyes of the staff in San Pablo City day care centers, hygiene and material accessibility are not things to be inspected but part of a normal operation procedure for a daycare. In a study conducted by Ynion et al. (2025), they found that day cares that have a systematic operation and abundant resources perform much better in-service quality assessments. The dimension had an overall mean of 3.63 and a standard deviation of 0.50, indicating it is Highly Implemented (HI). Nine of the ten statements fell within the Highly Implemented band, with only the documentation statement slightly below. Centers in San Pablo City are consistent in providing safe, organized, and child-friendly physical environments that meet ECCD service standards.

Statement 10, "Weekly safety checklists for the play equipment and the environment are done and

recorded," had the lowest mean of 3.43 and was therefore implemented (I), being the only statement in this dimension that was below the Highly Implemented category. Although the facilities offer physical safety to their employees, documentation of weekly safety checklists does not occur as regularly as the actual safety routines. According to several CDWs, time constraints and other administrative responsibilities hinder the completion of some checklist forms for certain weeks.

There is no discrepancy between what the CDWs intend to do and what they actually do. What is lacking is the completion of administrative documentation of their safety routines. Minimal intervention, such as making easy weekly checklist forms and providing brief checks on whether the task is fulfilled, might help solve the problem. According to Ulep et al. (2024), inadequate technical knowledge and institutional support for data documentation remain issues even in the barangays. The relatively low standard deviation indicates that this uniformity exists among all centers and not only among a few exceptional centers. The ECCD Council Standards and Guidelines (2021) prescribe certain requirements for facilities, resources, and the physical environment, as nurturing environments are considered the first prerequisite to all other aspects of quality. As a result, a relatively high score in this case forms a strong basis for other aspects of service quality.

Table 2

Implementation of Early Childhood Care and Development Service Standards in Barangay Day Care Centers Related to Health and Nutrition Services

Indicators		M	SD	VI
1.	Health screenings and growth monitoring are undertaken regularly.	3.67	0.54	HI
2.	Nutrition/feeding services are provided on a regular basis.	3.78	0.49	HI
3.	Referral to deworming/vaccination is done in coordination with the health unit.	3.76	0.43	HI
4.	Nutrition and health education are delivered to parents/guardians.	3.71	0.70	HI
5.	Health and nutrition records are updated and securely kept.	3.69	0.59	HI
6.	A protocol for managing common childhood illnesses is clearly documented and communicated.	3.60	0.61	HI
7.	The center actively promotes and monitors healthy eating habits among all children during meal times.	3.58	0.65	HI
8.	Parents are given individualized guidance based on their child's growth monitoring results.	3.70	0.52	HI
9.	The facility maintains an adequate supply of clean drinking water for children throughout the day.	3.73	0.51	HI
10.	Staff conduct daily visual health checks for signs of illness or injury upon arrival.	3.52	0.70	HI
Overall		3.67	0.50	HI

Scale: 3.50–4.00 = *Highly Implemented (HI)*; 2.50–3.49 = *Implemented (I)*; 1.50–2.49 = *Slightly Implemented (SI)*; 1.00–1.49 = *Not Implemented (NI)*

Table 2 presents the level of implementation of ECCD service standards in Barangay Day Care Centers in terms of health and nutrition services. It has a total mean of 3.67 with a standard deviation of 0.50, interpreted as Highly Implemented (HI). It reveals that day care centers in the barangay carry out health and nutrition services at a consistently high level, showing a strong overall commitment to meeting the health-related components of ECCD service standards. This is clearly illustrated through the supplementary feeding sessions conducted at San Pablo City's barangay day care centers, updating of child health cards, as well as coordination among CDWs and the health unit when carrying out vaccinations and child development programs. According to Improving Early Childhood Development (2020), an international guideline published by the WHO, responsive caregiving along with health interventions should be incorporated into health and educational systems since provision of health and nutrition is critical to effective ECCD programs.

Statement 2 "Nutrition/feeding services follow a regular schedule" had the highest average of 3.78 and was categorized as Highly Implemented (HI). Feeding services are seen as a fixed part of the daily schedule and not an optional process. It was observed by the researcher that the feeding schedule was clearly posted in all the centers and CDWs prepared or delivered additional meals during scheduled times in the session using the food resources provided by the barangay. Nutrition is one of the most structured services of ECCD programs. There is a well-scheduled time table, logistics, and accountability of feeding to the parents to determine if their child was fed. As observed by UNICEF (2019), interventions during the initial developmental stages of children have lifelong benefits for their physical well-being, with nutritional services contributing significantly to these outcomes.

Statement 10, "Staff conducts daily visual inspection of children's health status for symptoms of sickness or injury as they arrive," had the lowest mean of 3.52 and yet was placed under the category of Highly Implemented (HI). Even with its placement in the topmost bracket, the score is significantly low when compared to other statements within the same dimension. Visual health inspection is done, yet it is not standardized in all the centers. It was found by the researcher that many CDWs conducted visual inspection irregularly or without having a system of doing it on a daily basis. Other centers have the challenge of having no designated area or form to facilitate daily health inspection of the children. It is an issue of routine rather than ignorance because the importance of health checking cannot be ignored by the CDWs. With a simple routine health check at each location, the performance in this statement can be improved without taking up much more time. Monitoring mechanisms were introduced in DSWD Memorandum Circular No. 3 (2015) via ECCD Information System; however, conducting daily recordings on a center basis still lies in the hands of the CDWs.

The measure averages a score of 3.67 with a standard deviation of 0.50 and is classified as Highly Implemented (HI). In all ten statements, the implementation falls within the Highly Implemented range. The health and nutrition services are consistently offered at the barrio day care centers examined here. The consistency is understandable since health and nutrition form one of the most mandatory and easily observable facets of ECCD. The results show that in San Pablo City's barangay day care centers, there is an established practice of offering the basics of health services to children, and the variance occurs only in terms of administration involving daily documentation and not in service itself. Bentley et al. (2023) have demonstrated that the ECCD program with health and nutrition activities showed positive impacts on child development indicators.

Table 3

Implementation of Early Childhood Care and Development Service Standards in Barangay Day Care Centers Related to Curriculum and Child-Centered Activities

	Indicators	M	SD	VI
1.	The daily schedule conforms to ECCD standards with different play activities.	3.73	0.51	HI
2.	Developing activities involve aspects like cognitive, linguistic, socio-emotional, and physical development.	3.76	0.50	HI
3.	Activity content is adjusted based on the capabilities and interests of children.	3.76	0.50	HI
4.	Observations about children guide the formulation of activities.	3.73	0.51	HI
5.	Learning activities take into consideration the local culture and context.	3.66	0.59	HI
6.	The curriculum systematically enhances pre-literacy and numeracy skills of children through practical activities.	3.76	0.54	HI
7.	Inquiry-based learning is fostered by encouraging children to ask 'how' and 'why' questions.	3.67	0.63	HI
8.	Transitions between activities are managed creatively to minimize disruption and maximize engagement.	3.66	0.59	HI
9.	Learning tasks incorporate a balance of child-initiated, free-play activities and structured, teacher-led lessons.	3.79	0.48	HI

10. The program intentionally uses the home language/mother tongue as a medium for instruction and communication.	3.73	0.56	HI
Overall	3.72	0.50	HI
<i>Scale: 3.50–4.00 = Highly Implemented (HI); 2.50–3.49 = Implemented (I); 1.50–2.49 = Slightly Implemented (SI); 1.00–1.49 = Not Implemented (NI)</i>			

Table 3 shows the level of implementation of ECCD service standards in Barangay Day Care Centers in terms of curriculum and child-centered activities. It has a total mean of 3.72 with a standard deviation of 0.50, interpreted as Highly Implemented (HI). It reveals that day care centers deliver a varied and developmentally appropriate curriculum, showing that CDWs are carrying out ECCD-aligned activities with a high degree of consistency across indicators. In the barangay day care centers of San Pablo City, this was observable in the structured daily program boards displayed in classrooms, the use of play-based activity materials across different developmental domains, and the visible alignment of lesson activities with the ECCD curriculum framework during observed sessions. According to Britto et al. (2017), ECCD quality depends not just on the curriculum implemented, but more importantly, it is influenced by the management systems that manage its implementation, including supervision, evidence-based programming, and participation from the caregiver/community level.

Statement 9, "Learning tasks include a balanced approach of child-initiated/free play and teacher-directed/structured lessons," has a mean score of 3.79 which falls under Highly Implemented (HI) category. This characteristic of CDWs in San Pablo City involves integrating both impromptu and structured learning activities and is widely perceived as the most salient feature of quality early childhood education.

The researcher saw CDWs switching between teacher-guided group classes and free exploration corners, with children moving between scheduled activities and self-directed play stations in the same session. The balance is not accidental. It is a taught skill. CDWs understand when to lead and when to step back, and they regulate the pace of a session so that children have both structure and freedom to explore. This pedagogical balance separates a developmentally relevant ECCD program from a watered-down elementary school. The World Bank Education Global Practice Report (2018) discovered that continual training and support for early childhood educators improve instructional quality and child-centered pedagogy, with this balance being one of the clearest indicators of good early learning practice.

Statements 5 and 8, "Local culture and contexts are integrated into learning experiences" and "Transitions between activities are managed creatively to minimize disruption and maximize engagement," had the lowest mean of 3.66 and were both classified as Highly Implemented (HI). The grades remain in the Highly Implemented range, although these are the two areas where curriculum delivery is more inconsistent. The researcher discovered that in some centers, transitions were managed only through basic verbal signals, with little use of songs, movement games, or other creative tactics. Cultural integration in lessons tended to appear as sporadic allusions rather than as a continuous thread woven through everyday activities. The two propositions have a common criterion. Both require proactive preparation that contradicts the needs for conducting a session, and both are rewarded with efforts which are not always clear to a supervisor. Improving these aspects might require less new content than planning support, which could take the form of small activity banks, local stories, and concise planning tips that CDWs could utilize without spending additional hours on preparation. As stated by Abon et al. (2023), educators still have problems with sustaining their high quality and culturally appropriate teaching practice, particularly because such teaching requires intentional preparation which contradicts other program needs.

The dimension has a mean value of 3.72 with a standard deviation of 0.50 and is therefore considered to be Highly Implemented (HI). All the ten indicators under this dimension are classified as highly implemented. The best indicator received a score of 3.79 while the worst indicator scored 3.66, suggesting that the curriculum delivery is highly consistent and not inconsistent between centers. It is among the highest scoring indicators for service standard within the research. This can be attributed to the daily structure of ECCD programs at these centers. Parents get to see curriculum activities scheduled according to set times and resources needed for implementing the curriculum are readily accessible to these centers. The data indicates that customization of the curriculum, instead of just implementing it, is taking place. These include structured and child-initiated activities as well as hands-on experiences to build pre-literacy and pre-numeracy skills and the use of the child's language for teaching. According to Britto et al., (2017) the quality of ECCD depends not only on the curriculum implemented but also the management systems put in place to ensure proper delivery of the program.

Table 4

Implementation of Early Childhood Care and Development Service Standards in Barangay Day Care Centers Related to Child Development Worker Competence and Training

	Indicators	M	SD	VI
1.	The CDW employs developmentally appropriate, play-based approaches.	3.67	0.53	HI
2.	The CDW positively handles the routines, transitions, and behavior of children.	3.73	0.51	HI
3.	The CDW keeps records on children's performance and utilizes these in planning.	3.67	0.53	HI
4.	The CDW participates in training/updates at least once a year.	3.67	0.63	HI
5.	The CDW performs reflection and puts into action constructive feedback received.	3.61	0.60	HI
6.	The CDW is flexible in adjusting daily programs because of children's spontaneous actions/interests.	3.68	0.58	HI
7.	The CDW makes frequent use of open-ended questions to elicit deep thinking and speech.	3.65	0.59	HI
8.	The center has a mechanism where the CDW becomes a mentor to other employees/volunteers.	3.67	0.59	HI
9.	The CDW maintains professionalism and collaboration with parents and other teachers.	3.64	0.64	HI
10.	The CDW explains the logic behind using ECCD curriculum and approach within the center.	3.67	0.59	HI
	Overall	3.67	0.53	HI

Scale: 3.50–4.00 = *Highly Implemented (HI)*; 2.50–3.49 = *Implemented (I)*; 1.50–2.49 = *Slightly Implemented (SI)*; 1.00–1.49 = *Not Implemented (NI)*

Table 4 illustrates the degree of service standard implementation in Barangay Day Care Centers in terms of the competency and training of the Child Development Worker. The table has a total mean of 3.67 and a standard deviation of 0.53, considered as Highly Implemented (HI). It indicates that the CDWs in the barangay possess generally high professional competence as evident in their responses, asserting that standards for CDW practice and preparation are met most of the time. These can be seen from the use of the play approach in their instruction to the children, the presence of individual development records of each child made by the CDWs, as well as the attendance of the majority of CDWs in at least one ECCD-related training this year. Floresca et al. (2020) found out that ongoing professional training and mentorship, as well as competitive remuneration, have greatly enhanced the performance and satisfaction of CDWs, while professionalization is one of the most effective factors in the success of ECCD programs.

Statement 2: "The CDW implements routines, transitions, and behavior positively," received the highest mean value of 3.73 and was considered Highly Implemented (HI). CDWs in San Pablo City practice organizing and ordering routines, creating a consistent classroom management environment that offers the consistency needed for learning to occur. The researcher observed that CDWs guide children into executing routine activities by using instruction with positive language. Also, observable was the use of transition triggers such as singing or clapping to indicate a shift from one activity to another. There were no disruptive behaviors observed during any of the session visits. Routine management is one of the most prominent indicators of CDW effectiveness since parents, supervisors, and other officials visiting the classrooms would immediately see how this contributes to their work. This high score, then, can be taken as an indication of how CDWs receive reinforcement (well-behaved kids making their days easier) and have set expectations regarding their work from supervisors. As Ramos and Ponce (2022) claim, building the capacity of CDWs and barangay coordinators contributes to improving compliance with national standards, and the positive effects of their training include management and behavioral coaching.

