

## Improvement of the Competencies of Early Childhood Education Teachers in Bicol Region Through Training

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**Abstract** - Socio-demographic profile, teaching methods, strategies used and training needs of Early Child Preschool Teachers (PSTs) and Day Care Workers (DCWs) in Region V (Camarines Sur, Camarines Norte, and Albay) were studied. The level of improvement in the teaching competencies of PSTs and DCWs in Camarines Sur before and after the capability enhancement training was determined.

Half of the PSTs were young (19 -30 years old). Almost all (92.5%) of PSTs are female. Half are married and half are single in status. Their monthly salary ranged from Php 3,000.00- Php 4,000.00. All of them finished college but lack specialization in early childhood education. Half of them had one to three years teaching experience. Contrary to the above findings, the DCWs belonged to the middle-age group (31-40 years old). Most of them are female and married. More than half of them received Php 1,000.00 – Php 2,000.00 monthly honorarium and are college graduates who lack early childhood education units. The rest are college undergraduate, high school graduate and high school undergraduate. More than half have worked as DCW for seven to 15 years and above.

Early education teachers used demonstration method and behavioral modeling. Computer assisted instruction was never used. Their training needs were on framing behavioral objectives, lesson planning, teaching methodologies, development of instructional materials, and skills in music, arts and drama.

Both PSTs and DCWs have fair level of teaching competency (LTC) and have developing level of teachers professional development (LTPD) along lesson planning, teaching methodologies and development of instructional materials before the training except for framing behavioral objectives among PSTs which was satisfactory and skills in music, arts and drama among DCWs was satisfactory. The LTC of PSTs and DCWs in all teaching competencies was high and have expert level of LTPD after the training except for lesson planning among DCWs which was satisfactory.

Significant differences were observed in the level of improvement in all teaching competencies of PSTs and DCWs after the training.

**Keywords:** Early Childhood Education, Day Care Workers

### I. INTRODUCTION

With the current deterioration of the country's school system, now considered among the bottom-dwellers in global

student competitiveness and often blamed for producing graduates ill trained for the job market, the executive branch of the government issued marching orders for the sector to shape up. One of the recommendations is that children are to spend a year in Preschool or Day Care before entering Grade 1. In July 26, 2005, it was declared that education should start early and maintain the highest educational standards by standardizing what is taught in the Barangay Day Care Centers.

The Presidential Task Force for Education (PTFE) response is to strengthen the current programs implemented in Day Care Centers and Preschools so that these would develop into more formal and effective preschools. According to the 2008 PTFE Status Report, the 10-year basic education in the Philippines lacks two years by World Standards. The policy option presented was to standardize Day Care Centers and Preschool curriculum.

The provision of early intervention services as a government policy is anchored on the Department of Social Welfare and Development (DSWD). The honorarium of Day care workers vary depending on the Internal Revenue Allotment of the village or barangay whether it is a fifth class or first class municipality. If the barangay belongs to a fifth class municipality, the honorarium will be very low and the Day care workers teaching competencies will also vary. Throughout the country, there are more than 25,000 Day Care Centers.

Considering the child as one of the most important assets of the nation, every effort should be exerted to promote his welfare and enhance his opportunities for a useful and happy life. The quality of children's lives before beginning formal education greatly influences the kind of learners they can be. Preschool teachers and Day Care workers are crucial to a successful experience. They perform a combination of basic care and teaching duties. They provide the opportunities for children to learn. Preschool teachers and child care workers play a vital role in preparing children to build the skills they will need in elementary school. Their teaching competencies are important to successful early childhood teaching.

To date, data on quality Early Childhood Education are not available, as no assessment of the ECE has been conducted among providers to determine the quality of their services. It is a common knowledge that most preschools and day care centers are mere child-minding centers (UNESCO, 2009). Likewise there is no study yet conducted to determine the Preschool and Day Care workers teaching competencies. Development interventions done along this least attended to sector of the educational system is also dearth in data.

**II. OBJECTIVES OF THE STUDY**

This study aimed to identify the teaching methods and strategies used by PSTs and DCWs; to assess the training needs of PSTs and DCWs; and to determine the level of improvement in the teaching competencies of PSTs and DCWs before and after the training.

