



THE OPERATION OF THE PROVINCIAL CHILD DEVELOPMENT CENTER OF THE PROVINCE OF CAGAYAN: AN ASSESMENT

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ABSTRACT: Republic Act No. 6972, also known as the "Barangay-Level Total Development and Protection of Children Act," was promulgated, which provides for the establishment of a daycare center in every barangay and the implementation of a program for the total development and protection of children. This study attempted to ascertain the effectiveness of the Provincial Child Development Center in its mandated function and its effect on the performance of the working parents employed by the Provincial Government of Cagayan. This study made use of the descriptive-correlational method of research. This method was further used since this study purports to present facts concerning the nature and status of the phenomenon under this study and utilizes 50 working parents who were employed in the Provincial Capitol whose children were presently enrolled in the center. The researcher made use of the following tools to gather data. The questionnaire is the primary tool used in gathering data. Part I of the questionnaire shows the profile of the working parents whose children are presently enrolled in the Provincial Child Development Center. Part II covers the number of children enrolled in the center. Part III covers the perception of parents as to the effectiveness of the performance of the center. Part IV is a list of levels. The data gathered were grouped, tabulated, analyzed, and then interpreted utilizing frequency counts, percentages, F-test, and T-test using the Likert Scale. In the light of the aforementioned findings, the conclusions are hereby arrived at that the operation of the Provincial Child Development Center of the Province of Cagayan has greatly helped the employees of the said agency. It had greatly improved the office performance of female workers since a part of their home responsibilities is taken over by the Center.



KEYWORDS: operation, child development center, absentee, daycare worker, efficiency, effectiveness, feedback, input, kindergarten, objective, organization, outstanding performance, perceptions, productivity, program, supervisees, supervisors, working habits, working mothers

INTRODUCTION

Child education includes not only physical development, such as hygiene and health care, but also moral, spiritual, and intellectual development. A child grows up not only as another member of the human species, but as a unique individual. To understand this, parents and adults should not try to mold him into their image. They can ensure the child's correct development by providing him with an appropriate atmosphere in which he can develop his human personality through his own efforts.

"Schools are the intermediaries between the worlds of parents and children," says Broffenbreuner, a child psychologist, "and they can provide a venue for mutual understanding by facilitating parents' access into the world of children." This is accomplished through a symposium, parent conferences, an exhibit, school plays and events, a sport festival, and other means. School is where children spend the majority of their waking hours. That aspect of their personality that they displayed at school is frequently unknown to their working parents. Do they truly understand their children?

Dr. Schmidt's poem is echoed by the fact that the National Federation of Women's Clubs selects all women as "Outstanding Mothers of the Year" (NFWC). Their children were just as exceptional as their parents, who were successful professionals and community leaders.

A survey was conducted to determine the following "qualities" of a good mother:



1. The mother who understands how to love her children properly. "A wise mother is never ashamed to show her children that she loves them," says family counselor Robert R. Pierce.
2. A mother who is a role model for her children. Patrice Mac-Cormak, a family counselor, says, "A good mother shows her kids that fads come and go, but strong, solid principles stay forever."
3. The mother who pays attention. "A good mother is one who considers her children as individuals with equal rights and advantages," says Tallulah Bankhead, a Hollywood actress.
4. The mother who understands the difference between punishment and discipline. "A mother who uses her position as matriarch to guide her child in the proper path," says Collen Starr, a psychologist, and "Mothers confuse discipline and punishment," says Dr. William Homan, a Columbia University pediatrics professor.
5. The mother who exudes self-assurance in the form of an "Aura."

"In a study conducted by Bailey, says that "nursery school of education is normally a thing different from kindergarten and primary," and she pushes her children to become self-possessed and confident to face obstacles and solve issues." In the United States, a number of progressive educators have worked to address the challenge of group classification for individual children in kindergarten. Some children have received academic coaching in the following ways:

1. Assist them in continuing to raise children that are physically and socially mature.
2. Offered academic "enrichment" in groups that matched their average or retarded physical and social development to keep youngsters of advanced mental age happy and intellectually awake.



The schedule for the day has been divided by the US:

1. To allow youngsters to exercise and play with their physical and social friends while studying with their cerebral classmates.
2. Allowing children to do social studies with their classmates while reading, writing, and doing arithmetic at their current reading, writing, and arithmetic levels.

In his research, Indiana University sociology professor William Carsaro discovered that "true friendship" begins at the age of 3 to 4. As the season approaches, this age group begins to form barkadas, with newcomers sitting back to observe what the group is doing before joining uninvited. Kids who try three to four times are more likely to join the group, especially if they use a range of tactics. Children who become disappointed after a few rejections have difficulty finding playmates.

Here are some professional recommendations based on their research on how to help your youngster enhance his sociability:

1. "The majority of a child's social interactions occur when they are playing," says Aturer Asher, an educational psychologist at the University of California, Berkeley of Illinois
2. Ensure that your youngster has the opportunity to play with peers on a frequent basis. "Even the shyest of youngsters feel more comfortable on their own," 22 says family expert Diane Swanbrow, "and asking a schoolmate or putting a new friendship on a firmer foundation."
3. Make a connection between your child's behavior and having pals. According to psychologist Eugene Urbain, "as strange as it may appear, young toddlers frequently do not realize that their behavior has an impact on friendship."