Statement 5, "The CDWs engage in reflective practice and utilize feedback," ranked the lowest with a mean score of 3.61; however, it still falls under the category of Highly Implemented (HI). Though the rating remains at the highest range, it is much lower than the others in the dimension. CDWs are efficient in carrying out those parts of

the job that are visible to everyone, yet reflective practice – constant reflections on teaching and utilization of supervisory feedback – is not something that is embedded in everyday professional practice. Many CDWs have expressed receiving feedback during monitoring visits; however, the time available for conducting reflections was limited. Discussions after supervision were mostly brief and unstructured, not recorded.

This pattern is consistent with what is generally observed in ECD settings. Reflective practice requires dedicated time and an enabling environment, which can be difficult to ensure when CDWs carry out instruction, child care, and administration at the same time. Naudeau et al. (2016) found that professionalization of ECCD practitioners through standards, supervisory practices, and mentorship has positive effects on quality service delivery, where reflective practice is one of the skills heavily dependent on professional development support.

With a mean value of 3.67 and standard deviation of 0.53, this dimension falls under Highly Implemented (HI) category. All ten assertions are rated HI, with a maximum score of 3.73 and minimum of 3.61. It is clear from the narrow range that CDWs have high competency across centers in all areas of practice, without any particular area being weaker than others.

Competencies of CDWs in San Pablo City include those expected of front-line ECCD workers in terms of appropriate practices, documentation, training, collaboration, among others. While there is a slight drop in reflection practice, this is not because of the absence of CDWs but rather because of lack of an official professional development cycle for preservation of the process. RA 12199 (2022) ensures good salaries, training, and job security of CDWs, since they play a significant role in offering quality ECCD services. From the results, the next step of investment may focus on the framework within which competent CDWs can progress.

Table 5

Implementation of Early Childhood Care and Development Service Standards in Barangay Day Care Centers Related to Parent and Community Involvement

Indicators		M	SD	VI
1.	Parenting classes or orientations are held regularly.	3.76	0.56	HI
2.	Parents become involved in school or center events when invited.	3.76	0.56	HI
3.	Children's progress is regularly communicated by the center to their parents.	3.69	0.58	HI
4.	Community members provide assistance with ECCD activities.	3.70	0.52	HI
5.	A parent advisory committee or any such organization assists in planning and evaluating ECCD programs.	3.64	0.60	HI
6.	Parents' workshops related to child rearing skills such as positive discipline and literacy development at home are held by the center.	3.64	0.65	HI
7.	The community makes in-kind donations or provides voluntary labor for use at the ECCD center.	3.65	0.64	HI
8.	Parent-teacher conferences emphasize effective two-way communication whereby input from parents is actively sought out.	3.76	0.50	HI
9.	The community is engaged in organizing events highlighting the achievements of ECCD children.	3.64	0.54	HI
10.	There is a mechanism to enable parents to gain access to records of their children's development progress.	3.64	0.60	HI
Overall		3.69	0.50	HI

Scale: 3.50–4.00 = Highly Implemented (HI); 2.50–3.49 = Implemented (I); 1.50–2.49 = Slightly Implemented (SI); 1.00–1.49 = Not Implemented (NI)

Table 5 presents the extent of implementation of ECCD service criteria in Barangay Day Care Centers in relation to the involvement of parents and community. This table has an average score of 3.69 with a standard deviation of 0.50 and is interpreted as Highly Implemented. This implies that there is active involvement of parents and community members in the activities conducted in barangay day care centers, showing good compliance with the community participation requirements of ECCD services. There were indications of this from the attendance sheets of barangay day care centers in San Pablo City, wherein parents participated actively in quarterly orientations,

parent committee groups existed in most of the day care centers, and community members assisted the centers in their activities for the entire school year. The study of Anderson et al. (2021), who found through meta-analysis that parental involvement and community collaboration make ECCD programs relevant and sustainable, especially in decentralized programs, where community ownership is one of the driving factors.

The statements having the highest mean score (3.76) were 1, 2, and 8, implying that these were highly implemented (HI) in the process of parental engagement. Such statements include "parenting sessions/orientations are regularly done," "parents take part in classroom or center-related activities when called upon," and "parent teacher meeting includes two-way communication wherein inputs of parents are sought." It can be noted that these imply the use of structures to allow for direct engagement of the parents in these activities. The researcher realized that the parents' attendance record showed their regular presence at orientation, the parents always participated during special activity days, and the open forum was always included during parent-teacher meetings.

Such phrases describe the most straightforward forms of parental involvement which are present there, participating, and listened to. These are also the easiest to gather and most related to the parent's own experiences with the day care center. The above scores show what is working well in terms of the existing parent engagement structure. According to UNICEF (2019), parents become co-educators who help reinforce the children's learning at home. Continuous and systematic parental engagement in ECCD centers enhances child retention and development.

Statement numbers 5, 6, 9, and 10 all scored the same minimum mean score of 3.64, which again was interpreted as Highly Implemented. The statements included: "There is a parent committee or equivalent organization which assists with the planning and evaluation of programs", "There are parent workshops held at the center focusing on particular areas of child-rearing, such as positive discipline or early childhood literacy within the home environment," "The center holds events in the community to highlight children's accomplishments," and lastly, "There is an organized system by which parents can gain access to their child's progress records in an easy-to-understand way."

These four statements relate to more organized forms of They require more organizational effort than the basic efforts required in involving parents. Several centers were found to have committees of parents, although they met infrequently. Methods for gaining individual reports on the developmental progress of each child had not yet been developed. Progress feedback was provided informally through informal communication.

From the findings obtained from the data analysis, it is evident that the centers are very effective in immediate participation; however, the problem lies in the fact that the institutions have not put in place the necessary systems that will enable sustained participation. Enhancing the two components does not entail creating new activities, but just ensuring that some existing programs are mildly formalized. Alibudbud (2018) discovered that LGUs with strong multi-stakeholder partnerships have higher child participation rates and improved school readiness, noting that more structured forms of community engagement distinguish centers with consistent program quality from those with variable outcomes.

The dimension has an overall mean of 3.69 with a standard deviation of 0.50, which is regarded as Highly Implemented (HI). All 10 statements fall into the Highly Implemented category. Parent and community participation are one of the study's highest-scoring service standard aspects, indicating that San Pablo City's barrio day care facilities are actively and visibly engaged with families. The scoring pattern also indicates where the following layer of development is located.

The centers transition from direct involvement to institutional frameworks that may sustain engagement throughout school years and staff changes. According to the Global Report on Early Childhood Care and Education (UNICEF & UNESCO, 2024), active parental engagement and local stakeholder governance are linked to better child outcomes and program continuity, with community-based accountability structures playing a critical role in maintaining these gains.

Table 6

Educational Management Practices in the Implementation of Early Childhood Care and Development Programs in Terms of Planning and Goal-Setting

	Indicators	M	SD	VI
1.	The barangay/day care has written ECCD goals aligned with national standards.	3.36	0.69	P
2.	Annual ECCD plans are prepared and approved before the school year starts.	3.63	0.55	HP
3.	Target attendance, health checks and parent sessions are clearly set and tracked.	3.68	0.47	HP
4.	Risk/contingency plans for disruptions and disasters are in place.	3.47	0.61	P
5.	Plans are reviewed and adjusted based on monitoring results.	3.58	0.61	HP
6.	ECCD planning is done in consultation with key stakeholders the parents, community leaders and health workers.	3.65	0.48	HP
7.	The ECCD plan includes specific, measurable objectives for improving child learning outcomes.	3.65	0.48	HP
8.	The barangay/day care maintains a long-term development plan (3-5 years) for the ECCD program.	3.58	0.56	HP
9.	A documented system is used to prioritize program needs for budget requests.	3.46	0.61	P
10.	Annual plans incorporate strategies for identifying and enrolling all eligible children in the catchment area.	3.55	0.50	HP
	Overall	3.56	0.46	HP

Scale: 3.50–4.00 = Highly Practice (HP); 2.50–3.49 = Practiced (P); 1.50–2.49 = Slightly Practiced (SP); 1.00–1.49 = Not Practiced (NP)

Table 6 presents the manifestation of educational management practices in the implementation of Early Childhood Care and Development programs in terms of planning and goal-setting. It has a total mean of 3.56 with a standard deviation of 0.46, interpreted as Highly Practiced (HP). It shows that local educational managers and CDWs in the barangay carry out ECCD planning practices at a generally high level, with most indicators reflecting that structured planning is being conducted in alignment with national program expectations.

At the barangay day care centers in San Pablo City, planning was manifest in the form of work plans prepared yearly by most ECCD coordinators, the quarterly examination of the program objectives at the beginning of every quarter, and the noticeable relation between the activities conducted in the day care center and the objectives laid out at the beginning of the school year.

According to RA 10410 (Early Years Act of 2013), local government units were mandated to design their day care programs in accordance with national standards, thus making them implement a planning process for their programs. Statement 3 "Target attendance, health checks, and parent sessions are well-established and measured," had the highest mean score of 3.68 which shows Highly Practiced (HP). Implementation of ECCD at the barangay level is most consistent in achieving measurable and specific service targets. The study found out that attendance sheet of kids, health check schedule, and parent sessions were among the most consistently maintained documents in ECCDs. The CDWs noted that there was constant evaluation of these documents during monitoring.

The importance of this statement lies in an important trend in ECCD at the local level. Planning strategies are most effective when their results can be measured, repeated, and monitored externally. Attendance sheets get filled up because of the presence of those who monitor them, while parent sessions take place because parents know about the missed ones. The accountability framework for local ECCD management has been created in DSWD Memorandum Circular No. 3 (2015) which required ECCD coordinators to do supervision, validation, and documentation.

Statement 1, "The barangay/day care has written ECCD goals that are congruent with national standards," was also among the least scored, with a mean score of 3.36 or Practiced (P). It is the lowest scoring statement in this dimension, and only one of a handful in all management practice tables that failed to reach the Highly Practiced range. Whereas day to day plans are made, it is not a routine practice for these centers to document in writing their ECCD goals that connect their operations to the national standards.

Some centers had written ECCD target statements that were already out-of-date, duplicated without being revised according to the current context, and some had no written ECCD goals at all. This is not because of lack of knowledge about national standards, but rather because the documentation of the standards in written form does not have any direct operational impact on the centers. According to Ulep et al. (2024), the majority of LGUs still experience difficulties in the implementation aspect due to limited capacity and documentation, with the disparity between ECCD standards set by the national government and its actual practice in local levels often becoming more evident with regards to the requirement of formal planning that needs not only technical but also administrative assistance.

The scale yielded an overall mean of 3.56 with standard deviation of 0.46, considered as Highly Practiced (HP). Out of ten statements, seven were rated highly practiced, whereas three fell under the category of Practiced, namely, the writing of goals (3.36), the system for prioritizing budget requests (3.46), and risk and contingency plans (3.47).

Thus, although there is already good practice with regard to planning and goal setting in terms of operations, such as scheduling, goal-setting, and consultation, they are yet to be formally documented. Strategic and risk-related planning, which requires longer time horizons and more formal documentation, is the area where additional support would strengthen the dimension as a whole. Britto et al. (2017) proposed that ECCD quality depends on management processes including data-based planning and policy coherence, with programs that employ participatory goal-setting consistently showing stronger program outcomes.

Table 7

Educational Management Practices in the Implementation of Early Childhood Care and Development Programs in Terms of Resource Allocation and Mobilization

	Indicators	M	SD	VI
1.	Budget is allocated specifically for ECCD materials and activities.	3.49	0.65	P
2.	Additional resources are mobilized like NGOs/private donors when needed.	3.38	0.64	P
3.	Learning materials and supplies are procured on time.	3.53	0.60	HP
4.	Facilities (classroom, sanitation, play areas) are maintained regularly.	3.53	0.60	HP
5.	Human resources, CDW aides/volunteers are deployed based on need.	3.51	0.60	HP
6.	The ECCD program receives a consistent and dedicated funding stream from the local government unit (LGU).	3.44	0.55	P
7.	There is a clear, transparent process for the inventory and check-out of learning resources and equipment.	3.53	0.60	HP
8.	The LGU actively seeks public-private partnerships to supplement ECCD funding and resources.	3.47	0.60	P
9.	Local artisans or material sources are utilized to create culturally relevant and sustainable learning tools.	3.41	0.60	P
10.	The center budget includes funds for the professional development and incentives of the CDW.	3.44	0.60	P
	Overall	3.47	0.54	P

Scale: 3.50–4.00 = *Highly Practice (HP)*; 2.50–3.49 = *Practiced (P)*; 1.50–2.49 = *Slightly Practiced (SP)*; 1.00–1.49 = *Not Practiced (NP)*

Table 7 depicts the application of educational management methods in the execution of Early Childhood Care and Development programs in terms of resource allocation and mobilization. It has a total mean of 3.47 and a standard deviation of 0.54, which is read as Practiced (P). It demonstrates that neighborhood day care centers typically manage their resources satisfactorily, while the overall mean is considerably lower than those in other management dimensions, implying that resource-related parts of ECCD management offer higher obstacles. Such was demonstrated in the case of the barangay day care centers in San Pablo City, where learning materials were abundant enough but sometimes insufficient, since the centers relied mostly on their respective barangay budgets, as mentioned by the CDWs, which they said were sufficient enough for normal operations, but not enough for

supplementary programs. According to Jaca and Baroman (2021), structural issues such as inadequacies in terms of facilities and resources continue to pose as constant problems in some ECCD programs.