**III. MATERIALS AND METHODS**

**Research Design and Data Collection**

The study used descriptive comparative methods. Descriptive method was used to determine the socio-demographic profile, teaching methods, strategies, training needs and teaching competencies of PSTs and DCWs before and after the training. Comparative method was used to determine the significant difference in the teaching competencies of PSTs and DCWs before and after the training.

Data collection was done through primary data collection, secondary data collection and Focus Group discussion methods.

**Participants**

Three groups of respondents were involved in the study. The 437 PSTs and 270 DCWs in Camarines Norte, Camarines Sur, and Albay were determined through random sampling technique. The second group were the DepEd Preschool Education Supervisors, School Principals both public and private, Preschool teachers, Day Care Workers, DSWD Provincial Officer of Camarines Sur and Naga City, NGO representatives, and parents who served as FGD participants. The third group were the Schools Division Superintendents of Camarines Sur, Camarines Norte, and Albay as key informants of the study.

Trainees in the Capability Training were selected through purposive sampling technique. The 30 participants were chosen using the following criteria: (1) PSTs and DCWs of Camarines Sur due to proximity and the geographical scope of the extension services of CSSAC (2) DCWs who are non-education majors or non BEEed graduates (3) LGU

recommendees who will serve as trainers of DCWs in their respective municipalities and communities.

**Instrument**

Four sets of instruments were used in this study. Questionnaire was used to determine the teacher’s profile, teaching methods, strategies and training needs of the respondents. The second was the training evaluation given to the 30 participants from Camarines Sur to determine the level of teaching competencies of PSTs and DCWs before and after the training. The third was the class observation checklist to observe the presentation of the lesson, development of the lesson focusing on the expected teacher behavior and children/pupils behavior and the wrap up made by the PSTs/DCWs. The fourth was the FGD checklist to generate early childhood education themes, enrich and understand the context of quantitative data and obtain data for policy recommendations.

**Data Analysis**

The study made use of descriptive statistics and t-test for independent samples and paired samples. The quantitative data were analyzed using frequency count, percentage and weighted mean.

Weighted mean was used in computing the teaching competency levels of PSTs and DCWs before and after the training. Competency profile was obtained following the Teacher Professional Development Index (TPDix) of DepEd NCBTS-TSNA. Labels for the Index include: Expert (EE), Experienced (E), Developing (D), and Beginning (B). To determine the level of improvement in the teaching competency, the DepEd NCBTS KSA Competency Indicator was used. The Code for competency level include: High (H), Satisfactory, and Low (L).

To determine the significant differences in the teaching competency of PSTs and DCWs before and after the training, t-test was used.

This is the scale used to interpret the teachers’ competency level and the teacher professional development

**Teachers Competency Level**

Code for Competency Level	Labels	Competency Level
H	High	1.76-2.00
S	Satisfactory	1.51-1.75
F	Fair	1.26-1.50
L	Low	1.00-1.25

**Teacher Professional Development**

Code for Level of Teachers Professional Development	Labels	Competency Level
EE	Expert	1.76-2.00
E	Experienced	1.51-1.75
D	Developing	1.26-1.50
B	Beginning	1.00-1.25

Scale used to interpret the teacher level of improvement.

Code for Level of Improvement	Labels	Competency Level
H	High	0.40 – 0.45
S	Satisfactory	0.35 – 0.39
F	Fair	0.30 – 0.34
L	Low	0.25 – 0.29

## IV. RESULTS AND DISCUSSION

**Socio- Demographic Profile of PSTs and DCWs in Camarines Sur, Camarines Norte and Albay**

In terms of age, half (51.02%) of PSTs in Camarines Sur, Camarines Norte, and Albay were young with an age range of 19-30 years old. Only 3.4% of belonged to 51-60 year-old. In contrast, 32.0% of DCWs in the three provinces were in the middle-age group (41-50 year-old). Only 4.0% of the DCWs were 61 years old and above.