4. Make time to talk about it.

In the Philippines, Republic Act No. 6972, also known as the "Barangay-Level Total Development and Protection of Children Act," was promulgated, which provides for the establishment of a daycare center in every barangay and the implementation of a program for the total development and protection of children. The Philippines Urban Community Welfare Program of the Social Welfare and Administration, now the Department of Social Welfare and Development, was the first to design a Day Care Services. In 1964, it was part of the UNICEF-supported Social Service Project. In 1978, Presidential Decree No. 1567 was issued in support of Day Care Services. This gave the town the opportunity to establish a Day Care Center for its underutilized preschool. The Montessori Filipino Child Research Center (MFGRC) founded by Director Josefa T. Quigue was another similar program established in the country.

A similar scheme was launched in the province of Cagayan. The Provincial Child Development Center was established within the Capitol site, in an old structure formerly owned by the Land Transportation Office and developed under the province's 20 percent Development Fund, through the initiative of then late Governor Rodolfo E. Aguinaldo and the operation continues by the succeeding administration up to this present administration. The center has been accredited by the Department of Social Welfare and Development, which is overseen by the Provincial Social Welfare and Development Officer of the province. Both children of Provincial Capitol staff and children of locals living near the capitol grounds have benefited from the initiative.

The following are the program's goals: 1) to provide supplemental parental care to children aged 3 to 6 years who are neglected during the day when working parents are unable to attend to their needs; 2) to develop their physical development, which means that preschool children become physically fit and healthy through proper care and nutrition, monitored growth; 3) development, and early disease detection through various play activities and



games; 4) ability to handle human relations, which means that the preschool child can understand and relate to his parents, other family members, brothers and sisters, peers and classmates, and other people he interacts with through storytelling, field trips, and sharing sessions; 5) development of creative and analytical ability, which means that the preschool child can develop his mental, intellectual, verbal, and language skills through arts and crafts, listening to music, and other forms of expression. and 6) Comfort and safety for the preschool kid during daycare sessions, as well as protection from various forms of neglect, abuse, cruelty, and exploitation.

This program's main activities include storytelling, news sharing, theatrical performance, and indoor/outdoor games. It also involves non-classroom tasks such as improving the center's structure and purchasing facilities, as well as recruiting a Day Care Worker. Parents help support the program by organizing themselves and electing officers for the Parents Organization. The facility has also produced Provincial Winners in preschool for the past three school years. Under accreditation certificate number 02-953, the Day Care Center is also accredited as a Five (5) Stars Day Care Center under Republic Act No. 6972, having met the minimal standards for Day Care Services.

The center has been nominated for the "Galing Pook Award" again.

It also kept the following records for information and quick reference: Master list of children/Registration list; Attendance Record; Pledge of Support (Honorarium); Memo of Agreement (site of the center); Inventory of Program Materials; Financial Statement; Child Development Checklist; CDC Profile; Session Plan; Outgoing/Incoming Communications; Annual Health Records; Monitoring Report of Day Care Worker Trainor/Supervisor; Intake Sheet/Parent's Consent and Minutes of Meetings of the Parents organization.

STATEMENT OF THE PROBLEM

This study attempted to ascertain the effectiveness of the Provincial Child Development Center in its mandated function and its effect on the performance of the working parents



employed by the Provincial Government of Cagayan. Specifically, it aimed to undertake on the following activities:

1. Determine the personal profile of the working mothers whose children are enrolled in the Provincial Child Development Center according to:
 - 1.1 Age
 - 1.2 Educational qualification
 - 1.3 Position/rank
 - 1.4 Ethnic Grouping
 - 1.5 Eligibility
 - 1.6 Length of service in the Provincial Government
2. Determine the number of children enrolled in the center for the past three years.
3. Assess the perception of parents as to the effectiveness of the center regarding the following aspects:
 - 3.1 physical development of the children
 - 3.2 development of personal abilities
 - 3.3 ability to handle human relations
 - 3.4 development of creative and analytical abilities
4. Ascertain the office performance of the parents for the year 2015 to 2018.
5. Determine the significant difference between the parents performance and their perception on the following:
 - 5.1 Physical development of the children
 - 5.2 Development of personal abilities
 - 5.3 Abilities to handle human relations
 - 5.4 Development of creative and analytical abilities



HYPOTHESIS

This study was guided by the following hypotheses that:

1. There is no significant difference between the parents performance and their perception on the physical development of the children.
2. There is no significant difference between the parents performance and their perception on the development of personal abilities
3. There is no significant difference between the parents performance and their perception on the abilities to handle human relations
4. There is no significant difference between the parents performance and their perception on the development of creative and analytical abilities.

RESEARCH METHODOLOGY

This study made use of the descriptive-correlational method of research. This method of research was used since this study simply determined the relationship between the manner parents and simply assessed the Provincial Child Development Center and their office performance during the calendar year. This method was further used since this study purports to present facts concerning the nature and status of the phenomenon under this study and utilizes 50 working parents who were employed in the Provincial Capitol whose children were presently enrolled in the center.