All of statements 3, 4, and 7 had the highest mean score of 3.53 which categorized them as Highly Practiced (HP) and these statements were “Learning materials and supplies are procured on time,” “Facilities (classroom, sanitation, play areas) are maintained regularly” and “There is a clear process of the inventory and check-out of learning resources and equipment.” It can be concluded that ECCD practitioners in San Pablo City have the greatest consistency in dealing with materials and facilities management. From her observations, the researcher learned that inventories were maintained in log books and building maintenance tasks such as cleaning and minor repairs were regularly organized in consultation with barangay officials. Most CDWs revealed that requests for supplies issued at the beginning of the school year were always fulfilled during the quarter. Procurement and maintenance are more sustainable activities than external mobilization of resources because the cycle follows a regular procedure of barangay appropriation of funds. Whatever funds are generated go to these obvious and immediate needs first. RA 8980 (ECCD Act of 2000) necessitated appropriation by barangays for ECCD programs including proper facilities and personnel, providing the justification for resource management procedures embodied in the aforementioned statements.

Statement 2, “Further sources of resources are tapped, e.g., NGOs and private donors, if needed,” showed the lowest mean score of 3.38 and was considered as being practiced (P). The tapping of further sources of financial and other resources in collaboration with external partners is considered to be the least common practice in resource management. In their interview with the CDWs and coordinators, some mentioned that they were aware of the possibility of asking for help in terms of external donations and/or partnership. However, the process of doing so was not done or was seldom performed within the year.

Resource mobilization, which necessitates ongoing external networking and grant-writing skills, is unlikely to thrive in the absence of a defined function or established process. The restriction is structural, not motivating. CDWs would be more likely to mobilize external resources if they were given a specific role or routine to follow. Pearson and Siraj (2025) observed that pronounced resource disparities exist between financially robust and struggling municipalities, and that the ability to mobilize external resources remains an ongoing challenge in decentralized ECCD settings where local government funding alone is often insufficient to cover all program needs.

The dimension has an overall mean of 3.47 and a standard deviation of 0.54, which is read as Practiced (P). This is the only management practice dimension in the research with an overall mean that is lower than the Highly Practiced band, indicating that resource allocation and mobilization are the most limited areas of educational management practice in barrio day care facilities. Out of the 10 statements made, six were categorized under Practiced, while the rest fell into Highly Practiced. The trend appears consistent within itself. Operational resource management involving procurement, maintenance, and inventories is in existence.

Strategic resources utilization through external cooperation, CDW development funding, and culturally appropriate material development appear to be some of the most unused strategies when it comes to the utilization of strategic resources. This statement is not a failure on the programming side; rather, it points out that the current strategy has hit rock bottom based on the barangay level of financial capability. Enhancing this characteristic would definitely require action from another level other than the center itself, maybe from an even wider range of resource utilization strategy like a city-wide approach to the mobilization of resources for ECCD development. According to Duncan and Magnuson (2023), ECCD is considered a multifaceted investment aimed at improving socioeconomic outcomes in the long run.

Table 8

Educational Management Practices in the Implementation of Early Childhood Care and Development Programs in Terms of Supervision and Monitoring

Indicators		M	SD	VI
1.	Supervision at the center is carried out according to a specific schedule.	3.49	0.61	P
2.	Feedback from supervision is recorded and reviewed with the CDW.	3.51	0.60	HP
3.	Follow-through on action points identified through supervision is ensured.	3.50	0.55	HP
4.	Attendance, child tracking, and program output is monitored on a regular basis.	3.59	0.55	HP
5.	Coaching and mentoring take place where there are gaps in practice.	3.59	0.54	HP
6.	The process of supervision involves assessing the quality of interaction and participation of the children.	3.59	0.49	HP
7.	Monitoring systems look not only at how well guidelines are being adhered to but the effectiveness of the process on developmental outcomes.	3.50	0.55	HP
8.	The supervisors have knowledge and training in child development and teaching methodologies.	3.52	0.65	HP
9.	Self-assessment tools are regularly used by the CDW in preparation for supervision.	3.56	0.74	HP
10.	Procedures exist for recognizing and sharing best practices seen in monitoring visits.	3.47	0.74	P
Overall		3.53	0.53	HP

Scale: 3.50–4.00 = Highly Practice (HP); 2.50–3.49 = Practiced (P); 1.50–2.49 = Slightly Practiced (SP); 1.00–1.49 = Not Practiced (NP)

Table 8 indicates the manifestation of educational management through the supervision and monitoring processes of the ECCD programs. This table has an overall mean of 3.53 and a standard deviation of 0.53, which is classified as Highly Practiced (HP). It suggests that supervision and monitoring approaches usually have high occurrences in barangay day care centers, considering that the respondents attest to the existence and effective practice of the supervisory systems put in place. The monitoring logs in every barangay day care center in San Pablo City, the availability of supervision report writings from the CSWDO office, and the frequent conduct of supervisory inspections by the city coordinators at least quarterly, as reported by most of the CDWs, further validate this claim. According to Cheng et al., 2019, the capacity and coherence of local education management, particularly in terms of professional supervision and performance monitoring, greatly contribute to significant learning differences among ECCD facilities.

Statements 4, 5, and 6 all have the highest mean of 3.59 and are classified under Highly Practiced (HP). They read: "Attendance, growth monitoring, and program outputs are regularly checked," "Coaching/mentoring is provided to fill gaps observed," and "Supervision incorporates assessment of interaction and engagement of children in the activities." Monitoring program outputs and provision of coaching for CDWs are among those supervision functions that are highly consistently practiced.

As was observed by the researcher, supervisors check attendance records and growth charts as part of their monitoring visits. CDWs reported receiving regular verbal feedback on observations of teaching techniques employed, in addition to written notes from supervisors which are discussed and acknowledged before being filed. The significance of these three statements shows a trend in supervision practice in these ECD centers. Supervision can only work well if there is a particular item for focus, such as charts, records, and ongoing sessions. According to OECD (2020), local governance and accountability, which include cycles of supervision and evidence-based monitoring, are essential in guaranteeing sustained improvement in early learning systems, while coaching and output monitoring are some of its most direct expressions in practice.

Statement 10: "A system is in place to recognize and disseminate 'best practices' identified through monitoring visits to various centers" got the lowest mean of 3.47, which is Practiced (P). While supervisory visits are conducted and feedback is provided, the institutionalization of a system for capturing and sharing effective practices across centers is comparatively underdeveloped. Most CDWs reported receiving feedback specific to their own center but expressed limited awareness of effective practices being implemented at other barangay day care centers. No formal platform, such as peer learning sessions or inter-center supervisory reports, was observed during the study period. The supervisory infrastructure is set up for individual feedback rather than network-wide knowledge sharing. CDWs in one center may have developed an effective practice that would benefit others, but the structure does not currently surface and circulate it. Closing this gap would not require additional supervisory visits as much as a small mechanism to aggregate and share what supervisors are already observing. Ramos and Ponce (2022) argued that capacity-building must extend beyond individual CDW training to include systemic practices such as the documentation and sharing of effective approaches across centers, as these institutional knowledge-sharing practices are what drive longer-term and network-wide program improvement.

The dimension obtained an overall mean of 3.53 with a standard deviation of 0.53, interpreted as Highly Practiced (HP). Eight of the ten statements fell within the Highly Practiced band, with two falling into the Practiced band: scheduled supervisory visits (3.49) and the best-practices sharing system (3.47). Supervision and monitoring in San Pablo City's barangay day care centers is therefore consistently practiced, with structured oversight mechanisms that work well at the individual center level. The two lower-scoring statements both relate to systemic infrastructure rather than to the conduct of supervision itself. They concern scheduling regularity and cross-center knowledge sharing. Cheng et al. (2019) documented that local educational capacity and management coherence, particularly in areas of professional supervision and performance monitoring, account for significant variations in early learning outcomes across ECCD sites. The findings here suggest that supervision in San Pablo City is operating well at the practice level, with the next layer of strengthening lying in the systemic coordination that connects individual supervisory work into a citywide learning system.

Table 9

Educational Management Practices in the Implementation of Early Childhood Care and Development Programs in Terms of Inter-Agency Coordination

	Indicators	M	SD	VI
1.	The center coordinates with the health unit for check-ups/deworming.	3.69	0.46	HP
2.	The center coordinates with schools/DepEd for transition/bridging.	3.73	0.51	HP
3.	Social welfare, barangay council, and parent groups meet on ECCD matters.	3.52	0.79	HP
4.	Joint activities such as feeding and parenting sessions are conducted with partners.	3.61	0.55	HP
5.	Data are shared with partner agencies to support services.	3.52	0.71	HP
6.	The ECCD center has a formal arrangement with the local police or fire department for emergency drills and safety education.	3.46	0.82	P
7.	A multi-sectoral ECCD Committee meets regularly to resolve cross-cutting issues affecting young children.	3.52	0.65	HP
8.	The center actively shares its enrollment data with the local Civil Registrar's office for record accuracy.	3.59	0.70	HP
9.	Joint work plans are developed with the local social welfare office to identify and support vulnerable children.	3.50	0.73	HP
10.	The center collaborates with the local library or literacy organizations to promote a culture of reading.	3.41	0.84	P
	Overall	3.56	0.56	HP

Scale: 3.50–4.00 = *Highly Practice (HP)*; 2.50–3.49 = *Practiced (P)*; 1.50–2.49 = *Slightly Practiced (SP)*; 1.00–1.49 = *Not Practiced (NP)*

Table 9 shows the manifestation of educational management practices in the implementation of Early Childhood Care and Development programs in terms of inter-agency coordination. It has a total mean of 3.56 with a standard deviation of 0.56, interpreted as Highly Practiced (HP). It reveals that barangay day care centers maintain active coordination with partner agencies, with respondents affirming that multi-sectoral linkages are generally in place to support ECCD program delivery.

In the barangay day care centers of San Pablo City, inter-agency coordination was visible in the documented co-implementation of health programs with the City Health Office, the referral protocols maintained between centers and the CSWDO, and the reported joint activities with barangay health workers and local school teachers conducted throughout the school year. Dela Cruz and Lagasca (2019) emphasized that the decentralization of ECCD requires LGUs to institutionalize mechanisms for planning, supervision, and inter-agency coordination, with collaboration among DSWD, DepEd, and DOH being central to maintaining service quality at the local level.

Second statement, "The center coordinates with schools/DepEd for transition/bridging," earned the highest mean score, which was 3.73, meaning Highly Practiced (HP). Day care centers within the study area have proven to be the most dependable in terms of connection with the official school system. The researcher observed that the transitions are coordinated annually, while some centers make bridging packages available for the graduating students and inform Kindergarten teachers about the goals so they can be achieved through the transfer process. This signifies how the strengths of the ECCD process should work.

Transition to school is the most visible interaction between agencies during the child's day care education. There are elements in transitions such as date, destination, and proper handing over. All these ensure that responsibility is exercised during the whole process. The yearly calendar of the school makes the process smooth since they do not rely much on individual efforts but rather work collectively with a common goal in mind. In the ECCD Council Standards and Guidelines (2021), it is stated that interagency collaboration is one of the pillars of a child's development process.

Statement number 10, "The center works with the local libraries or literacy organizations to foster reading culture," scored the lowest mean of 3.41 that can be classified as Practiced (P). Although the core inter-agency linkages with health and education agencies have become common practice, linkages with more unconventional partners, like libraries or literacy organizations, occur in a less routine fashion.

As most of the CDWs indicated, there is virtually no official interaction between the center and the local public library or other literacy organizations during the academic year. The initiatives aimed at promoting reading occurred independent of such partners and depended on the locally available literature. It is characteristic of the process of development of inter-agency linkages within the context of barangay ECCD programs.

While the partnership efforts are not mandatory but are only optional and will further enhance the resource base for the center, they depend on initiative and not on the initiative of any institutional actor. In order to develop partnerships, the effort may be more successful at the level of cities rather than the centers themselves. Ulep et al. (2024) noted that many centers still struggle with coordination capacity beyond the health and education sectors.

This dimension was rated Highly Practiced with the overall mean of 3.56 with the standard deviation of 0.56. Out of the 10 statements, eight fell into the category of highly practiced, with two being in the category of Practiced – emergency preparedness exercises with police or fire departments (3.46) and partnerships with libraries or literacy programs (3.41).

Inter-agency collaboration between the local government agency and other sectoral departments and other partners is regularly performed by the barangay day care centers of San Pablo City in terms of what the institutionally required forms. However, there are no greater community partnerships established to enrich the resource base of the centers.

Anderson et al. (2021) found that community collaboration strengthens the relevance and sustainability of ECCD programs, particularly by mobilizing resources and enhancing accountability at the grassroots level, which is most effectively achieved through a broad and active network of partner organizations.