Table 1. Age of PSTs and DCWs in Camarines Sur, Camarines Norte, and Albay.

Age	Preschool Teachers								Day Care Workers							
	Camarines Sur		Camarines Norte		Albay		TOTAL	Reg'l %	Camarines Sur		Camarines Norte		Albay		TOTAL	Reg'l %
	F	%	f	%	f	%			f	%	f	%	F	%		
19- 30	111	49.12	6	37.5	33	63.46	150	51.02	28	18.4	22	21	10	14.7	60	18.46
31- 40	69	30.53	7	43.75	10	19.23	86	29.25	44	28.9	24	23	23	33.8	91	28
41-50	36	15.93	3	18.75	5	9.62	44	14.97	39	25.7	38	36	27	39.7	104	32
51-60	7	3.1	0	0	3	5.77	10	3.4	27	17.8	17	16	6	8.8	50	15.38
61 above	0	0	0	0	0	0	0	0	10	6.6	2	2	1	1.5	13	4
No answer	3	1.32	0	0	1	1.92	4	1.36	4	2.6	2	2	1	1.5	7	2.15
<b>TOTAL</b>	<b>226</b>	<b>100</b>	<b>16</b>	<b>100</b>	<b>52</b>	<b>100</b>	<b>294</b>	<b>100</b>	<b>152</b>	<b>100</b>	<b>105</b>	<b>100</b>	<b>68</b>	<b>100</b>	<b>325</b>	<b>100</b>

In terms of gender, similar findings revealed that almost all of the PSTs and DCWs in the three provinces were female.

Table 2. Gender of PSTs and DCWs in Camarines Sur, Camarines Norte, and Albay.

Gender	Preschool Teachers								Day Care Workers							
	Camarines Sur		Camarines Norte		Albay		TOTAL	Reg'l %	Camarines Sur		Camarines Norte		Albay		TOTAL	Reg'l %
	f	%	f	%	f	%			f	%	f	%	F	%		
Male	17	7.52	0	0	2	3.85	19	6.46	13	9	5	5	0	0	18	5.54
Female	206	91.15	16	100	50	96.15	272	92.5	131	86	98	93	68	100	297	91.39
No answer	3	1.33	0	0	0	0	3	1.02	8	5	2	2	0	0	10	3.07
<b>TOTAL</b>	<b>226</b>	<b>100</b>	<b>16</b>	<b>100</b>	<b>52</b>	<b>100</b>	<b>294</b>	<b>100</b>	<b>152</b>	<b>100</b>	<b>105</b>	<b>100</b>	<b>68</b>	<b>100</b>	<b>325</b>	<b>100</b>

When it comes to civil status, almost half (44.90%) of PSTs in Camarines Sur, Camarines Norte, and Albay were single and almost half of them (44.90%) were married. On the other hand, 60.31% of DCWs in the three provinces were married. While 28.0% were single and only 2.77% were widower/widow.

Table 3. Civil status of PSTs and DCWs in Camarines Sur, Camarines Norte, and Albay

Civil Status	Preschool Teachers								Day Care Workers							
	Camarines Sur		Camarines Norte		Albay		Tot al	Reg'l	Camarines Sur		Camarines Norte		Albay		TOTAL	Reg'l
	f	%	f	%	f	%			f	%	f	%	f	%		
Single	105	46.46	2	12.5	25	48.08	132	44.9	35	23	20	29	36	34	91	28
Married	95	42.04	12	75	25	48.08	132	44.9	104	68	44	65	48	46	196	60.3
Separated	1	0.44	0	0	0	0	1	0.34	0	0	0	0	0	0	0	0
Widow/	2	0.88	0	0	0	0	2	0.68	1	1	3	4	5	5	9	2.77
Widower							0								0	
No answer	23	10.18	2	12.5	2	3.84	27	9.18	12	8	1	2	16	15	29	8.92
<b>TOTAL</b>	<b>226</b>	<b>100</b>	<b>16</b>	<b>100</b>	<b>52</b>	<b>100</b>	<b>294</b>	<b>100</b>	<b>152</b>	<b>100</b>	<b>68</b>	<b>100</b>	<b>105</b>	<b>0</b>	<b>325</b>	<b>100</b>