The researcher made use of the following tools to gather data. The questionnaire is the primary tool used in gathering data. Part I of the questionnaire shows the profile of the working parents whose children are presently enrolled in the Provincial Child Development Center. Part II covers the number of children enrolled in the center. Part III covers the perception of parents as to the effectiveness of the performance of the center. Part IV is a list of levels



B. Documentary Analysis – To supplement the questionnaire: documentary analysis was also utilized by the researcher. The documents used in this study included the Performance Evaluation System (PES) rating of the employees in the Provincial Government of Cagayan per semester: memoranda of Department Heads which are related to the performance of personnel, leaves, etc. , and other circulars of the Civil Service Commission regarding performance evaluation and other personnel actions.

C. Interviews. The researcher also conducted unstructured interviews based on the questionnaire in order to validate the ambiguous responses.

STATISTICAL TOOLS AND TREATMENT

The data gathered were grouped, tabulated, analyzed and then interpreted. From the responses given, appropriate tables were designed to show a total presentation of the findings. These tables were prepared in order to have consistency in the statistical interpretation of data.

Part I of the questionnaire of the data was analyzed using the simple frequency count, percentage and weighted mean were used in assessing the profile of the respondent of which the formula used for percentage is shown below:

F

$$P = \frac{F}{N} \times 100$$

N

Where:

P = Percentage of response

F = Frequency of response

N = Total number of respondents

100 = A Constant variable



By dividing the frequency responses by the total number of respondents and multiplying the quotient by 100, the percentage was determined.

The second part, on the perception of the parents as to the effectiveness of the center in the performance of the following: a) physical development; b) development of personal abilities; c) ability to handle human relations; d) development of analytical ability and creativity, the five-point scale weight was utilized. The weighted mean was the summation of the weighted value of the choice multiplied by the total frequencies on each column divided by the number of the total case (N).

The formula of which is:

$$X = \frac{F}{N}$$

Where:

X = Weighted mean

F = Frequency

X = Weighted value of the column

N = Total number of respondents

The result of the over-all weighted was analyzed and interpreted using the following ranges:

Mean Rating		Descriptive Scale
4.20	– 5.00	very effective
3.40	– 4.19	much effective
2.60	– 3.39	effective
1.80	– 2.59	not so effective



1.00 – 1.79

Ineffective

The third part of the performance of the working parents' levels of job performance corresponding the five below the weighted scale utilized.

Weighted Scale	Over-all Rating	Descriptive Scale
4.20 – 5.00	9.4 – 10.00	outstanding
3.40 – 4.19	7.6 – 9.30	very satisfactory
2.60 – 3.39	4.6 – 7.50	satisfactory
1.80 – 2.59	2.8 – 4.50	fair
1.00 – 1.79	2.0 – 2.70	poor

The statistical tools used in computing the relationship between the manner parents, assess the Provincial Child Development Center and their office performance during the calendar year were the F-test and T-Test of which the formulas are:

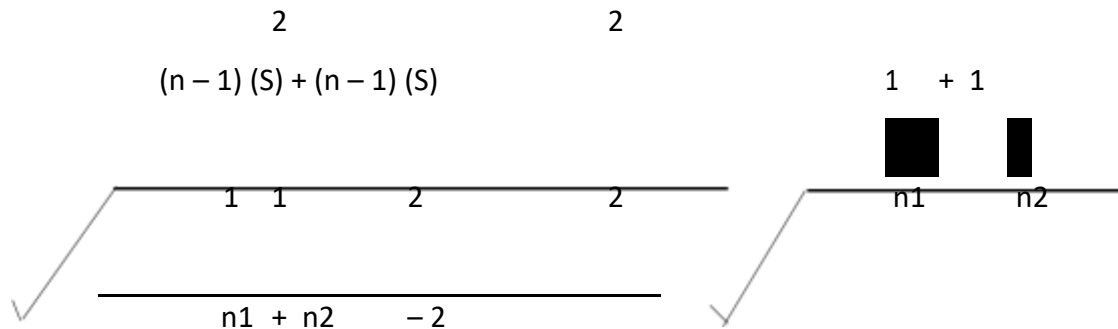
1.)

$$F = \frac{MSS_b}{MSS_w}$$

Where: MSSb = Mean sum of squares (between columns)
MSSw = Mean sum of squares (within columns)

2.)

$$T = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{MSS_w}{n}}}$$



Where n_1 = items of the sample 1

n_2 = items of the sample 2

\bar{X}_1 = mean of sample 1

\bar{X}_2 = mean of sample 2

S_1 = s.d of sample 1

S_2 = s.d of sample 2

RESULTS AND DISCUSSIONS

Table 1.1: Frequency and Percentage Distribution of Respondents According to Age

AGE RANGE	Frequency	Percentage
23-30	12	24.00
31-40	29	58.00
41-50	9	18.00
	50	100.00

Mean age----- 33 years old

Table 1.1 presents the frequency and percentage distribution of respondents according to age. The table shows that majority of the respondents fall under the age bracket of 31-40 or twenty-nine (29) constituting 58% of the total population. It is observed that most of the respondent's ages generally fall below middle age at the time the study was conducted. According to the survey conducted by the Philippine Statistics Office on Employment



Situation in the Philippines, they have found out that the largest number of employed persons were in the age group of 25 to 34 years with 27.5 percent of the total employed and the result of the survey coincides with the result generated in the study wherein majority of those employed were aged 31-40 followed by 23-30 and having a mean age of 33.