Table 10

Educational Management Practices in the Implementation of Early Childhood Care and Development Programs in Terms of Evaluation and Reporting

Indicators		M	SD	VI
1.	Reports are submitted completely and on schedule.	3.59	0.55	HP
2.	Data quality accuracy and completeness is verified before submission.	3.56	0.55	HP
3.	Results such as attendance, nutrition and participation are analyzed each quarter.	3.62	0.59	HP
4.	Decisions or improvements are based on analyzed data.	3.62	0.54	HP
5.	Best practices and issues are documented for future planning.	3.62	0.54	HP
6.	Program evaluation systematically measures the ECCD program's effectiveness in meeting its original goals.	3.56	0.60	HP
7.	Feedback from program reports is presented to the Barangay Council for necessary legislative/funding support.	3.59	0.54	HP
8.	Annual reports include a section on stakeholder satisfaction (parents, community members).	3.59	0.60	HP
9.	Data analysis identifies performance gaps between different centers, age groups, or domains of development.	3.56	0.60	HP
10.	A process is established for the secure, long-term archiving of all ECCD monitoring and evaluation data.	3.53	0.60	HP
Overall		3.58	0.53	HP

Scale: 3.50–4.00 = *Highly Practice (HP)*; 2.50–3.49 = *Practiced (P)*; 1.50–2.49 = *Slightly Practiced (SP)*; 1.00–1.49 = *Not Practiced (NP)*

Table 10 reveals the manifestation of educational management practices in the implementation of Early Childhood Care and Development programs in terms of evaluation and reporting. It has a total mean of 3.58 with a standard deviation of 0.53, interpreted as Highly Practiced (HP). It shows how consistently high the assessment and reporting activities in barangay day care centers are, since according to the interviewees, evidence-based decision-making and regular data gathering are inherent in the whole management process. The same could be seen from the reports made each quarter to the CSWDO, the program reviews conducted within the barangay, and most coordinators' tendency to utilize data on enrollment and attendance in setting targets and activity schedule changes throughout the year. According to Raikes et al. (2023), governance practices like evidence-based planning and participatory accountability affect quality and equity of ECCD programs in their own way, where evaluation and reporting provide critical information for doing so.

Among the three statements, Statements 3, 4, and 5 received the highest mean score of 3.62, earning the rating of Highly Practiced (HP). These were "Results such as attendance, nutrition, and participation are analyzed each quarter," "Decisions or improvements are based on analyzed data," and "Best practices and issues are documented for future planning." Among the five ECCDs, San Pablo City ECCD implementers demonstrated the highest consistency in analyzing program data.

It was found out by the researcher that CDWs create quarterly summaries of data and discuss these results with the ECCD coordinator and that changes in programs, such as modifications in feeding hours or topics discussed during parent counseling sessions, were based on data analysis from attendance and participation results. Coherence among these three statements implies something important. An evidence-based culture for making decisions exists in barangays. Data collection does not only happen for the purpose of complying with reporting requirements, but it is used for modifying operations throughout the school year. As mandated by the DSWD Memorandum Circular No. 3 (2015), LGUs have been provided with tools for collecting data on child profiles, attendance, and development, which are considered as the backbone of the process in Statements 3-5.

Statement 10, "A process is in place for archiving the ECCD monitoring and evaluation data securely over the long term," obtained the lowest average score of 3.53, yet, was still categorized as Highly Practiced (HP). The

grade remains in the highest category since long-term archiving of data takes place consistently in each ECCD center, albeit not as consistently as using recent data for analysis.

Data could frequently be found in physical files located either in the center room itself or the personal office of the CDW. Although the approach has worked effectively in keeping almost all data of the current period, there is an ongoing need for consistency in archiving data over the long run. The problem does not lie within the system, but can be seen rather as an area for future improvement. Centers have been retaining their data effectively; however, the archiving procedure varies in each case, reflecting the local decision of each individual CDW.

A simple way to organize and store previous year files in a secure manner will certainly go hand in hand with the good standards practiced during the current year. As per Ulep et al., (2024), lack of technological skills and ICT infrastructure in the barangay affect the consistency of data use, and this problem is very evident when considering the maintenance of monitoring and evaluation documents over a period of time. The mean and SD for this dimension were 3.58 and 0.53 respectively, and were evaluated as being Highly Practiced (HP). The 10 claims were highly practiced, and this is quite a remarkable observation by itself. Consistency is observed in the evaluation and reporting process of barangay day care centers of San Pablo city, and this is evident from the fact that the values vary only slightly within themselves from maximum to minimum (3.62 to 3.53).

Centers generate time reports, ensure quality of information, evaluate outputs quarterly, and then utilize the findings in influencing decisions. The small gap that exists between current period assessment, which had the highest marks, and archival storage, which had only a slight margin of fewer marks, shows where improvements can be made next. According to Britto et al. (2017), two important managerial activities for selecting ECCD programs include planning and policymaking, where the application of program data in decision-making demonstrates mature local education management.

Table 11

Outcomes of Early Childhood Care and Development Programs in Barangay Day Care Centers in Health and Nutrition in Terms of Accessibility

Indicators		<i>M</i>	<i>SD</i>	<i>VI</i>
1.	All children can easily access regular health and nutrition services.	3.71	0.46	HA
2.	Health check-ups and feeding programs are conducted in every day care center.	3.64	0.60	HA
3.	Children's health records are updated and readily available.	3.64	0.60	HA
4.	Parents are informed about available health and nutrition programs.	3.73	0.51	HA
5.	Distance or cost does not prevent families from accessing ECCD health services.	3.67	0.59	HA
6.	Center hours and location are convenient and considerate of working parents' schedules.	3.86	0.35	HA
7.	The center actively supports the enrollment of children from marginalized or geographically isolated families.	3.76	0.50	HA
8.	All forms and communication regarding health services are provided in the local language and simple terms.	3.70	0.46	HA
9.	Financial barriers to accessing required health services are identified and mitigated.	3.65	0.54	HA
10.	The ECCD center provides a warm, non-judgmental welcome to all families, regardless of socio-economic status.	3.71	0.45	HA
Overall		3.71	0.43	HA

Scale: 3.50–4.00 = *Highly Accessible (HA)*; 2.50–3.49 = *Accessible (A)*; 1.50–2.49 = *Slightly Accessible (SA)*; 1.00–1.49 = *Not Accessible (NA)*

Table 11 presents the outcomes of Early Childhood Care and Development programs in Barangay Day Care Centers in health and nutrition in terms of accessibility. It has a total mean of 3.71 with a standard deviation of 0.43, interpreted as Highly Accessible (HA). It reveals that ECCD health and nutrition services in the barangay are highly accessible to enrolled children and their families, showing that centers are meeting the accessibility requirements of national service standards at a strong and consistent level.

In the barangay day care centers of San Pablo City, this was reflected in the wide geographic distribution of centers across barangays, the absence of reported enrollment barriers among the families interviewed, and the noted efforts of CDWs to personally invite and follow up with households whose children had not yet enrolled or were attending irregularly. According to WHO (2020), it is necessary to include responsive caregiving and health intervention in health and education systems as an essential element of ECCD programs, where equitable access to such services would be one of the most crucial considerations for obtaining positive child health outcomes.

Statement 6, "Operating hours and location are convenient and take into consideration the working schedule of parents," scored the highest mean at 3.86, which reflects Highly Accessible (HA). This was the highest scoring statement in the entire set of outcome statements considered in the study. Barangay day care services are quite responsive to the realistic time constraints of families. The researcher found out that centers operate in the mornings, which are when parents still have some time before going to work, and that many centers are close to the barangay hall, accessible on foot and without any added cost of transportation.

The physical structure of this program assures not only physical accessibility but also scheduling accessibility. This is because day care centers are placed in those places where families already gather and function according to the rhythm of the local working parents' schedule. This type of accessibility is much harder to create within centralized urban service networks. This is truly one of the strong points of a decentralized network of ECCD services. As stated by Pearson & Siraj (2025), operational aspects, including schedules of working parents, can impact program access and child enrollment continuity.

Statements 2 and 3 had a tied lowest mean of 3.64, placing them under the Highly Accessible (HA) category. They included "Health check-ups and feeding programs are conducted in every day care center" and "Children's health records are updated and readily available." Even if the scores are still within the Highly Accessible category, they are relatively lower compared to other statements within this dimension. Health check-ups are done, and records kept; however, the difference between each center in doing this is huge.

Some CDWs reported that their centers missed some health check-up appointments due to the absence of the visiting health worker, as well as the delay in updating health records by several weeks in some centers. It clearly shows how accessibility depends on external factors from outside the center. For example, conducting health checks requires the presence of a mobile health worker, whereas updating health records takes time and help which contradicts with their routine tasks. This issue needs to be fixed with the involvement of the municipal health office, not center-based adjustments. Centers with well-organized management systems provide more consistent service delivery, such as health check-ups and children's records, whereas inconsistencies happen at poorly-managed facilities.

The dimension showed an average of 3.71 and standard deviation of 0.43, and was considered as Highly Accessible (HA). The 10 statements fell within the range of Highly Accessible category. The barangay day care services of San Pablo City offer constant and wide-ranging availability of services on health and nutrition for children enrolled as well as their families. Given the low standard deviation of 0.43, the level of availability does not focus on some few centers but rather distributed throughout all of them.

The strengths across the dimension indicate how the ECCD system caters for the needs of the families in this case through providing convenient timings, availability close to home, provision of service in the local language, and open-mindedness to accepting all socio-economic backgrounds. The ECCD Act of 2000 (RA 8980) required barangays to allocate funds towards provision of adequate health and facility services for children enrolled.

Table 12

Outcomes of Early Childhood Care and Development Programs in Barangay Day Care Centers in Health and Nutrition in Terms of Preparedness

Indicators		M	SD	VI
1.	The centers have basic first aid equipment and staff trained to deal with minor emergencies.	3.63	0.69	HP
2.	Health and nutrition programs are developed before the beginning of each school year.	3.63	0.59	HP
3.	CDWs are trained in health and sanitation basics.	3.65	0.53	HP
4.	The centers quickly inform health offices about cases of illnesses.	3.63	0.54	HP
5.	Safety and hygiene rules are practiced with children frequently.	3.59	0.70	HP
6.	There is always a special room with adequate facilities reserved for the temporary separation of ill children.	3.55	0.66	HP
7.	CDWs know how to spot and report cases of child neglect or abuse concerning health and nutrition.	3.49	0.75	P
8.	Parental approval is obtained before offering first aid or referrals to medical institutions.	3.56	0.61	HP
9.	The emergency contacts of all children are up-to-date and easily available at any moment.	3.53	0.66	HP
10.	Rules of washing hands and brushing teeth are observed regularly and accurately.	3.64	0.60	HP
Overall		3.59	0.57	HP

Scale: 3.50–4.00 = Highly Prepared (HP); 2.50–3.49 = Prepared (P); 1.50–2.49 = Slightly Prepared (SP); 1.00–1.49 = Not Prepared (NP)

Table 12 shows the results of Early Childhood Care and Development programs in Barangay Day Care Centers in terms of health and nutrition preparation. It has a total mean of 3.59 and a standard deviation of 0.57, which is regarded as Highly Prepared (HP). It reveals that day care facilities in the barangay have a typically high level of health preparation, with respondents stating that the centers are prepared to handle basic health issues and emergencies that may happen during program operations. Health preparedness was visible in San Pablo City's barangay day care centers, as evidenced by the presence of first-aid kits in most centers, the posting of health and hygiene protocols in classrooms, and the reported coordination between CDWs and the barangay health station for responding to illness outbreaks this school year. Floresca et al. (2020) discovered that continual professional training and mentorship for CDWs considerably enhanced service quality, with health and safety readiness being one of the CDW competencies most closely related to the quality and frequency of training received.

Statement 3, "CDWs undergo training on health and sanitation," received a mean score of 3.65, which placed this statement in the Highly Prepared category. Health and sanitation training for CDWs is a constant source of preparation for the barangay. Almost all of the CDWs surveyed have participated in at least one health and sanitation training conducted by the CSWDO and City Health Office in the past two years, with some able to show the correct handwashing technique and the procedure in handling a sick child who arrives at the center. The robustness of this statement clearly indicates the reliability of the government in providing basic health education.

This form of preparation for CDWs comes from credible sources and has an organized program. Once the training ends, the CDWs' practice in regularly washing hands with the children will reinforce their learning. It was found that professionalization of ECCD practitioners with standard training and supervision mechanisms can improve the quality of their services, where health and sanitation training constitute the foundation for competency preparation. The mean score of Statement 7: "CDWs are trained to recognize and report signs of child abuse and neglect concerning health and nutrition," with a score of 3.49, which means Prepared (P), is the lowest among all statements within the dimension. It is the only statement among those evaluated which does not reach the Highly Prepared level. Although the CDWs are normally trained in health management, the training concerning recognition

and reporting about signs of child abuse or neglect is not always done properly. Several CDWs acknowledged that it is their duty to report suspected cases of abuse and neglect, but they were unsure of the procedure in reporting such cases, whom to contact, and what paperwork needs to be accomplished. The design shows where child protection is located in between the two systems.

Since it is not purely health work, and not entirely social welfare, the subject matter can easily be engulfed in training programs from either side. Closing this gap will require the involvement of a particular child protection program that has been jointly crafted by the CSWDO and safeguarding partners, including scenarios which can help CDWs prepare themselves to take actions based on their suspicions. In accordance with the findings of Abon et al. (2023), some additional responsibilities that ECCD educators are required to bear include safety and safeguarding, which necessitates sustained capacity building in such specialized fields.

The dimension scores a mean of 3.59 and a standard deviation of 0.57, thus earning it a designation of being highly prepared (HP). Out of 10, nine assertions fell under the HP category while only the assertion about reporting training on child abuse and neglect failed to qualify. The CDWs are highly prepared in handling any health concerns that emerge during the process of implementing the programs in the barangay day care centers of San Pablo City. It is supported by the high scores obtained in first-aid materials, health-related planning, training in sanitation, prompt cooperation with health departments, and handwashing practices. There is one single region that lies below the Highly Prepared category that is much more specialized and signifies the areas where preparedness extends outside the regular schedule to those activities that demand specific training facilities. WHO (2020) suggested continuous development of the workforce within both the health and education sectors as part of quality ECCD initiatives because the preparedness of CDWs for all health functions, including child protection, affects the safety of the children enrolled.