Table 4 shows the monthly salary of PSTs and DCWs in Camarines Sur, Camarines Norte, and Albay. The monthly salary of PSTs ranged from P3,000.00 to P9,000.00. Data showed that 42.18% of PSTs in the three provinces had a monthly salary of P3,000.00- P4,000.00 while the 39.12% of

them received a monthly salary of P5,000- P6,000. Only 2.38% had a monthly salary of P 9,000.00 and above. It was also noted from the interview, that out of the total PSTs in the three provinces only 18 PSTs are occupying regular plantilla positions with a monthly salary of P15, 649.00.

Table 4. Monthly salary of PSTs and DCWs in Camarines Sur, Camarines Norte, and Albay.

Monthly Salary/ Honorarium	Preschool Teachers								Day Care Workers							
	Camarines Sur		Camarines Norte		Albay		TOTAL	Reg'l %	Camarines Sur		Camarines Norte		Albay		TOTAL	Reg'l %
	f	%	f	%	f	%			f	%	f	%	f	%		
Below 1000	0	0	0	0	0	0	0	0	26	17	15	22	0	0	41	12.62
1,000-2,000	0	0	0	0	0	0	0	0	79	52	30	44	82	78	191	58.77
3,000-4,000	110	48.67	0	0	14	26.92	124	42.18	29	19	8	12	0	0	37	11.38
5,000-6,000	74	32.74	13	81.25	28	53.85	115	39.12	5	3	6	9	16	15	27	8.31
7,000-8,000	2	0.88	0	0	0	0	2	0.68	0	0	9	13	2	2	11	3.38
9,000 above	3	1.33	2	12.5	2	3.85	7	2.38	5	3	0	0	0	0	5	1.54
No answer	37	16.38	1	6.25	8	15.38	46	15.64	8	6	0	0	5	5	13	4
<b>TOTAL</b>	<b>226</b>	<b>100</b>	<b>16</b>	<b>100</b>	<b>52</b>	<b>100</b>	<b>294</b>	<b>100</b>	<b>152</b>	<b>100</b>	<b>68</b>	<b>100</b>	<b>105</b>	<b>100</b>	<b>325</b>	<b>100</b>

On the other hand, the monthly honorarium of DCWs in Camarines Sur, Camarines Norte, and Albay ranged from below P1,000.00 to P9,000.00 above. More than half (58.77%) of them received only P1,000.00 – P2,000.00 while only 1.54% of them received P9, 000.00. According to the FGD participants, DCWs are deprived of the privileges and benefits such, clothing allowance, sick leave, and promotions.

All of the PSTs finished college and only one (0.44%) PST in Camarines Sur holds a Master’s degree. FGD participants claimed that both PSTs and DCWs lack specialization in Early Childhood Education. Nearly sixty percent (58.77) of DCWs finished college while the rest of them were vocational graduate (19.38%); high school graduate (0.62%); and high school undergraduate (16.92%).

Table 5 shows the educational attainment of PSTs and DCWs in Camarines Sur, Camarines Norte, and Albay.

From the three provinces, 16.92% of the DCWs did not meet the requirement prescribed by the DSWD that Day Care Workers should be at least high school graduate.

Table 5. Educational attainment of PSTs and DCWs in Camarines Sur, Camarines Norte, and Albay

Educational Attainment	Preschool Teachers								Day Care Workers							
	Camarines Sur		Camarines Norte		Albay		TOTAL	Reg'l %	Camarines Sur		Camarines Norte		Albay		TOTAL	Reg'l %
	f	%	f	%	f	%			f	%	f	%	f	%		
High School Undergraduate	0	0	0	0	0	0	0	0	23	15	18	27	14	27	55	16.92
High School Graduate	0	0	0	0	0	0	0	0	2	1	0	0	0	0	2	0.62
Vocational Graduate	0	0	0	0	0	0	0	0	7	5	0	0	0	0	7	2.15
College Undergraduate	2	0.9	0	0	0	0	2	0	30	20	7	10	26	10	63	19.38
College Graduate	217	96.01	16	100	52	100	285	100	86	57	40	59	65	59	191	58.77
Master’s Degree Graduate	1	0.44	0	0	0	0	1	0	0	0	0	0	0	0	0	0
No Answer	6	2.65	0	0	0	0	6	0	4	2	3	4	0	4	7	2.15
<b>TOTAL</b>	<b>226</b>	<b>100</b>	<b>16</b>	<b>100</b>	<b>52</b>	<b>100</b>	<b>294</b>	<b>100</b>	<b>152</b>	<b>100</b>	<b>68</b>	<b>100</b>	<b>105</b>	<b>100</b>	<b>325</b>	<b>100</b>