Table 1.2: Frequency and Percentage Distribution of Respondents According to Educational Qualification

EDUCATIONAL QUALIFICATION	Frequency	Percentage
Finished B.S. Degree	22	44.00
2 Years in College	12	24.00
High School Graduate	7	14.00
Started Masteral	5	10.00
Finished Masteral	3	6.00
Elem. Graduate	1	2.00
TOTAL	50	100.00

Table 1.2 presents the frequency and percentage distribution of respondents according to educational qualifications. It could be gleaned from the table that most of the respondents or 44% finished a Bachelor's Degree. This reflects that most of the working mothers are degree holders and this only shows that education is probably one of the areas in that women excelled in the Philippines as stated in the article "Women in the Philippines: Inspiring and Empowered." The table also reveals that there were twelve (12) or 24% who finished only 2 years in college while seven (7) or 14% finished high school. The table also shows that there were five (5) or 10% who started their masteral degree and three (3) or 6% finished with a masteral degree. Only one (1) or 2% was an elementary graduate.

The figure reveals therefore that due to the educational attainment of the respondents, most of them value education, that is why as early as possible they already start a good education for their children by enrolling them in a preschool. Since majority of the respondents had undergone formal schooling, many of them recognize the value of good education, hence enrolling in good schools, especially at the Provincial Child Development Center.



Table 1.3: Frequency and Percentage Distribution of Respondents According to Position/Ranks

POSITION/RANK	Frequency	Percentage
Rank & File	42	84.00
Section Chief	4	8.00
Division Chief	2	4.00
Asst. Dept. Head	1	2.00
Department Head	1	2.00
TOTAL	50	100.00

Table 1.3 presents the frequency and percentage distribution of respondents according to position or rank.

The table reveals that forty-two (42) or 84% belong to the rank & file group of respondents. This shows that working parents of the Provincial Government of Cagayan, particularly offices in the capitol compound hold the rank & file positions, having a very low income/salary and are classified as wage and salary workers wherein some of them cannot afford to have maids for their small kids, hence enroll them in a nearby preschool where somebody would supervise them. The result also affirms the data collected by the Philippine Statistics Authority that in 2018, the wage and salary workers composed of 63.8 percent of the total employed where workers in private establishments accounted the largest share followed by workers in government and government-controlled corporations. Section Chief had four (4) or 8% of the population and Division Chief had two (2) or 4%. The Asst. Department Head as well as the Department head had one (1) or 2% each.

The figure reveals therefore that due to very low income of the rank & file, most of them enroll their children in the Provincial Child Development Center, a free pre-school, exclusively for children of Capitol offices employees given to them as a form of privilege, that's why they prefer to bring their children in the center rather than in a private pre-school wherein tuition fees are very costly. It further means that employees are making use of the privilege given them as employees of the Cagayan Provincial Capitol.



Table 1.4: Frequency and Percentage Distribution of Respondents According to Ethnic Grouping

GROUP	Frequency	Percentage
Ilocano	25	50.00
Ibanag	14	28.00
Itawes	7	14.00
Tagalog	4	8.00
TOTAL	50	100.00

Table 1.4 presents the frequency and percentage distribution of respondents according to ethnic grouping. The table shows that there were twenty five (25) or 50% of the respondents belonging to the Ilocano Ethnic Group, followed by the Ibanag of which there were fourteen (14) or 28%, while the Itawes Group had seven (7) or 14% and only four (4) or 8% belonged to Tagalog Ethnic Group.

The figure reveals that the Provincial Child Development Center of Cagayan was dominated by Ilocanos and the result coincides with the survey conducted by the Philippine Statistics Authority wherein based on their survey they have found out that Ilocano was the most prominent ethnic group in Cagayan. An article written in the Province of Cagayan Website about people, culture and arts also stated that due to the influx or entry of Ilokano migrants in the last century, majority of the people of Cagayan speak Iloko as their primary language.

Table 1.5: Frequency and Percentage Distribution of Respondents According to Eligibility

ELIGIBILITY	Frequency	Percentage
Trades & Craft/Mc #10/Res.435	5	10.00
Clerical/Sub.Prof/CCE	14	28.00
First Grade/Prof/CCO	25	50.00
RA 1080/Board Exam Passer	6	12.00
Rasul Bill (Change of status from temporary to permanent on	2	4.00



account of seven years as temporary appointment)

Non Eligibility	7	14.00
TOTAL	50	100.00

Table 1.5 presents the frequency and percentage distribution of respondents according to eligibility.