Table 13

Outcomes of Early Childhood Care and Development Programs in Barangay Day Care Centers in Health and Nutrition in Terms of Needs

Indicators		<i>M</i>	<i>SD</i>	<i>VI</i>
1.	Feeding programs provide nutrition requirements for all children who attend the center.	3.73	0.62	NHM
2.	Monitoring growth enables the identification of children who require nutritional attention.	3.73	0.51	NHM
3.	Health programs help solve any medical issues experienced by the children.	3.67	0.54	NHM
4.	Families get help in taking care of their children with health issues.	3.69	0.58	NHM
5.	The funds allocated to the program are adequate for acquiring medical and nutritional items.	3.64	0.60	NHM
6.	Children requiring special nutritional assistance get appropriate accommodations.	3.58	0.66	NHM
7.	Parenting skills regarding preparation of nutrient-filled and affordable food are instilled.	3.64	0.60	NHM
8.	The center works to provide specialized medical services to children through the LGU or any partner organizations.	3.59	0.60	NHM
9.	The feeding program employs the use of locally grown ingredients for sustainable nutrition.	3.64	0.54	NHM
10.	Systematic follow up is done on all the children identified with health issues.	3.55	0.61	NHM
Overall		3.64	0.54	NHM

Scale: 3.50–4.00 = Needs are Highly Met (NHM); 2.50–3.49 = Needs are Me (NM)t; 1.50–2.49 = Needs are Slightly Met (NSM); 1.00–1.49 = Needs are Not Met (NNM)

The results in Table 13 show the performance of Early Childhood Care and Development programs in Barangay Day Care Centers in health and nutrition regarding their needs. The table has an overall mean value of 3.64, with a standard deviation of 0.54, which is seen to be Needs are Highly Met (NHM). This shows that the day care centers in the barangay have been providing health and nutritional needs for the children at a fairly high level, with most of the items indicating their delivery of services through regular and individualized programs on nutrition and health for the children. In the barangay day care centers in San Pablo City, the achievement included the actual performance of the daily feeding programs, referrals of the malnourished children to the city health office, and the provision of nutrition information to the parents through parenting sessions. Duncan and Magnuson (2023) recognized ECCD as a key investment that ensures the children receive adequate and appropriate development of all aspects of life, including health and nutrition.

Statements 1 and 2 both have the same highest mean score of 3.73, considered NHM. Statements 1 and 2 are "Feeding programs fulfill the nutritional requirements of all children attending" and "Growth monitoring can detect children who need additional nutrition intervention". Barangay day care centers are very successful in implementing the regular feeding programs and growth monitoring procedures. According to the researcher, growth monitoring records have shown consistent monthly weight and height measurements for the majority of enrolled children, where color-coded nutritional status charts assist CDWs in identifying children who need supplemental feeding or medical assistance. The power of statements 1 and 2 cannot be underestimated. Feeding and growth monitoring represent two components of ECCD that are most visible and regularly conducted. There exist clear protocols and procedures for performing feeding and growth monitoring, and parents notice any absence of these procedures right away. Bentley et al. (2023) demonstrated that ECCD programs with active interventions related to the health and nutrition of children showed obvious positive effects on the indicators used in measuring the success of these programs; regular feeding and monitoring of growth are among the practices directly contributing to the achievements regarding the health outcomes intended to be achieved in ECCD programs.

The tenth statement "Follow-up actions are systematically conducted to ensure that all children identified with health issues receive necessary treatment" scored the lowest mean value of 3.55, which corresponds to NHM. The score, however, still belongs to the topmost category of achievement. It seems that identifying any problems related to the health of children during monitoring occurs systematically, but follow-ups for ensuring their health care does not. According to the CDWs, the children having problems with their health were identified in growth monitoring, but no systematic recording of follow-ups was performed.

Such patterns are common when dealing with the point where services are delivered by staff within the center versus those outside the center. The identification is done within the center and is therefore under the control of the CDWs. The treatment takes place outside the center and is dependent on the cooperation of parents as well as the promptness of health workers in response to their referrals. It could use some improvement through developing a tracking sheet that provides feedback for this area of activity. According to Ulep et al. (2024), inconsistencies in adherence to ECCD guidelines, especially concerning follow-up and documentation, result from limited monitoring and administrative capability rather than a lack of knowledge.

In terms of this dimension, an average score of 3.64 was computed along with the corresponding standard deviation of 0.54 which was considered under the Needs are Highly Met (NHM) range. Ten statements were included in this range. There are already indications that the day care centers for the barangays in San Pablo City have adequately met the needs of the children when it comes to health and nutrition. Both general and specific interventions have been implemented to meet the needs of these children and even those with special health problems.

The slight differentiation between identification (highest) and follow-up (lowest) shows the natural shape of how the center's role in child health works. Identification is fully within the center's control, while follow-up depends on coordination with parents and external health providers. UNICEF (2019) emphasized that early health interventions during a child's formative years produce long-term benefits in physical well-being, and that the consistent meeting of individual children's nutritional and medical needs is central to achieving these outcomes at the program level.

Table 14

Outcomes of Early Childhood Care and Development Programs in Barangay Day Care Centers in Learning Development in Terms of Physical-Motor

Indicators		M	SD	VI
1.	Activities enhance both fine and gross motor skills.	3.58	0.61	Outstanding
2.	Playtime includes exercises promoting coordination and balance.	3.79	0.41	Outstanding
3.	Learning materials support safe movement and exploration.	3.70	0.52	Outstanding
4.	Outdoor activities strengthen muscle development and stamina.	3.58	0.71	Outstanding
5.	Children demonstrate progress in self-help and daily living skills.	3.73	0.45	Outstanding
6.	Children are given sufficient unstructured time to climb, run, and engage in vigorous physical activity.	3.55	0.66	Outstanding
7.	Activities like cutting, stringing beads, and molding clay are regularly offered to refine fine motor control.	3.58	0.61	Outstanding
8.	Children learn to manage their bodies and personal space, demonstrating spatial awareness in group settings.	3.56	0.61	Outstanding
9.	The center has a variety of manipulative toys appropriate for different skill levels.	3.59	0.74	Outstanding
10.	The environment promotes bilateral coordination through tasks that require using both sides of the body together.	3.53	0.60	Outstanding
Overall		3.62	0.48	Outstanding

Scale: 3.50–4.00 = Outstanding; 2.50–3.49 = Satisfactory; 1.50–2.49 = Needs Improvement; 1.00–1.49 = Poor

Table 14 presents the outcomes of Early Childhood Care and Development programs in Barangay Day Care Centers in learning development in terms of physical-motor development. It has a total mean of 3.62 with a standard deviation of 0.48, interpreted as Outstanding. This finding indicates that there are already some positive impacts on physical-motor development among children participating in the barangay day care centers, as the respondents stated that activities focusing on physical skills are integrated into their daily routine program. In the barangay day care centers in San Pablo City, physical-motor development activities were already included in the daily routine of children, where playtime was observed in all barangays, movement songs and exercise activities were performed during morning assembly, and manipulative materials like blocks, clay, and bead stringing materials are available during activity time.

According to UNICEF and UNESCO (2024), active participation in ECCD program is highly associated with good outcomes in children development, and physical-motor development is one of the areas wherein activities directly influence child development. Statement 2, "Playtime involves exercises that promote coordination and balance," received the second-highest score of 3.79, rated as Outstanding. The implementation of play activities aimed at coordination and balance is the most consistent physical-motor activity conducted in the ECCD program.

It is noteworthy that during the researcher's observations, activities involving coordination and balancing were conducted during outdoor playtime; specifically, there were relay races and circle games that involved moving around and balancing, and the children appeared to be actively participating and improving their physical coordination skills through these structured play sessions. This makes sense because, in early childhood education, physical play activities play a critical role. The activities involve minimal effort on the part of the CDW, require few materials, and result in tangible benefits to CDWs and parents' satisfaction. In addition, they comprise some of the activities that CDWs have been taught how to conduct. According to Britto et al. (2017), the implementation of these activities is crucial for ECCD program quality, which is dependent upon proper curriculum delivery management.

Statement 10, "The environment encourages bilateral coordination in activities where the use of both sides of the body is required," yielded the lowest mean of 3.53, which was still considered outstanding. The mean score falls within the range of outstanding. General physical and play activities are sufficiently covered by CDWs, while specialized tasks aimed at developing particular skills such as bilateral coordination tend to be ignored more frequently. Several CDWs were aware of general physical activities but did not know much about bilateral coordination, which implies that specially designed activities involving the coordinated use of both sides of the body are not regularly implemented in ECCD centers. It seems that specialized skills related to motor development tend to be beyond the knowledge of frontline practitioners. Bilateral coordination is an important development concept; however, CDWs do not know it.

Such activities that can foster its development include, for example, crossing over the body, bilateral activities using hands, and bilateral games; however, for educators to be able to effectively teach these skills, explicit identification and demonstration would have been required within the CDW training modules. According to Abon et al. (2023), it has been reported that educators find it difficult to maintain high-quality execution throughout all developmental activities, while activities with more specialized motor components are carried out with less consistency. The dimension scored a mean of 3.62 with a standard deviation of 0.48 which was identified as Outstanding. This means that all the ten statements fell within the Outstanding band, showing that the physical-motor development results in the participating centers are consistently outstanding. This dimension includes activities ranging from gross motor activities (e.g., climbing and running) to fine motor activities (e.g., cutting and stringing beads); thus, strong performance results in this dimension suggest effective incorporation of physical-motor programming in everyday activities.

Low scores on some statements like bilateral coordination may indicate areas where further input through training would strengthen the dimension's results rather than correct any weaknesses. UNICEF and UNESCO (2024) highlighted that active ECCD program engagement correlates with improved child outcomes across developmental domains, with physical-motor development being one of the area's most directly shaped by the quality and variety of daily program activities.

Table 15

Outcomes of Early Childhood Care and Development Programs in Barangay Day Care Centers in Learning Development in Terms of Socio-Emotional

	Indicators	M	SD	VI
1.	Children cooperate and interact respectfully with peers.	3.61	0.60	Outstanding
2.	Positive reinforcement builds confidence and emotional security.	3.67	0.53	Outstanding
3.	Group activities encourage empathy and sharing.	3.64	0.60	Outstanding
4.	Teachers model and guide proper emotional expression.	3.71	0.52	Outstanding
5.	Centers provide counseling or support for emotional concerns.	3.67	0.54	Outstanding
6.	A feeling corner or similar tool is available to help children identify and express their emotions verbally.	3.64	0.54	Outstanding
7.	Children are given opportunities to take on responsibility to build self-efficacy.	3.70	0.52	Outstanding
8.	The center utilizes small, collaborative group projects to practice teamwork and negotiation.	3.64	0.48	Outstanding
9.	The CDW models and teaches skills for conflict resolution between children in a constructive way.	3.70	0.52	Outstanding
10.	Children demonstrate an ability to follow multi-step directions and adhere to established rules.	3.71	0.46	Outstanding
	Overall	3.67	0.48	Outstanding

Scale: 3.50–4.00 = Outstanding; 2.50–3.49 = Satisfactory; 1.50–2.49 = Needs Improvement; 1.00–1.49 = Poor

Table 15 reveals the outcomes of Early Childhood Care and Development programs in Barangay Day Care Centers in learning development in terms of socio-emotional development. It has a total mean of 3.67 with a standard deviation of 0.48, interpreted as Outstanding. It shows that day care centers in the barangay are achieving strong socio-emotional development outcomes, with respondents affirming that children are developing the emotional, relational, and behavioral competencies that the ECCD program targets. In the barangay day care centers of San Pablo City, socio-emotional development outcomes were observable in the respectful peer interactions witnessed during group activities, the visible use of positive reinforcement strategies by CDWs during sessions, and the reported integration of structured emotional expression activities, such as morning check-ins and feelings corners, in most center programs. Anderson et al. (2021) found that parental engagement and community collaboration strengthen ECCD program outcomes across developmental domains, with socio-emotional development being particularly sensitive to the quality of adult-child and peer interactions that well-supported ECCD centers are able to provide.

Statements 4 and 10 tied for the highest mean of 3.71, both interpreted as Outstanding. These were "Teachers model and guide proper emotional expression" and "Children demonstrate an ability to follow multi-step directions and adhere to established rules." CDWs in San Pablo City are particularly effective at modeling emotional regulation and establishing consistent behavioral expectations, two of the most important competencies for children's socio-emotional growth in the early years. The researcher observed CDWs calmly naming and demonstrating appropriate emotional responses during class interactions, and children in most centers were able to follow daily routines and multi-step instructions such as cleaning up, returning materials, and lining up without repeated reminders. The combination of these two items at the top of this dimension deserves attention. It indicates that the adult part of the socio-emotional environment has already been established. The CDWs are modeling, and the children are reacting to such modeling through the daily routine process. According to Floresca et al. (2020), continuous professional training for CDWs led to improvements in terms of service quality because skilled CDWs would be more capable of modeling proper emotionality and creating a structured environment for behavior development of children.

Statement 1, "Children cooperate and interact respectfully with peers," earned the lowest mean of 3.61. However, the result is still considered Outstanding. The score falls into the Outstanding category. The positive emotional and behavioral reaction to adults' guidance on the part of the children is seen in the study; however, their cooperation with each other and respectful interaction are somewhat rare occurrences. According to CDWs' observations, conflicts between peers, especially when sharing objects, happened quite often during play time; even though these instances were handled appropriately by the children, their ability to solve disputes independently varied across age groups and centers. The pattern is one which has been recognized by early childhood specialists for many years. The child's interactions with adults occur at an earlier stage than those with peers since adults give more support and a greater consistency of reaction than other children.

Peer cooperation skills emerge through repeated practice in low-stakes situations, and they are strengthened by deliberate facilitation rather than by simple exposure. Quijano-Pagutayao (2023) noted a strong correlation between family-childcare partnerships and positive ECCD program outcomes, with peer cooperation being strengthened when home and center environments model and reinforce the same social expectations.

The dimension obtained an overall mean of 3.67 with a standard deviation of 0.48, interpreted as Outstanding. All ten statements fell within the Outstanding band. The barangay day care centers in San Pablo City are achieving strong socio-emotional development outcomes, with children developing the emotional, relational, and behavioral competencies that the ECCD program targets. This is one of the higher-scoring sub-domains in the entire learning development section, which aligns with the daily structure of barangay day care programming.