In terms of years of teaching, half (51.70%) of PSTs in Camarines Sur, Camarines Norte, and Albay had one to three years teaching experience and only 1.36% stayed for 15 years and above. Contrary to the above findings, 26.15% of DCWs in Camarines, Camarines Norte, and Albay had 15 years above teaching experience and 24.31% had one to three years teaching experience.

Table 6. Years of teaching of PSTs and DCWs in Camarines Sur, Camarines Norte, and Albay

Years of teaching	Preschool Teachers								Day Care Workers							
	Camarines Sur		Camarines Norte		Albay		Reg'l %	Camarines Sur		Camarine sNorte		Albay		Reg'l %		
	f	%	f	%	f	%		TOT AL	f	%	f	%	TOT AL			
Below 1	16	7.1	1	6.25	2	3.85	19	6.46	6	4	7	10	0	0	13	4
1 – 3	106	46.9	6	37.5	40	76.9	152	51.7	44	29	10	15	25	24	79	24.31
4 – 6	32	14.1	5	31.25	2	3.85	39	13.27	28	18	6	9	17	16	51	15.69
7 – 9	19	8.4	4	25	2	3.85	25	8.5	11	7	13	19	14	13	38	11.69
10 – 12	12	5.3	0	0	2	3.85	14	4.76	12	8	4	6	9	9	25	7.69
13 – 15	11	5	0	0	0	0	11	3.74	10	7	7	10	4	3	21	6.46
15 above	2	0.8	0	0	2	3.85	4	1.36	36	24	21	31	28	0	85	26.15
No answer	28	12.4	0	0	2	3.85	30	10.21	5	3	0	0	8	24	13	4
TOTAL	226	100	16	100	52	100	294	100	152	100	68	100	105	89	325	100

**Teaching methods and strategies used by PSTs and DCWs**

Demonstration method was always used by PSTs and DCWs in Camarines Sur, Camarines Norte, and Albay.

Table 7. Teaching methods used by PSTs and DCWs in Camarines Sur, Camarines Norte, and Albay

Teaching Methods	Preschool Teachers						Day Care Workers					
	Camarines Sur		Camarines Norte		Albay		Camarines Sur		Camarines Norte		Albay	
	Wm	FU	Wm	FU	Wm	FU	Wm	FU	Wm	FU	Wm	FU
Inductive Method	2.07	S	4.38	A	1.88	S	2.07	S	1.88	S	4.38	A
Deductive Method	1.79	S	2.83	A	1.97	S	1.79	S	1.97	S	2.83	A
Integrated Method	2.15	S	3.5	A	2.38	S	2.15	S	2.38	S	3.5	A
Demonstration Method	2.73	A	2.77	A	2.5	A	2.73	A	2.5	A	2.77	A
Drill Method	2	S	2.69	A	2.55	A	2.0	S	2.55	A	2.69	A

Legend: Wm = Weighted Mean; FU = Frequency Usage; Always (A): 2.35 – 3.00; Sometimes (S): 1.68 – 2.34; Never (N): 1.00 – 1.67

In terms of teaching strategies used by PSTs and DCWs in Camarines Sur, Camarines Norte, and Albay, they always used behavioral modeling and they never used computer-assisted instruction.