The table reveals that there were twenty five (25) or 42% who are first grade – professional/Cultural Community officer eligibility holders, followed by the clerical Sub – Prof/CCE with 24%. The R A 1080/ Board Exam Passer is six (6) or 10% while Rasul Bill is two (2) or 4%. There are seven (7) or 12% having no eligibility and five (5) or 8% of Trades and Craft/Mc #10/Res.435.

Records likewise show that there were nine (9) respondents holding two kinds of eligibility either clerical/sub-Prof/CCE at the same time 1st Grade or 1st and Board Passer. The data imply that the parents of children enrolled at the Provincial Child Development Center of the Province of Cagayan are holders of varied eligibility, career people and are qualified for the jobs they are actually holding.

Table 1.6: Frequency and Percentage Distribution of Respondents According to Length of Service in the Provincial Government

LENGTH OF SERVICE	Frequency	Percentage
1 – 5 years	19	38.00
6 – 10 years	10	20.00
11 – 15 years	15	30.00
16 – 20 years	5	10.00
31 – above	1	2.00
TOTAL	50	100.00

Table 1.6 presents the frequency and percentage distribution of respondents according to length of service in the Provincial Government. As shown in the table, 19 of the respondents, constituting 38% rendered 1-5 years in the Provincial Government. Records further show that some of them are holding a status as casual employees and some of them



have no maids to take care of their small kids during office hours, that's why they prefer to bring their children at the Provincial Child Development Center rather than leaving their children unattended at home or incur tardiness or absenteeism.

The table also reveals that there were ten (10) or 20% who rendered 6-10 years, fifteen (15) or 30% who rendered 11-15 years and only 1 or 2% rendered 31 years and above. This implies that although the respondents stayed earlier than the other respondents above, they were also aware on the operation of the center and its implication in preparation to the formal education of the preschool children as other schools do. The operation of the Provincial Child Development Center serves as an incentive for the employees at the Provincial Capitol, to stay longer, so that they can avail of this privilege.

2.Determine the number of children in the center for the past three years.

Table 2: Frequency and Percentage Distribution of Respondents according to the Number of Children Enrolled in the Center for the Past Three Years

Sex	School Year 2015-2016		School Year 2016-2017		School Year 2017-2018	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Male	12	52.00	14	54.00	14	58.00
Female	11	48.00	12	46.00	10	42.00
Total	23	100.00	26	100.00	24	100.00

Table 2 presents the frequency and percentage distribution of respondents according to the number of children in the center for the past three years. The table shows that for the School Year 2015-2016 there were twelve (12) or 54% female preschool children enrolled while eleven (11) or 48% were males. There were fourteen (14) or 54% females and twelve (12) or 46% males enrolled for the School Year 2016 – 2017 and for the School Year 2017-2018 the table shows that there were fourteen (14) or 58% female and ten or 42% males enrolled.



The data imply that while daycare/ preschool for 3 to 4 years old is not mandatory, the parents opted to enroll their children in the center in preparation to their formal education and for their children not to miss the critical periods of development. Just like what UNICEF wrote in one of their articles that children who attend preschool are more eager to learn and are able to handle social interactions and group dynamics.

3. Assess the perception of parents as to the effectiveness of the center

Table 3.1: Frequency, Item Mean and Descriptive Scale Distribution of the Perception of Parents as to the Effectiveness of the Center Regarding the Physical Development of the Children

PHYSICAL SCALE	DEVELOPMENT	VE	ME	E	NE	IE	ITEM MEAN	DESCRIPTIVE SCALE
proper health care		14	16	20	0	0	3.88	Much Effective
proper nutrition		8	23	19	0	0	3.78	Much Effective
monitored growth & development		7	23	20	0	0	3.74	Much Effective
early detection of disease		8	11	29	0	0	3.50	Much Effective
OVERALL MEAN-----								Much Effective 3.72

Table 3.1 presents the frequency, item mean, and descriptive scale distribution of the perception of parents as to the effectiveness of the center regarding the physical development of the children. The table shows that proper health care got the highest item mean of 3.88 followed by proper nutrition of 3.78 then monitored growth and development with 3.74 and early detection of disease with 3.50. All the four factors got a descriptive scale of "much effective". The overall mean of 3.72 shows that the parents assessed the effectiveness of the center regarding physical development as effective. This implies the center is much effective in performing, educating, and monitoring the physical development of the preschoolers. Records show that the center maintains a Child Development Checklist for referral and a general check-up at the capitol clinic, whatever the result of their check-



up, the Day Care Worker reports to their respective parents for information. The capitol clinic also gives medicines for prevention. The Day Care Worker also discussed with the parents the proper Health Care and proper nutrition of their children so that their children will maintain good health as they grow older. The result, therefore, implies that preschool or daycare education can improve the development of the children and can also act as a protective factor against the future onset of adult disease and disability. According to an article published by the University Extension Websites on physical development in child care, they have stated that child care programs can support children's physical development by providing safe surroundings, good nutrition, and plenty of time for active play and exploration.