Socio-emotional learning happens through routines, modeling, and interaction, all of which are central to how a CDW spends most of the program day. Anderson et al. (2021) found that parental engagement and community collaboration strengthen ECCD program outcomes across developmental domains, with socio-emotional development being particularly sensitive to the quality of adult-child and peer interactions that well-supported ECCD centers are able to provide.

Table 16

Outcomes of Early Childhood Care and Development Programs in Barangay Day Care Centers in Learning Development in Terms of Cognitive

	Indicators	M	SD	VI
1.	Activities promote curiosity and creative thinking.	3.53	0.74	Outstanding
2.	Children engage in simple reasoning and problem-solving tasks.	3.54	0.65	Outstanding
3.	Learning experiences enhance memory and attention span.	3.56	0.74	Outstanding
4.	Storytelling and discussions develop logical thinking.	3.48	0.79	Satisfactory
5.	Materials encourage exploration and discovery learning.	3.53	0.70	Outstanding
6.	Activities encourage classification and sorting based on multiple attributes.	3.53	0.70	Outstanding
7.	Children engage in dramatic play scenarios that require planning and assigning roles.	3.44	0.78	Satisfactory
8.	The learning environment provides materials for early mathematical concepts like pattern recognition and one-to-one correspondence.	3.56	0.60	Outstanding
9.	Children are actively encouraged to experiment and test hypotheses through play with materials like water or sand.	3.46	0.78	Satisfactory
10.	The curriculum introduces concepts that build general knowledge about the world.	3.56	0.65	Outstanding
Overall		3.52	0.66	Outstanding

Scale: 3.50–4.00 = Outstanding; 2.50–3.49 = Satisfactory; 1.50–2.49 = Needs Improvement; 1.00–1.49 = Poor

Table 16 presents the outcomes of Early Childhood Care and Development programs in Barangay Day Care Centers in learning development in terms of cognitive development. It has a total mean of 3.52 with a standard deviation of 0.66, interpreted as Outstanding. It reveals that ECCD programs in the barangay are producing positive cognitive development outcomes, though the overall mean is the lowest among the learning development sub-domains in this study, suggesting that cognitive development activities may be an area requiring more targeted program support. Observations on cognitive developmental activities within the day care centers of the barangays of San Pablo were made through structured sessions of sorting, matching, and storytelling, with CDWs indicating that games aimed at building children's memories and early mathematics activities constituted some of the most consistently conducted cognitive activities. Cheng et al. (2019) documented that effective ECCD implementation in areas related to early learning gains depends on teacher competence and the strength of local management structures that support instructional planning, delivery, and ongoing professional development.

Statements 3 and 8 tied for the highest mean of 3.56, both interpreted as Outstanding. These were "Learning experiences enhance memory and attention span" and "The learning environment provides materials for early mathematical concepts like pattern recognition and one-to-one correspondence." CDWs are most consistent in delivering structured cognitive activities that build memory skills and early numeracy concepts. The researcher observed counting activities, number charts, and pattern-matching materials among the most visible classroom resources, with CDWs regularly incorporating memory games and repetition exercises into their sessions, and children visibly engaging in these structured activities during the observation period.

The importance attributed to these two statements lies precisely in the nature of cognitive development instruction that is provided in barangay day cares. Both memory skills training and early numeracy possess specific curriculum, materials, and duration of the activity that can be easily accommodated in the schedule of a regular day care center. Furthermore, they represent those cognitive skills that are directly connected to preparation for further schooling. Cheng et al. (2019) proved that successful execution of ECCD in the areas associated with early educational achievements hinges on teachers' competencies and strong management of instructional processes at a

local level.

Statement 7, "Children participate in dramatic play activities which involve planning and role assignments," received the lowest mean of 3.44, which is considered Satisfactory. This statement was one of the three statements within the dimension that received a Satisfactory rating, alongside logical thinking developed from storytelling (3.48) and experimenting through manipulation of various materials such as water or sand (3.46). Open-ended cognitive activities were employed less often compared with

structured activities. According to the CDWs, dramatic play activities were rarely done because there were not enough props and costumes, room was limited due to their smaller centers, and it was difficult to facilitate this activity with large numbers of children. This particular trend shows that there is a certain problem in barangay ECCD programing. First of all, open-ended cognitive activities are more difficult to facilitate than structured ones because they need more preparation and flexible spaces.

CDWs work in a system that rewards visible, structured outputs, and dramatic play does not fit that pattern as easily as a number chart does. Strengthening this area would benefit from targeted CDW training on facilitating open-ended play, paired with the basic material support that low-cost dramatic play setups require. Castillo (2023) observed that the quality of local administrative functions, including how learning experiences are planned and resourced, is a primary determinant of program outcomes, with more complex activity types tending to require deliberate planning and management support to be consistently implemented.

The dimension obtained an overall mean of 3.52 with a standard deviation of 0.66, interpreted as Outstanding. Seven of the ten statements fell within the Outstanding band, with three statements in the Satisfactory band: dramatic play (3.44), experimental play (3.46), and storytelling for logical thinking (3.48). Cognitive development is the lowest-scoring sub-domain within the learning development section, with the overall mean falling just barely above the Satisfactory threshold.

The pattern is internally consistent. Structured cognitive activities, such as memory games, sorting tasks, classification, and early numeracy, are well delivered. Open-ended and exploratory cognitive activities, which require more facilitation skill and more flexible programming, are delivered with less regularity. This finding is not an indication that there is any lack in the level of dedication on the part of the CDWs towards cognitive development. This indicates what the best areas for improving the quality of the cognitive curriculum are right now. Raikes et al. (2023) argued that governance processes including evidence-based planning and supervisory cycles shape not only service quality but also the depth of children's developmental experiences across cognitive domains.

Table 17

Outcomes of Early Childhood Care and Development Programs in Barangay Day Care Centers in Learning Development in Terms of Language

	Indicators	M	SD	VI
1.	Children are encouraged to speak, listen, and respond during lessons.	3.65	0.54	Outstanding
2.	Daily storytelling and singing improve vocabulary.	3.52	0.71	Outstanding
3.	Language activities develop pronunciation and comprehension.	3.61	0.60	Outstanding
4.	Teachers use conversation to build children's confidence in speaking.	3.62	0.60	Outstanding
5.	Communication is supported through both oral and visual aids.	3.67	0.53	Outstanding
6.	The learning environment includes a print-rich display of labels, charts, and children's writing.	3.62	0.60	Outstanding
7.	Children are encouraged to retell stories they have heard in their own words, demonstrating comprehension.	3.58	0.66	Outstanding
8.	The CDW uses clear and correct grammar and vocabulary as a language model for the children.	3.71	0.46	Outstanding

9.	Activities promote phonological awareness through rhymes and sound games.	3.62	0.60	Outstanding
10.	Children participate in show-and-tell or oral presentations to build confidence in public speaking.	3.74	0.44	Outstanding
Overall		3.63	0.53	Outstanding
<i>Scale: 3.50–4.00 = Outstanding; 2.50–3.49 = Satisfactory; 1.50–2.49 = Needs Improvement; 1.00–1.49 = Poor</i>				

Table 17 shows the outcomes of Early Childhood Care and Development programs in Barangay Day Care Centers in learning development in terms of language development. It has a total mean of 3.63 with a standard deviation of 0.53, interpreted as Outstanding. It reveals that day care centers in the barangay are supporting children's language development at a strong overall level, with respondents affirming that communication activities are a consistent part of the daily program. In the barangay day care centers of San Pablo City, language development activities were observable in the daily use of question-and-answer exchanges during lessons, the display of print-rich materials including labeled objects and illustrated charts, and the regular conduct of show-and-tell and oral recitation activities that CDWs reported as standard components of their weekly program schedule. The World Bank (2022) noted that countries achieving substantial progress in ECCD have institutionalized standards that include language and communication development as part of their definition of program quality, with CDW competence in language instruction being a key driver of children's early communication skills.

Statement number 10, which states that "Children engage in show-and-tell or other oral presentations to help them develop confidence in presenting in public," recorded the highest mean of 3.74, which is considered outstanding. Oral presentation and other related language activities constitute the most reliably implemented language development activities because of their structured nature. According to the researcher, the show-and-tell exercise was one of the regularly scheduled events that occurred during each week. The children would bring something from home and speak about it in front of their peers. From the feedback provided by the CDWs, it appeared that this activity constituted one of the most popular events among the children and their parents, with a significant improvement being registered in terms of verbal communication skills. The significance of this statement can be attributed to the pedagogical technique employed in conducting this exercise. In essence, this activity creates an actual audience, a personal object to speak about, and enough speaking time. Britto et al. (2017) stated that ECCD quality rests on the process of managing which makes it possible for curriculum implementation to happen and specifically includes teachers' efforts to make children participate in structured experiences to develop communication skills.

Statement 2, "Daily storytelling and singing enhance vocabulary," received the lowest mean of 3.52 but is still considered Outstanding. It falls under the category of Outstanding. Although storytelling and singing contribute to language acquisition, they do not compare to the effectiveness of other forms of language activities in terms of consistency.

CDWs reported that storytelling was conducted regularly but more often on a weekly rather than daily basis, and singing was predominantly reserved for opening and closing routines rather than integrated throughout the day as a vocabulary-building strategy across different lesson contexts. Such a trend reflects how time is usually apportioned in programming. The time set aside for storytelling must compete against other lesson-related activities for instructional time, and the daily reading of storybooks involves having a set aside time or the presence of a CDW who makes storytelling part of the other activities.

It can be accomplished, but not without effort. To address such a gap, there must be an understanding that storytelling is expected to have a reserved place in programming through a limited number of storybooks per center rotation. Naudeau et al. (2016) noted that in circumstances where ECCD practitioners face inadequate support on training and structure in programming, activities in instruction such as daily storytelling and vocabulary enrichment were usually the first ones to suffer.

On the other hand, the dimension scored a mean value of 3.63 and a standard deviation of 0.53, which means that the results fall under Outstanding category. All the ten items rated were found to be in the Outstanding range. It is clear that the results of language development skills of the children in the day care centers of San Pablo City are excellent, meaning the children are able to develop their speaking, listening, and language abilities under the ECCD program.

The indicators include oral communication practice, CDW modeling of language development, conversation building skills, and rich print environment of the classrooms. The lower value of daily storytelling activity shows that the only area where improvements can be made is through more routine implementation, as opposed to increasing content of the same. In their study, Ramos and Ponce (2022) stated that training of CDWs improves their adherence to national service standards in language and communications, making them consistent in delivering language lessons every day.

Table 18

Outcomes of Early Childhood Care and Development Programs in Barangay Day Care Centers in Learning Development in Terms of Psychological

	Indicators	M	SD	VI
1.	Children feel safe and secure within the learning environment.	3.74	0.51	Outstanding
2.	Self-esteem and independence are encouraged through tasks.	3.64	0.54	Outstanding
3.	Children exhibit perseverance while encountering challenging tasks.	3.64	0.60	Outstanding
4.	Methods of positive discipline encourage proper conduct.	3.61	0.60	Outstanding
5.	Teachers display warmth and sensitivity to the requirements of each child.	3.62	0.60	Outstanding
6.	There is consistency within routines, providing order and psychological safety.	3.65	0.60	Outstanding
7.	The CDW actively recognizes and celebrates individual children's strengths and achievements.	3.61	0.65	Outstanding
8.	The center supports children in developing a positive identity that respects their gender, culture, and family.	3.67	0.53	Outstanding
9.	Children demonstrate an ability to self-regulate their attention for age-appropriate periods during tasks.	3.64	0.60	Outstanding
10.	Opportunities for quiet, individual contemplation or rest are integrated into the daily schedule.	3.64	0.65	Outstanding
	Overall	3.65	0.55	Outstanding

Scale: 3.50–4.00 = Outstanding; 2.50–3.49 = Satisfactory; 1.50–2.49 = Needs Improvement; 1.00–1.49 = Poor

Table 18 presents the outcomes of Early Childhood Care and Development programs in Barangay Day Care Centers in learning development in terms of psychological development. It has a total mean of 3.65 with a standard deviation of 0.55, interpreted as Outstanding. It reveals that the psychological development of children enrolled in barangay day care centers is well supported, with respondents affirming that centers provide emotionally secure and developmentally responsive environments that promote children's sense of self and well-being.

In the barangay day care centers of San Pablo City, psychological development outcomes were evident in the calm and structured atmosphere observed in most centers during session visits, the visible warmth displayed by CDWs in their interactions with children, and the reported integration of positive affirmation practices, such as praising effort, acknowledging children by name, and celebrating individual milestones, as part of daily program culture. It is shown by Bentley et al. (2023) that ECCD programs have a positive effect on measures of child development, such as psychological well-being, which is one of the aspects of development that is highly influenced by the environmental and social qualities of the center.

Statement 1, "Children feel safe and secure within the learning environment," was the highest in terms of mean value of 3.74 which means that it was outstanding. The feeling of safety and security of children within the day care centers is consistently attained and has been achieved as one of the best psychological outcomes. From observations, children felt free moving inside the classroom, were friendly in approaching CDWs for help and talk,

and participated in activities without anxiety or hesitation. This reflects the importance of the essence of barangay day care centers.

A child feels safe first before attaining all other psychological outcomes; hence, the CDWs have effectively delivered their most basic and important psychological role. Those that create this foundation are those that provide opportunities for other developmental outcomes to flourish. The ECCD Council Standards and Guidelines (2021) indicate that the learning environment should be nurturing, developmentally appropriate, and where the safety of children is a requirement for any quality ECCD.