Table 8. Teaching strategies used by PSTs and DCWs in Camarines Sur, Camarines Norte, and Albay

Teaching Strategies	Preschool Teachers						Day Care Workers					
	Camarines Sur		Camarines Norte		Albay		Camarines Sur		Camarines Norte		Albay	
	Wm	FU	Wm	FU	Wm	FU	Wm	FU	Wm	FU	Wm	FU
<b>Whole Group Instruction</b>												
Behavioral Modeling	2.39	A	2.94	A	2.52	A	2.55	A	2.41	A	2.67	A
Trips	1.99	S	1.63	N	1.81	S	1.94	S	2.31	S	1.86	S
Role Playing	2.14	S	1.94	S	2.06	S	2.15	S	2.61	A	2.54	A
<b>Small Group Instruction</b>												
Cooperative Learning	2.48	A	2.81	S	2.46	A	2.5	A	2.61	A	2.77	A
<b>Individual Instruction</b>												
Computer-Assisted Instruction	1.62	N	1.56	N	1.38	N	1.1	N	1.8	N	1.26	N
Independent Instruction	2.2	S	2.31	S	2	S	1.9	S	2.5	A	2.5	S

Legend: Wm = Weighted Mean; FU = Frequency Usage; Always (A): 2.35 – 3.00; Sometimes (S): 1.68 – 2.34; Never (N): 1.00 – 1.67

**Training needs of PSTs and DCWs in Camarines Sur, Camarines Norte, and Albay**

Training needs of the respondents include the following: Framing Behavioral Objectives, Lesson Planning, Teaching Methodologies, Development of Instructional Materials and Skills in Music, Arts and Drama.

**Level of teaching competency (LTC) and level of teacher professional development (LTPD) of PSTs and DCWs in Camarines Sur before the training evaluation**

Before the training, the level of teaching competency of PSTs on framing behavioral objectives was satisfactory and the level of teacher professional development was experienced. While the level of teaching competency in lesson planning, teaching methodologies, development of instructional

materials, and skills in music, arts and drama was fair. The level of teacher professional development (LTDP) along these competencies was developing.

On the other hand, before the training the level of teaching competency of DCWs on framing behavioral objectives, lesson planning, teaching methodologies and development of instructional materials was fair. Their LTPD was developing. It was noted that only skills in music, arts and drama have satisfactory level of teaching competency.

Considering the General Weighted Mean (GWM) on the level of teaching competency in relation to the Level of Teachers Professional Development (LTPD), data show that all teaching competencies were labeled developing to both PSTs and DCWs. Training and professional needs have to be addressed as priority.

Table 9. Level of teaching competency and level of teacher professional development of PSTs and DCWs in Camarines Sur before the training

Teaching Competencies	Preschool Teachers					Day Care Workers					GWM	LTPD
	K	S	A	AVE	LTC	K	S	A	AVE	LTC		
Framing Behavioral Objectives	1.71	1.46	1.46	<b>1.54</b>	<b>S</b>	1.50	1.43	1.47	<b>1.46</b>	<b>F</b>	<b>1.50</b>	<b>D</b>
Lesson Planning	1.49	1.31	1.33	<b>1.38</b>	<b>F</b>	1.33	1.24	1.22	<b>1.26</b>	<b>F</b>	<b>1.32</b>	<b>D</b>
Teaching Methodologies	1.54	1.46	1.42	<b>1.47</b>	<b>F</b>	1.44	1.38	1.44	<b>1.42</b>	<b>F</b>	<b>1.45</b>	<b>D</b>
Development of Instructional Materials	1.50	1.38	1.37	<b>1.40</b>	<b>F</b>	1.35	1.24	1.29	<b>1.29</b>	<b>F</b>	<b>1.35</b>	<b>D</b>
Skills in Music, Arts & Drama	1.38	1.23	1.23	<b>1.28</b>	<b>F</b>	1.52	1.53	1.59	<b>1.55</b>	<b>S</b>	<b>1.42</b>	<b>D</b>

Legend: K:knowledge; LTC: Level of Teaching Competency; S:skills; GWM: General Weighted Mean; A: attitude; LTPD: Level of Teachers Professional Development

**Level of teaching competency (LTC) and level of teacher professional development (LTPD) of PSTs and DCWs in Camarines Sur after the training**

It is noted that the level of teaching competencies of PSTs in all teaching competencies after the training was high. On the other hand the level of teaching competency of DCWS on lesson planning which was satisfactory while LTC in framing behavioral objectives, teaching methodologies, development of instructional materials and skills in music, arts and drama was high.