Table 3.2: Frequency, Item Mean and Descriptive Scale Distribution of the Perception of Parents as to the Effectiveness of the Center Regarding the Development of Personal Abilities

DEVELOPMENT ABILITIES	PERSONAL	VE	ME	E	NE	IE	ITEM MEAN	DESCRIPTIVE SCALE
feeding/snacks		10	21	18	0	0	3.76	Much Effective
toileting		9	19	21	0	0	3.68	Much Effective
playing different games		13	18	19	0	0	3.88	Much Effective
cutting different shapes		10	22	18	0	0	3.84	Much Effective
drawing		10	25	15	0	0	3.90	Much Effective
coping style & behavior		10	17	23	0	0	3.74	Much Effective
OVERALL	MEAN-----							Much Effective 3.80

Table 3.2 present the frequency, item mean, and descriptive scale distribution of the perception of parents as to the effectiveness of the center regarding the development of personal abilities. The table shows that drawing got the highest mean of 3.90 followed by playing games with an item mean of 3.88 and toileting got the lowest item mean of 3.68. All variables identified in the table got a descriptive scale of much effective and an overall mean of 3.80. This implies that the center has the quality to develop the personal abilities of



preschool children. Records show that the Day Care Worker requested the parents to give their children their own feeding tools aside from the kitchen utensils of the center like water jars, basins, plates, glasses, spoons, and forks. It also requested to the parents bring extra dresses for their children for substitution in case they accidentally wear it out. In playing different games, the children followed instructions given as they perform their indoor/outdoor games. As per records, no preschoolers met accidents during the games. In cutting different shapes, records also show that preschoolers are requested to have their own folders with complete accessories like: scissors, colored paper, bond paper, and paste. This means that by providing them with complete needs in cutting, they can develop their skills in many ways. In drawing skills, records show that the center produced preschoolers into Provincial Winners in the Draw and Tell Category yearly: a proof that the center is really a good place to learn.

Table 3.3: Frequency and Item Mean Distribution of the Perception of Parents as to the Effectiveness of the Center Regarding the Ability to Handle Human Relations

ABILITY TO HANDLE HUMAN RELATIONS	VE	ME	E	NE	IE	ITEM	DESCRIPTIVE MEAN
he understands & relates well with his parents and other adults in the family	17	22	11	0	0	4.12	Much Effective
he understands & relates well with his peers and classmates	21	18	10	0	0	4.14	Much Effective
he interacts with through storytelling field trips & sharing sessions	18	22	10	0	0	4.16	Much Effective
Lending and sharing things	20	19	11	0	0	4.18	Much Effective
Waiting for his turn during the activity	20	17	13	0	0	4.14	Much Effective
Not quarreled with other children	15	20	14	0	0	3.94	Much Effective



Helping locate or return lost things for others 14 22 13 0 0 3.94 Much Effective

OVERALL MEAN----- Much Effective
4.09

Table 3.3 presents the frequency, item mean, and descriptive scale distribution of the perception of parents as to the effectiveness of the center regarding the ability to handle human relations. The table shows that the ability in lending and shares got the highest mean of 4.18 followed by “he interacts with through storytelling field trips & sharing sessions” with an item mean of 4.16, “he understands & relates well with his peers and classmates” and “Waiting for his turn during the activity” got the same mean of 4.14. On the other hand, “Helping locate or return lost things for others” and “Not quarreled with other children” both got the lowest item mean of 3.94. The table further shows an overall mean of 4.10 or “much effective”. This implies that the center trained the preschoolers to easily understand and relate well to their parents and to other members of the family. Records show that the center has given a time for sharing among the preschoolers in order to express themselves and train them to interact by answering and asking questions. The center also trained the preschoolers to become disciplined, friendly, and taught them the real meaning of camaraderie. The preschoolers developed the value of honesty, become industry and modesty.

Table 3.4: Perception of Parents as to the Effectiveness of the Center Regarding the Development of Creative and Analytical Abilities

DEVELOPMENT OF CREATIVE & ANALYTICAL ABILITIES	VE	ME	E	NE	IE	ITEM	DESCRIPTIVE MEAN
comprehension	13	23	14	0	0	3.98	Much Effective
number concept	11	25	14	0	0	3.94	Much Effective
immediate memory	10	21	19	0	0	3.82	Much Effective
visual memory and imitation	9	27	13	0	0	3.84	Much Effective
language competency	8	25	16	0	0	3.76	Much Effective
role memory	9	23	17	0	0	3.76	Much Effective



Vocabulary acquisition	8	13	28	0	0	3.52	Much Effective
OVERALL MEAN-----							Much Effective
3.80							

Table 3.4 presents the frequency, item mean and descriptive scale distribution of the perception of parents as to the effectiveness of the center regarding the development of creative and analytical abilities. The table shows that comprehension got the highest item mean of 3.98 or “much effective” followed by number concept, visual memory and imitation and immediate memory with an item mean of 3.94, 3.84 and 3.82 respectively. Vocabulary acquisition got the lowest item mean of 3.52. The table further shows an over-all mean of 3.80 or “much effective”. This implies that the center has the ability to prepare the children to formal education. Records show that the center produced preschoolers into Provincial Winners both in the Draw and Tell Category and reciting poem category yearly since the start of the operation of the center. Memorizing long stanzas at an early age was not an easy task for a kid but through great motivation from the Day Care Worker and follow-up from parents, this becomes a reality and a proof on the effectiveness of the center. In addition, the center trained also the preschoolers in correct pronunciation and simple arithmetic. Records also show that the center had enough visual aids which served as instructional materials for the preschoolers which aided them to learn easily.