Statements 4 and 7 have the lowest mean score of 3.61, which is categorized as Outstanding. These statements are "Positive discipline techniques encourage proper behavior" and "CDW takes initiative to recognize the strengths of individual children." The scores are within the Outstanding category, although they are clearly lagging behind other statements on this dimension. More personalized services in psychological support, such as positive discipline techniques and recognizing individual children's

strengths, are not applied as consistently as the others. CDWs were observed responding to behavioral concerns primarily through redirection and verbal reminders rather than through structured positive discipline strategies, and individualized recognition was less frequently seen during sessions, with group-level praise more commonly used than targeted acknowledgment of individual achievement.

This highlights a certain reality in terms of teacher to child ratio in barangay day care centers. General guidance and general praise can be done on a whole-class level, but individualized recognition needs a CDW to be familiar with all the children so that they can notice their unique strengths and find opportunities to praise them. Considering the fact that there is only one CDW for each large group of children, individualized recognition might become quite a difficult task. Development in this aspect could come with the help of a well-planned rotation system, where each child can get individualized attention during a particular week of schooling. According to Floresca et al., (2020), continuous professional training for CDWs positively affects the quality of services provided by enhancing positive discipline and noticing the unique qualities of individual children, which depends on the lack of proper training and reflection opportunities among CDWs.

This dimension received an average score of 3.65 and a standard deviation of 0.55, which means that it was assessed to be outstanding. All ten items were within the outstanding category. Psychological growth in children attending barangay day care centers is adequately provided for as centers ensure an emotionally safe environment for the children. High-scoring items are associated with the core components of psychological wellness: safety, predictability, sense of identity, and structured time for reflection. Lower-scoring items are associated with individualized attention, in the form of appropriate disciplinary measures and personal recognition.

This pattern shows that the centers have built a strong group-level psychological environment, with the next layer of growth lying in the individual-level interactions that complement it. Bentley et al. (2023) documented that ECCD programs have demonstrably positive impacts on child development metrics, with psychological well-being being one of the developmental areas most directly shaped by the quality of the center environment and the nature of adult-child interactions within it.

Table 19

Outcomes of Early Childhood Care and Development Programs in Barangay Day Care Centers in Learning Development in Terms of Spiritual Development

	Indicators	M	SD	VI
1.	Moral lessons are integrated into daily activities.	3.71	0.58	Outstanding
2.	Children practice respect, gratitude, and kindness.	3.71	0.58	Outstanding
3.	Cultural and faith-based traditions are respected in lessons.	3.62	0.60	Outstanding
4.	Children participate in reflection or quiet time for values formation.	3.74	0.51	Outstanding
5.	Storytelling and songs promote empathy and moral growth.	3.64	0.60	Outstanding

6.	Lessons incorporate stories or activities that teach the importance of caring for the natural environment.	3.65	0.54	Outstanding
7.	Children learn about the value of fairness and truthfulness through character-building stories.	3.71	0.52	Outstanding
8.	Simple practices, like showing gratitude before meals, are integrated into the center routine.	3.71	0.58	Outstanding
9.	The CDW facilitates discussions that encourage children to reflect on their role as a member of a family and community.	3.68	0.53	Outstanding
10.	The program emphasizes the shared universal values of respect and compassion, inclusive of all faiths and beliefs.	3.67	0.59	Outstanding
Overall		3.68	0.52	Outstanding

Scale: 3.50–4.00 = Outstanding; 2.50–3.49 = Satisfactory; 1.50–2.49 = Needs Improvement; 1.00–1.49 = Poor

Table 19 presents the outcomes of Early Childhood Care and Development programs in Barangay Day Care Centers in learning development in terms of spiritual development. It has a total mean of 3.68 with a standard deviation of 0.52, interpreted as Outstanding. It reveals that day care centers in the barangay are incorporating values formation and spiritual development into their daily program activities at a strong overall level, showing that CDWs recognize moral and character education as a meaningful component of early childhood programming.

Spiritual development activities were noted to be evident in most barangay day care centers in San Pablo City where they were known to have prayer or reflective moments at the start of their activities, engage in storytelling sessions with moral lessons, and have songs and discussions on values development among others. The RA 10410 (The Early Years Act of 2013) acknowledged the critical importance of early childhood from birth to eight years of age and established an all-encompassing strategy for ECCD which goes further than merely developing children's cognitive and physical abilities.

The highest mean score was received by Statement 4 "Children participate in reflection or quiet time for values formation," rated as Outstanding. It is a consistent practice, and reflection and quiet time is always included into the daily program. The researcher noticed that CDWs incorporate reflection and quiet time into the daily routine of children in nearly every center; this practice takes place before and after meals, and children perform short praying rituals, express their gratitude, or reflect in silence.

Reflective and values formation practices can be regarded as the best way to implement spirituality into the program because it is simple to include such activities into the program, and they take only a few minutes of time. Children get used to such practices and even learn to expect them because CDWs see reflection and quiet time as an important and planned element of the program. According to UNESCO's Inclusive Early Childhood Care and Education (2021), the purpose of a good early childhood learning environment should be developing all aspects of a child's personality, and therefore, reflection is considered as a part of such activities.

Statement 3, "Cultural and faith-based traditions are recognized in lesson delivery," received the lowest mean score of 3.62, which is still an Outstanding rating.

The score falls within the outstanding range of ratings. While there is compliance in values formation activities, the inclusion of cultural and faith-based practices in lessons has less consistency. CDWs noted that while they incorporated moral stories and values-based activities regularly, the deliberate inclusion of local cultural practices or specific faith traditions in lesson planning was limited, partly due to the diverse religious backgrounds of enrolled families and the absence of specific guidance on how to integrate faith-based content in an inclusive and developmentally appropriate manner.

This is indeed a genuine problem faced by many CDWs. Children in day care programs come from diverse families practicing varied religions. In this case, the safe pedagogic practice is to emphasize more universal principles, such as those relating to respect and politeness. The low rating thus indicates a sensible decision rather than ignorance about the importance of cultural sensitivity. It would be advisable to improve in this dimension through providing clear and inclusive guidelines on how to recognize and respect different cultural and religious traditions without any discrimination and simple materials that would help to integrate culturally specific tales in the curriculum. According to Abon et al. (2023), it was found that educators struggled in providing a responsive

teaching practice across all program dimensions, especially with regard to culturally and faith-based content.

The dimension achieved a mean of 3.68 with a standard deviation of 0.52, categorized as Outstanding. All ten statements were classified as Outstanding. Spiritual development is considered among the highest-scoring sub-domains in the whole learning development aspect, which implies that the development of character and values is fully embedded in the program conducted in barangay day care centers. This high performance can be attributed to the everyday activities that make spirituality evident through reflection, expressing gratitude, character development storytelling, and modeling respect and kindness. Through these results, it was revealed that spiritual development in barangay day care centers is truly a curriculum focus for San Pablo City, RA 10410 (Early Years Act of 2013) recognized the age of zero to eight as the crucial period of early childhood and institutionalized a comprehensive approach to ECCD that extends beyond cognitive and physical outcomes to include the broader dimensions of children's character and values formation.

Table 20

Relationship between Early Childhood Care and Development Service Standards and its Program's Outcomes in Barangay Day Care Centers

Service Standards	Health and Nutrition			Learning Development					
	Accessibility	Preparedness	Needs	Physical-Motor	Socio-Emotional	Cognitive	Language	Psychological	Spiritual Development
Learning Environment and Facilities	***0.668	***0.543	***0.558	***0.688	***0.660	***0.508	***0.639	***0.653	***0.595
Health and Nutrition Services	***0.736	***0.587	***0.617	***0.644	***0.719	***0.506	***0.718	***0.758	***0.620
Curriculum and Child-Centered Activities	***0.824	***0.621	***0.671	***0.744	***0.767	***0.592	***0.774	***0.812	***0.658
Child Development Worker (CDW) Competence and Training	***0.819	***0.597	***0.640	***0.695	***0.764	***0.654	***0.833	***0.856	***0.722
Parent and Community Involvement	***0.842	***0.605	***0.631	***0.745	***0.786	***0.563	***0.846	***0.873	***0.744

Note: * $p < .05$, ** $p < .01$, *** $p < .001$

***Correlation is significant at the 0.01 level (2-tailed). *Correlation is significant at the 0.05 level (2-tailed).*

Table 20 presents the relationships between the five dimensions of ECCD service standards and the nine sub-domains of ECCD program outcomes. All forty-five correlations across the table are statistically significant at $p < .001$, with values ranging from $r = .506$ to $r = .873$. The breadth of significance shows that no service standard dimension operates independently of program outcomes. Every dimension of how the centers deliver services is tied to how children develop. This is what would be expected when service delivery and developmental outcomes are part of the same operational system, since the standards being measured are precisely the conditions through which the outcomes are produced.

The highly correlated variables from the table tend to be clustered into three different dimensions of service standard, namely Parent and Community Involvement, CDW Competence and Training, and Curriculum and Child-Centered Activities. There appear to be three dimensions where the correlations are particularly high, and they are Parent and Community Involvement, CDW Competence and Training, and Curriculum and Child-Centered Activities. What makes these dimensions different from all others is the following characteristic: they are about the human and educational core of the program, and not about its structural component. Parent and Community Involvement has the highest correlation with Psychological Development ($r = .873$) among all dimensions, followed by Language Development ($r = .846$) and Accessibility ($r = .842$). Likewise, CDW Competence and Training has

similar correlations with Psychological Development ($r = .856$), Language Development ($r = .833$), and Accessibility ($r = .819$).

The connection between these three dimensions and the above-mentioned developmental aspects is not random. Psychological development of children happens because there is consistent interaction with caring adults both at home and at the center. On the other hand, children's language development happens based on the quality of verbal interaction they have with adults. Thus, those service standards that provide for more such interaction are naturally correlated with psychological and language development. The weakest correlations in the table cluster around Cognitive Development. Learning Environment and Facilities correlate with Cognitive Development at $r = .508$, while Health and Nutrition Services correlate with Cognitive Development at $r = .506$. Though both correlations remain significant and relatively strong, they are considerably lower compared to correlations between these two service standards and the rest of the outcomes considered. However, there is an objective reason behind such pattern of correlation. Cognitive development does not depend on the environment or provision of food in the learning center, but it depends on the materials and content used during instruction. The active drivers are the curriculum content and CDW competence, which is why those two service standards correlate more strongly with cognitive outcomes ($r = .592$ and $r = .654$ respectively). The lower correlations reflect a real distinction between conditions and content rather than a weakness in the data.

The pattern across the table also points to why Parent and Community Involvement shows the highest correlations with so many outcomes. Children develop in two environments: the day care center and the home. The center's program standards can shape developmental outcomes only to the extent that what the center does is reinforced at home. When parents are engaged in the center, they bring center expectations into the home. They continue conversations that began during sessions, reinforce behavioral expectations, and create the consistency across settings that early childhood researchers have long identified as essential for development. The strong correlations of Parent and Community Involvement with nearly every outcome sub-domain therefore reflect this center-home reinforcement effect rather than parent involvement having a direct impact on children's developmental scores.

In the context of Barangay Day Care Centers in San Pablo City, these relationships were observable during the study. Centers that maintained active parent committees, regular parenting sessions, and visible community participation also tended to be the centers where children showed the most confident behavior, the most extensive vocabulary, and the most settled sense of belonging. The centers characterized by good levels of CDW competency, especially on classroom practice and language modeling, happened to be those where the children attained their best scores in terms of both language development and psychological development. The correlation coefficients found in the table are, therefore, concrete and practical indicators of the processes through which ECCD programs contribute to the development outcomes of the children.

According to Britto et al., ECCD quality is a multidimensional concept where all elements of ECCD services interact and contribute toward the development of the children. This point is evident from the overall consistency and breadth of significance exhibited in the table below. The study by Cheng et al. (2019) confirms that variations in the developmental outcomes of the children can be attributed to the quality of ECCD services provided. The findings reinforce that ECCD service standards must be implemented as an integrated whole. No single service dimension is sufficient on its own, and no developmental outcome depends on only one service dimension. Strengthening any one part of the service standards is likely to produce gains across multiple developmental areas, and weakening any one part is likely to constrain outcomes broadly. Outcomes for children depend on the integrity of the system as a whole rather than on individual program components functioning in isolation.

Table 21

Relationship between Early Childhood Care and Development Practices and its Program's Outcomes in Barangay Day Care Centers

Educational Management Practices	Health and Nutrition					Learning Development			
	Accessibility	Preparedness	Needs	Physical-Motor	Socio-Emotional	Cognitive	Language	Psychological	Spiritual Development
Planning and Goal-Setting	***0.693	***0.632	***0.538	***0.707	***0.684	***0.648	***0.734	***0.733	***0.624
Resource Allocation and Mobilization	***0.584	***0.642	***0.517	***0.677	***0.572	***0.598	***0.566	***0.545	***0.495
Supervision and Monitoring	***0.643	***0.690	***0.565	***0.797	***0.669	***0.663	***0.651	***0.620	***0.547
Inter-Agency Coordination	***0.651	***0.876	***0.815	***0.807	***0.702	***0.712	***0.500	***0.487	***0.425
Evaluation and Reporting	***0.757	***0.835	***0.677	***0.823	***0.748	***0.658	***0.668	***0.65	***0.580

Note: * $p < .05$, ** $p < .01$, *** $p < .001$

**Correlation is significant at the 0.01 level (2-tailed). *Correlation is significant at the 0.05 level (2-tailed).

Table 21 presents the relationships between the five dimensions of educational management practices and the nine sub-domains of ECCD program outcomes. All forty-five correlations across the table are statistically significant at $p < .001$, with values ranging from $r = .425$ to $r = .876$. The widespread significance indicates that how a barangay day care center is managed is broadly tied to what children gain from the program. The pattern is consistent with what would be expected from the relationship between management and outcomes, since management functions are the upstream conditions that shape whether services are delivered consistently and effectively.