Considering the GWM on the level of teaching competency in relation to the Level of Teachers Professional Development (LTPD), PSTs and DCWs were labeled as expert. The data show that both PSTs and DCWs had almost all the competencies for effective teaching at high level. Strengths have to be sustained and enhanced; professional development needs have to be continuously addressed and their teaching competencies be enhanced further.

Table 10. Level of teaching competency and level of teacher professional development of PSTs and DCWs in Camarines Sur after the training

Teaching Competencies	Preschool Teachers					Day Care Workers					GWM	LTPD
	K	S	A	AVE	LTC	K	S	A	AVE	LTC		
Framing Behavioral Objectives	2	2	2	<b>2</b>	<b>H</b>	1.94	1.97	1.97	<b>1.96</b>	<b>H</b>	<b>1.98</b>	<b>EE</b>
Lesson Planning	2	2	2	<b>2</b>	<b>H</b>	1.65	1.71	1.71	<b>1.69</b>	<b>S</b>	<b>1.85</b>	<b>EE</b>
Teaching Methodologies	2	2	2	<b>2</b>	<b>H</b>	1.79	1.76	1.79	<b>1.78</b>	<b>H</b>	<b>1.89</b>	<b>EE</b>
Development of Instructional Materials	1.96	1.96	1.92	<b>2</b>	<b>H</b>	1.79	1.73	1.73	<b>1.75</b>	<b>H</b>	<b>1.85</b>	<b>EE</b>
Skills in Music, Art & Drama	1.85	1.8	1.92	<b>1.9</b>	<b>H</b>	2	2	2	<b>2</b>	<b>H</b>	<b>1.94</b>	<b>EE</b>

Legend: K:knowledge; LTC: Level of Teaching Competency; S:skills; GWM: General Weighted Mean; A: attitude; LTPD: Level of Teachers Professional Development

**Level of improvement in teaching competencies of PSTs in Camarines Sur before and after the training**

The level of improvement in lesson planning and skills in music, art and drama was high with a level of improvement (LOI) of 0.45. Level of improvement in teaching methodologies and development of instructional materials was satisfactory with a level of

improvement (LOI) of 0.36 and 0.39 respectively. While level of improvement in framing behavioral objectives was fair with a level of improvement (LOI) of 0.30.

The high level of improvement (LOI) in lesson planning and skills in music, art and drama is attributed to the new knowledge and skills acquired in the training on early childhood education that the PSTs attended.

Table 11. Level of improvement in teaching competencies of PSTs in Camarines Sur before and after the training

Teaching Competencies	Pre-training Evaluation				Post-training Evaluation				DOI	LOI
	K	S	A	AVE	K	S	A	AVE		
Framing Behavioral Objectives	1.71	1.46	1.5	<b>1.54</b>	2	2	2	<b>2</b>	<b>0.3</b>	<b>F</b>
Lesson Planning	1.49	1.31	1.3	<b>1.38</b>	2	2	2	<b>2</b>	<b>0.5</b>	<b>H</b>
Teaching Methodologies	1.54	1.46	1.4	<b>1.47</b>	2	2	2	<b>2</b>	<b>0.4</b>	<b>S</b>
Development of Instructional Materials	1.5	1.38	1.4	<b>1.4</b>	1.96	1.96	1.92	<b>1.95</b>	<b>0.4</b>	<b>S</b>
Skills in Music, Arts& Drama	1.38	1.23	1.2	<b>1.28</b>	1.85	1.8	1.91	<b>1.86</b>	<b>0.5</b>	<b>H</b>

Legend: K: knowledge; DOI: Degree of Improvement; S: skills; LOI: Level of Improvement; A: attitude

#### Level of improvement in teaching competencies of DCWs in Camarines Sur before and after the training

The teaching competencies in lesson planning and development of instructional materials had satisfactory level of improvement with a degree of improvement (DOI) of .34 and .36 respectively.