IV. Ascertain the office performance of the working parents.

Table 4: Frequency and Percentage Distribution of the Performance of Parents for the year 2015 to 2018

PERFORMANCE	2015		2016		2017		2018	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Outstanding	2	4.00	2	4.00	2	4.00	3	6.00
Very satisfactory	44	88.00	47	94.00	47	94.00	47	94.00
Satisfactory	4	8.00	1	2.00	1	2.00	0	0.00



Fair	0	0.00	0	0.00	0	0.00	0	0
Poor	0	0.00	0	0.00	0	0.00	0	0
Total	50	100.00	50	100.00	50	100.00	50	1

Table 4 presents the frequency and percentage distribution of the performance of parents for the year 2015 to 2018. The performance evaluation is a system of identifying major and minor responsibilities of a position consistent with the organizational goals and objectives, evaluating objectively the performance against established standards, and using the results thereof in making personnel decisions/sanctions (Memorandum Order No. 118-E, s. 1993). As seen on the table majority of the parents have a very satisfactory rating across all years which only shows that their performance exceeded expectations and that all goals, objectives and targets were achieved above the established standards (CSC – Guidelines in the Establishment of Agency Strategic Performance Management System). From an article published by the National Academic Press, they have stated that the evaluation of workers' performance is directed toward two fundamental goals. The first to create a measure that accurately assesses the level of an individual's performance and second to create a performance measurement system that will advance one or more operational functions in an organization. If the administrators of the Provincial Government of Cagayan would follow the two fundamental goals, then we can say that majority or almost all of the respondents are qualified to be promoted and some are even qualified for higher positions or can hold positions that involve decision making which can help the organization increase its production or service to the people. On the other hand, the parents who got a satisfactory performance rating need closer supervision so that they can change their working habits and become more productive.

Table 5.1: Significant Difference Between the Parents Performance and their Perception on Physical Development of the Children

Performance	Physical Development
Mean = 4.025	Mean = 3.755
Std. Dev. = 0.183	Std. Dev. = 0.596
N=50	N=50



Computed Value $T=3.0585$ (D.F.=98)

Tabular Value $=\alpha.05 = 1.684$

$= \alpha.01 = 2.423$

Table 5.1 presents the significant difference between the parents performance and their perception on physical development of the children. A standard deviation of 0.183 was computed for performance while a computed standard deviation of 0.596 was obtained for physical development. With a 98 degree of freedom a computed value of $t = 3.0385$ was obtained. Since the tabular value of $\alpha.05 = 1.684$ and $.01 = 2.423$ level of significance is lesser than the computed value of t than the hypothesis earlier advanced is rejected, hence there is a significant difference between the parents performance and perception on physical development of the children. Since the parents were assured that their children were well taken cared at the center, they were not worried anymore of their children's need, hence concentrated more on their work in the office giving them very satisfactory performance.

Table 5.2: Significant Difference Between the Parents Performance and their Perception on the Development of Personal Abilities

Performance	Development of Personal Abilities
Mean = 4.025	Mean = 3.8381
Std. Dev. =0.183	Std. Dev. =0.6053
N=50	N=50
Computed Value $T = 2.0888$ (D.F.=98)	
Tabular Value $=\alpha.05 = 1.671$	
$= \alpha.01 = 2.0333$	

Table 5.2 shows the significant difference between the parents performance and their perception on the development of personal abilities. A standard deviation of 0.183 was obtained for performance while 0.6053 was computed for personal abilities. With a 98 degree of freedom a computed value of $t = 2.0888$ was obtained. Since the tabular value at $.05 = 1.671$ while at $.01 = 2.0333$ level of significance is lesser than the computed value of t ,



then the hypothesis is rejected, therefore there is a significant difference between the perception of parents on personal abilities and their performance. This was so since the perception of parents on personal abilities was much effective. Due to the high regard of parents on the capabilities of the center, they were able to perform well their office duties, hence obtaining very satisfactory rating.

Table 5.3: Significant Difference Between the Parents Performance and their Perception on the Abilities to Handle Human Relations

Performance	Abilities to handle Human Relations
Mean = 4.025	Mean = 4.1142
Std. Dev. =0.183	Std. Dev. =0.7001
N=50	N=50
Computed Value T = 0 . 8714 (D.F.=98)	
Tabular Value $=\alpha.05 = 1.671$	
$= \alpha.01 = 2.390$	

Table 5.3 manifests the significant difference between the parents performance and their perception on the abilities to handle human relations. A standard deviation of 0.183 for performance was computed while for ability to handle human relations is 0.7001. with a 98 degree of freedom a computed value of $t = 0.8714$ was obtained. Since tabular value at $.05 = 1.671$ and $.01 = 2.390$ level of significance is greater than the computed value of t than the hypothesis earlier stated is accepted, hence there is no significant difference between performance and ability to handle human relations. The high performance of parents did not in any way affect their children's ability to improve their human relations.