The strongest correlations in the table involve Inter-Agency Coordination and Evaluation and Reporting. Inter-Agency Coordination shows the strongest correlation with Preparedness ($r = .876$), followed by Needs ($r = .815$) and Physical-Motor Development ($r = .807$). Evaluation and Reporting shows similarly strong correlations with Preparedness ($r = .835$) and Physical-Motor Development ($r = .823$). The relationship makes sense, given that there is a mechanism. Coordination with other agencies is necessary for achieving positive outcomes in Preparedness, Needs, and Physical-Motor Development. Preparedness is a function of coordination with health care offices, schools, and other agencies that offer emergency services. The provision of services to fulfill children's needs entails referral with health care offices and welfare agencies. Finally, Physical-Motor Development relies on the provision of materials and training resources, which are achieved through inter-agency coordination. Strong coordination between agencies promotes achievement of these outcomes because the conditions are favorable.

The strong relationship between Evaluation/Reporting and these three outcomes is due to another mechanism. Feedback generated during evaluation is instrumental for identifying problems and success factors at the centers. The outcomes that can be easily observed, such as physical-motor development and preparation of the center's facilities, are those that benefit from evaluation. Data indicate that evaluation contributes to achievement of outcomes by focusing supervisory attention and allocating resources to areas evaluated.

The lowest correlations from the table include those between Inter-Agency Coordination and Spiritual Development ($r = .425$) and Psychological Development ($r = .487$). These correlations are still significant, yet they trail very far behind others in their corresponding dimension. There is also a clear explanation of these associations' mechanics. Spirituality and psychology evolve at the center as a result of actions taken by the CDW and the emotional atmosphere created by it on a daily basis. These aspects rely less on outside agencies and more on value-based practice throughout the program day. In that case, inter-agency coordination is rather powerless in influencing the result since the necessary activities are executed inside the center and not out there. A comparable trend emerges in the case of Resource Allocation and Mobilization, whose lowest correlation coefficients are found to be with

Spiritual Development (.495) and Psychological Development (.545). Spiritual and psychological development are processes that rely heavily on time, intentionality, and CDW expertise rather than on financial assets. No material assets are needed in the construction of a reflection circle, nor does it take any budget allocations to make a child feel safe. Such lower correlations result from the fact that certain developmental processes do not hinge as heavily on the availability of resources as other activities such as physical-motor skills.

With regard to the Day Care Centers of Barangays in San Pablo City, these correlations were observed during the study. Centers where inter-agency coordination was high, characterized by frequent interaction with the health units, schools, and CSWDO, were the same centers where preparedness was highly observable, where the needs of the children were properly recognized and provided for, and where program operations flowed more seamlessly. Centers where evaluation and reporting processes were highly developed were also the centers where the period between recognizing a

problem and doing something about it were shortest. However, in centers where resource allocation was highly developed, there was more material support, but this was not true for other outcomes.

The results show that the management functions in education lead to certain developmental outcomes through particular channels, rather than through indirect effects via general influence. Each of the variables of interest is most important when it comes to affecting developmental outcomes that rely on what each of the management functions represents. Planning and goals setting have an effect on developmental outcomes that rely on the provision of direction. Resources management will influence the developmental outcomes that require material resources. Monitoring and supervision have an impact on developmental outcomes that require supervision. Coordination between organizations will have an effect on developmental outcomes that require external connections. Evaluation and feedback will affect developmental outcomes that benefit from feedback. This means that the significance distribution in the table is not random but a direct result of how the management function leads to particular developmental outcomes among young learners. As observed by OECD (2020), governance and accountability in early learning systems require planning, supervision, coordination, and evaluation, which is shown in the data below. Ynion et al. (2025) found that centers with structured management systems scored significantly higher in-service quality evaluations, pointing to the consistent and direct connection between local educational management and the developmental outcomes children experience.

The implication for ECCD policy and practice is that management capacity-building should be matched to outcome priorities. Strengthening inter-agency coordination yields the largest gains in preparedness and external service provision. Strengthening evaluation and reporting yields the largest gains in outcomes that benefit from feedback cycles. Strengthening resource allocation yields material gains where materials matter, but does not compensate for gaps in CDW skill or daily program intentionality. Local educational management is most effective when its components are matched to the outcomes they are best positioned to influence, rather than treated as a generalized improvement lever applied across the program.

5. Conclusions

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

(1) The null hypothesis that asserts the lack of significant correlation between ECCD service standards and ECCD program outputs is not accepted. There is a significant correlation between ECCD service standards and ECCD program outcomes in barangay day care centers in San Pablo.

(2) The null hypothesis that states there is no significant correlation between educational management practices and ECCD program outcomes is not accepted. Educational methods of managing are significantly correlated with ECCD program outcomes in barangay day care centers in San Pablo City.

References

- Abon, A. C. G., Tangonan, A. C. R., Wigan, M. B., & Guillermo, R. D. (2023). Challenges of Early Childhood Educators in the New Normal Mode of Instruction. *International Journal of Social Sciences & Humanities (IJSSH)*, 8(1), 39-49. <https://doi.org/10.58885/ijssh.v08i1.39>
- Alibudbud, R. C. (2018). *Community-Based Approaches to Early Childhood Care and Education: Lessons from Philippine LGUs*. *Philippine Journal of Education Studies*, 91(2), 54–68.
- Anderson, R., Janus, M., & Letourneau, N. (2021). *Community Engagement and Early Learning Outcomes Decentralized Education Systems: A Meta-Analysis*. *Early Childhood Research Quarterly*, 56, 200–214.
- Bentley, B., Hoang, T., Arroyo, G., & Jenkins, K. (2023). Parent perceptions of an early childhood system's community efforts: A qualitative analysis. *Children*, 10(6), 1–10. <https://doi.org/10.3390/children10061001>
- Bertalanffy, L. von. (1968). *General System Theory: Foundations, Development, Applications*. New York: George Braziller.
- Britto, P., Yoshikawa, H., & Boller, K. (2022). *Quality of Early Childhood Development Programs: Global Evidence and Policy Lessons*. *Early Childhood Matters*, 125(3), 15–23.
- Bronfenbrenner, U. (1994). *Ecological Models of Human Development*. In *International Encyclopedia of Education* (Vol. 3). Elsevier.
- Castillo, P. (2023). Critical literacy: Using this framework in early childhood classrooms. In A. K. Salmon & A. Clavijo-Olarte (Eds.), *Handbook of research on socio-cultural and linguistic perspectives on language and literacy development* (pp. 41–59). IGI Global Scientific Publishing. <https://www.igi-global.com/chapter/critical-literacy/313518>
- Cheng, J., Monty, A., Cloney, D., Parker, R., Anderson, P., & Capel, A. (2019). *Philippines Early Childhood Care and Development Longitudinal Study*. Australian Council for Educational Research (ACER)
- Chi, C. (2024). Philippine Star. Retrieved from <https://tinyurl.com/4nzarydp>
- Chopra, G. (Ed.). (2025). *Systems approach to early childhood development: Bridging theory, policy and practice*. Springer Singapore. <https://doi.org/10.1007/978-981-96937-6-4>
- Civil Service Commission & ECCD Council. (2023). *Joint Guidelines on the Professionalization and Compensation of Child Development Workers (CDW)*. CSC Resolution No. 2300412.
- Dela Cruz, A. M., & Lagasca, M. L. (2019). *ECCD Implementation and Inter-Agency Collaboration among LGUs in Northern Luzon*. *Philippine Social Science Journal*, 2(1), 115–130.
- Department of Social Welfare and Development. (2015). *Memorandum Circular No. 3, s. 2015: Institutionalization of the Early Childhood Care and Development Information System*.
- Department of Social Welfare and Development. (2023). *ECCD Information System Progress Update*. Manila: DSWD Policy Development and Planning Bureau.
- Duncan, G. J., & Magnuson, K. (2023). The effects of early childhood education on poverty. *Social Indicators Research*, 108(1), 1–12. <https://doi.org/10.1007/s11205-011-9867-9>
- ECCD Council. (2021). *ECCD System Annual Report 2021*. ECCD Council.
- ECCD Council. (2021). *ECCD System Standards and Guidelines*. ECCD Council.
- ECCD Council. (2023). *ECCD Council Annual Report 2023*. Retrieved from <https://eccdcouncil.gov.ph>
- EDCOM II. (2023). *Reexamining the Foundations of Learning: Second Congressional Commission on Education (Education Commission II) Final Report*. Quezon City, Philippines.
- Fisher, P. A., & Lombardi, J. (2025). The new ecology of early childhood: Revisiting Bronfenbrenner's theory in the context of contemporary challenges and opportunities. Stanford Center on Early Childhood.
- Floresca, J. M., Dela Cruz, M., & Ramos, P. (2020). *Implementation of ECCD and Professionalizing Child Development Workers: What Works?* Academia.edu.
- Gregorio, M., Francisco, J., & Fabros, A. (2011). Legal Frameworks for Early Childhood Governance in the Philippines. *International Journal of Child Care and Education Policy*, 5(1), 65–78.
- Guevara, J., & Urban, M. (2020). Early childhood programs as a pathway to sustainability in times of global uncertainty. Retrieved from <https://tinyurl.com/4uv7hrku>
- Irma, I. S. N., Mona, L. S., Fitriani, W., & Quileste, R. M. (2024). Initial assessment in counseling. *Jurnal Bikotetik*

- (Bimbingan dan Konseling: Teori dan Praktik), 8(2), 143–150. <https://doi.org/10.26740/bikotetik.v8n2.p143-150>
- Jaca, C., & Baroman, J. (2021). Challenges and Extent of Readiness Among Teachers in the Implementation of the Kindergarten Curriculum in Select Public Elementary Schools in the Philippines. *International Journal of Elementary Education*, 10(4), 134–144. <https://doi.org/10.11648/j.ijeeedu.20211004.15>
- Naudeau, S., Kataoka, N., Valerio, A., Neuman, M., & Elder, L. (2016). *Investing in Young Children: An Early Childhood Development Guide for Policy Dialogue and Project Preparation*. Washington, DC: World Bank.
- OECD. (2021). *Starting Strong VII: Building Resilient Early Childhood Education Systems*. Paris: OECD Publishing.
- Organization for Economic Co-operation and Development (OECD). (2020). *Starting Strong VI: Supporting Meaningful Interactions in Early Childhood Education and Care*. OECD Publishing.
- Pearson, E., & Siraj, I. (2025). Strengthening ECEC Workforce Systems in Low-Resource Contexts: Insights from a Delphi Study. *Education Sciences*, 15(4), 420. <https://doi.org/10.3390/educsci15040420>
- Quijano-Pagutayao, A. S. (2023). Values and attitudes of daycare workers towards the extension activities conducted by the College of Education, Central Mindanao University, Maramag, Bukidnon, Philippines. *Seybold Report Journal*, 18(08), 113-126. <https://tinyurl.com/y62hdyxd>
- Raikes, A., Rao, N., Yoshikawa, H., Cohn, C., Behrman, J., Cappa, C., Devercelli, A., Lopez Boo, F., McCoy, D. C., & others. (2023). Global tracking of access and quality in early childhood care and education. *International Journal of Child Care and Education Policy*, 17(14).
- Ramos, K. P., & Ponce, A. (2022). *Capacity Building and Quality Assurance in ECCD Centers: A Local Governance Perspective*. *Asia Pacific Journal of Social Sciences*, 14(1), 101–118.
- Republic Act No. 10410. (2013). *Early Years Act of 2013*.
- Republic Act No. 12199. (2022). *An Act Institutionalizing the Recognition and Professionalization of Child Development Workers*.
- Republic Act No. 7160. (1991). *Local Government Code of the Philippines*.
- Republic Act No. 8980. (2000). *An Act Promulgating a Comprehensive Policy and a National System for Early Childhood Care and Development*.
- Republic Act No. 9433. (2007). *Magna Carta for Public Social Workers*.
- Ulep, V. G., Casas, R. A., Manuel, C., Mendoza, M., Bagas, J., & Dela Luna, A. (2024). *Behind the Slow Start: An Assessment of Early Childhood Care and Development in the Philippines*. *Philippine Institute for Development Studies (PIDS) Discussion Paper Series No. 2024-04*.
- UNESCO. (2021). *Right from the Start: Early Childhood Care and Education*. Paris: UNESCO Publishing.
- UNICEF & UNESCO. (2024). *Global Report on Early Childhood Care and Education: The right to a strong foundation*.
- UNICEF Philippines. (2023). *Building Resilient Early Childhood Care and Education Systems in the Philippines*. UNICEF Philippines Policy Brief.
- UNICEF. (2019). *The State of the World's Children 2019: Children, Food, and Nutrition*. United Nations Children's Fund.
- WHO. (2020). Improving early childhood development: WHO guideline.
- WHO. (2020). Improving early childhood development: WHO guideline.
- Witte, A. L., Hatton-Bowers, H., & Amy R. Napoli, A. R. (2021). *Family-childcare partnerships in early childhood: first steps to success*. Retrieved from <https://extensionpubs.unl.edu/publication/g2334/2021/html/view>
- World Bank. (2018). *Education Global Practice: Early Learning Partnership Report*. Washington, DC: World Bank.
- World Bank. (2022). *Strengthening Early Childhood Education in the Philippines: A Systems Approach to Access, Quality, and Governance*. Washington, DC: World Bank.
- Ynion, L. B., Almeraz, Q. L. G., Palomar, E. M. M., Josol, J. M., & Trinidad, A. E. (2025). *Evaluation of the Quality of ECCD Services in Barangay Day Care Centers in Digos City, Philippines*. *Journal of Interdisciplinary Perspectives on Education and Development Studies*, 1(1), 1–17.