Table 12. Level of improvement in teaching competencies of DCWs in Camarines Sur before and after the training

Teaching Competencies	Pre-training Evaluation				Post-training evaluation				DOI	LOI
	K	S	A	AVE	K	S	A	AVE		
Framing Behavioral Objectives	1.54	1.43	1.47	<b>1.48</b>	1.94	1.97	1.97	<b>1.96</b>	<b>0.32</b>	<b>F</b>
Lesson Planning	1.33	1.24	1.22	<b>1.26</b>	1.65	1.71	1.71	<b>1.69</b>	<b>0.34</b>	<b>S</b>
Teaching Methodologies	1.44	1.38	1.44	<b>1.42</b>	1.79	1.76	1.79	<b>1.78</b>	<b>0.25</b>	<b>L</b>
Development of Instructional Materials	1.35	1.24	1.29	<b>1.29</b>	1.79	1.73	1.73	<b>1.75</b>	<b>0.36</b>	<b>S</b>
Skills in Music, Art & Drama	1.52	1.53	1.59	<b>1.55</b>	2	2	2	<b>2</b>	<b>0.29</b>	<b>L</b>

Legend: K: knowledge; DOI: Degree of Improvement; S: skills; LOI: Level of Improvement; A: attitude

Table 13. Test of Significant Difference of teaching competencies of PSTs and DCWS in Camarines Sur.

Teaching Competencies/Domains	Computed t value		Tabular t value		Statistical Significance
	PSTs	DCWs	PSTs	DCWs	
<b>Framing Behavioral Objectives</b>					
KNOWLEDGE	-2.961	-3.776	1.782	1.746	Significant
SKILLS	-4.166	-5.383	1.782	1.746	Significant
ATTITUDE	-4.166	-4.863	1.782	1.746	Significant
<b>Lesson Planning</b>					
KNOWLEDGE	-5.732	-3.006	1.782	1.746	Significant
SKILLS	-7.235	-5.476	1.782	1.746	Significant
ATTITUDE	-7.230	-4.274	1.782	1.746	Significant
<b>Teaching Methodologies</b>					
KNOWLEDGE	-3.860	-3.165	1.782	1.746	Significant
SKILLS	-4.503	-3.792	1.782	1.746	Significant
ATTITUDE	-4.629	-3.165	1.782	1.746	Significant
<b>Dev't of IMs</b>					
KNOWLEDGE	-5.196	-4.657	1.782	1.746	Significant
SKILLS	-6.040	-6.733	1.782	1.746	Significant
ATTITUDE	-6.121	-4.243	1.782	1.746	Significant
<b>Skills in Music, Art &amp; Drama</b>					
KNOWLEDGE	-3.207	-3.771	1.782	1.746	Significant
SKILLS	-4.382	-3.771	1.782	1.746	Significant
ATTITUDE	-5.196	-3.347	1.782	1.746	Significant

The trainer's training conducted of PSTs and DCWs in Camarines Sur along framing behavioral objectives, lesson planning, teaching methodologies, development of instructional materials and skills in music, arts, and drama significantly improved their level of teaching competencies.

## V. CONCLUSIONS

PSTs and DCWs always used demonstration method and behavioral modeling but never used computer-assisted instruction. PSTs and DCWs training needs were on framing behavioral objectives, lesson planning, teaching methodologies, development of instructional materials, and skills in music, arts and drama. Level of teaching competencies of both PSTs and DCWs significantly improved after the training

## VI. RECOMMENDATIONS

Increase plantilla positions for DepEd preschool teachers for security of tenure. Increase and standardize monthly honorarium and benefits of DCWs to uplift their socio-economic status. Enactment of laws to strengthen the security of tenure of qualified and incoming DCWs. Continuing in-service training program on Early Childhood Education and professional development of PSTs and DCWs. Hire full-fledged early childhood education graduates for new DCWs and PSTs positions. Intensify government support to improve implementation of Early Care Education (ECCE) of DSWD and Preschool education of DepEd

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