Table 5.4: Significant Difference Between the Parents Performance and their Perception on the Development of Creative and Analytical Abilities

Performance	Development of Creative and Analytical Abilities
Mean = 4.025	Mean = 3.8662
Std. Dev. =0.183	Std. Dev. =0.6268
N=50	N=50
Computed Value T = 1.6973 (D.F.=98)	
Tabular Value $=\alpha.05 = 1.671$ $= \alpha.01 = 2.30$	

Table 5.4 presents the significant difference between the parents performance and their perception on the development of creative and analytical abilities. A standard deviation of 0.183 for performance was computed while 0.6768 was obtained for perception. With a 98 degree of freedom a computed value of $t = 1.673$ was obtained. Since the tabular value at $.05 = 1.761$ and $.01 = 2.390$ level of significance is greater than the computed value of t , the hypothesis earlier advance is accepted, hence there is no significant difference between performance and perception on development of creative and analytical abilities. This finding further implies that the children's creative and analytical abilities did not affect their parents' office performance.

Table 5.5: Significant Different Between the Performance and the Perception of Parents as to Physical Development, Development of Personal Abilities, Abilities to Handle Human Relations

And Creative and Analytical Abilities

Activities	Sum of Responses	Sum of the square of the responses
A = Performance	201.25	811.6875
B = Physical Development	187.25	722.4375
C = Personal Abilities	191.13	748.78837
D = Abilities to Handle Human Relations	205.57	869.2487



E = Creative and Analytical Abilities	193.67	679.1011
TOTAL	979.37	3921.2585

Computation for ANOVA:

Source of Variation	Sum of Responses	DF	Mean Square
Between Groups	4.326	4	1.0815
Within Groups	80.27	245	0.328
TOTAL	84.596	249	

Computed Value of F-Test = 3.297

Tabular Value of F-Test :

- at alpha 0.05 = 2.41
- at alpha 0.01 = 3.41

RESULT:

1. Reject H_0 at alpha 0.05

2. Accept H_0 at alpha 0.01

Table 5.5 presents the over-all difference between the performance of parents and their perception. As shown above the computed value of F-Test is 3.297. at .05 level of significance the tabular value of $F = 2.41$ is lesser than the computed value of $F =$ therefore at .05 the hypothesis is rejected, while means that there is a significant difference between performance and perception of parents, while at .01 level of significance $F = 3.41$ which is greater than the computed value of F , hence the hypothesis earlier stated is accepted, hence there is no significant difference between performance and perception of parents.

CONCLUSIONS

In the light of the aforementioned findings, the conclusions are hereby arrived at.



The operation of the Provincial Child Development Center of the Province of Cagayan has greatly helped the employees of the said agency. It had greatly improved the office performance of female workers since a part of their home responsibilities is taken over by the Center. The creation of the Provincial Child Development Center of the Province of Cagayan greatly helped the female workers with children enrolled at the center improve their performance. At the same time, it also helped in the physical, social, and intellectual development of the children.

RECOMMENDATIONS

Based from the findings and conclusions of the study, the following are recommended.

1. Since workers are the heart of the organization, management should institute a strong concern especially the working parents who handle multiple roles: as a wife, as a mother, as a worker and many more, in terms of incentives and other awards.
2. An outstanding or very satisfactory performance of the employees, especially the working mothers should be maintained and appreciated by the management by giving them the benefits on time.
3. Based from the findings, the Provincial Child Development Center is a very effective program to improve working habits and performance of the working parents, top management should support and develop the center into more standard learning institution that can compete with other preschools like: Saint Paul University, Montessori or United Methodist Christian School.
4. Records show that the Day Care Worker had a status as a casual under 20% fund of the province, top management should create a permanent position for her in order to be more active and financially stable.
5. Working parents whose children are presently enrolled in the Provincial Child Development Center should inform and convince the other working parents to enroll their children and to be acquainted on the daily operation of the center and experience to receive such privileges. They should also support the management



especially the Day Care Worker so that the operation of the center will become successful and lasting.

6. With proper information and dissemination on the effectiveness of the center and its objectives, working parents should be aware on their duties and responsibilities as mothers without affecting their job performance.
7. the yearly production of the center of preschool children into Provincial Winners of different contested categories should be maintained and recognized by the management by giving cash awards or plaque of recognition or plaque of appreciation.
8. Without the strong motivation of the Day Care Worker, preschool children winners were not produced. Management should also recognize and awarded the Day Care Worker in terms of plaque of appreciation or plaque of recognition.
9. The Provincial Child Development Center was a program designed by the present administration of Hon. Rodolfo E. Aguinaldo, incumbent as well as the incoming administration should also develop and maintain the daily operation of the center in order to attain its objectives and totally change the working habits of the working parents of the Provincial Government of Cagayan.

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