Enhancement Activities for the Day Care Centers and Development Workers

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Abstract - Day Care Centers are managed by Day Care Workers (DCWs). These teachers contribute to the total development of the early childhood learners. In this present study, it was noted during the interview and focus group discussion that the DCWs needed enhancement activities for them to carry out their teaching tasks. Exercises on letter sound were the most priority need over teaching strategies, production of instructional materials, and pedagogy. Thus, an action plan for a three-day enhancement program was proposed.

INTRODUCTION

Assessment is any variety of procedures used to obtain information (Linn and Gronlund, 2000:32) to determine the strengths and identifies improvement areas (Model for Need Assessment, 2005). A needs assessment is a systematic process to collect and analyze information on what a target group needs to learn. Conducting a needs assessment is being used to develop curriculum for training programs. Needs assessment should be conducted before any adult educational activity so that the available resources can be used to the maximum benefit of the learners (Ratnapalan and Hilliard, 2002). This information serves as bases in planning actions for improvement or enhancement activities. Thus, needs assessment identifies the areas to be addressed in the enhancement programs. As Khan and Sarwar (2011) said that training in which in this study referred to as enhancement program, provides employees the knowledge and skills needed to do a particular task, and also change their attitude in favor of their performance.

Rouda and Kusy (1995) states that needs assessment is a systematic exploration of the way things are and the way they should be. To conduct a needs assessment, the four steps should be considered. First, perform a "gap" analysis that is to check the current situation to determine the current state of skills, knowledge, and abilities of the people in the organization. In the "gap" analysis of the situation, it is important to identify the desired or necessary conditions for organizational and personal success. Analysis of the situation focuses on the necessary job tasks/standards, as well as the skills, knowledge, and abilities needed to accomplish these tasks successfully. It is important that the actual needs of the people are identified. The difference in the "gap" between the current and the necessary will identify the needs, purposes, and objectives. It is important that in addressing the "gap" the problems, impending change, opportunities, strengths, new directions, and mandated training will be identified. Secondly, identify priorities and importance. The first step produced a large list of needs for training and development, career development, organization development, and/or other interventions. The second step examines these in view of their importance to organizational goals, realities, and constraints. Thirdly, identify causes of performance problems and/or opportunities.

Prioritize and focus on critical organizational and personal needs, then identify specific problem areas and opportunities in for the organization. Know if people are doing their jobs effectively and if they know how to do their jobs. This requires detailed investigation and analysis of people, their jobs, and the organization. Fourthly, identify possible solutions and growth opportunities. Some training and/or other interventions might be designed if sufficient importance is attached to moving our people and their performance into new directions.

Moreover, learning needs assessments are often conducted to identify deficiencies in knowledge, skill, behavior, or attitude in the current teaching practices (Donald and Donald, 1992). There are several methods of needs assessment described in the literature. This present study utilized the following methods to assess the needs of the Day Care Centers and Development workers, namely, documentary analysis, interview, and focus group discussion.

Interviews. An interview can be viewed as a conversation with the purpose of gaining in-depth insight into someone's perspective. The advantages of an interview are that it is personal and gives the researcher an in-depth understanding of the learner's perspectives. Qualitative interviewing unveils a broader range of learning needs and opportunities for program development than quantitative methods alone (Crandall, 1998). The interview further assists the day care workers to assess their teaching skills and formulate targets for self-enhancement. As Sadler (2002 cited in Sy, 2011) emphasis that community members need to set their direction through the formulation of meaningful goals which one could perform by themselves. The interview hopes to gather realistic needs that could be addressed in the enhancement activities.

Focus Groups. Focus groups are usually, seven to ten randomly selected participants who meet criteria to be considered by learners for a particular service or educational activity. A skilled facilitator, who encourages a sense of synergy but explores differences in opinion, conducts the interview. Planning, developing core questions, facilitating or moderating the session, and analysis of data are the essential steps in conducting focus group interviews (Tipping, 1998). Focus group interviews differ from individual interviews, because members of the

group draw strength from one another to express some opinions that they may otherwise view as unpopular. Focus groups provide a broad range of qualitative data in a timely, cost-effective manner and help to clarify and elaborate the quantitative data (Ratnapalan and Hilliard, 2002).

Employing these methods to assess the needs of the Day Care Centers and Development teachers, it is hoped to identify the improvement areas to be addressed which will be the bases in designing enrichment activities that truly mentor the Day Care teachers' weaknesses. In this present study, their teaching needs are assessed and become the basis for the enhancement activities.

OBJECTIVES OF THE STUDY

This study assessed the Day Care Centers and Development teachers' teaching needs for the academic year 2010-2011. An action plan for enhancement activities was designed based on the findings of the study.

MATERIALS AND METHODS

This present study utilized the descriptive method of research. It described, analyzed, and interpreted data concerning the teachers' teaching needs for the academic year 2010-2011. The study also sought to design an action plan for enhancement activities.

The respondents were the 89 Day Care Centers and Development teachers of Ozamiz City. Data were gathered through the use of documentary analysis, interview, and focus group discussion Frequency and percentage distribution were used to describe the profile of the teachers' educational attainment.

RESULTS AND DISCUSSION

This section presents, analyzes and interprets the data gathered on the teaching needs of the Day Care workers in Ozamiz City.

Profile of the Day Care Center and Development Workers' Educational Attainment

The DCWs' educational attainment was described either undergraduate or graduate as shown in Table 1.

Table 1: DCWs' educational attainment

Educational Attainment	Frequency	Percentage
Undergraduate	47	53
Graduate	41	47
BSED	(7)	
BEED	(13)	
Other Degrees	(21)	
TOTAL	88	100

The data show that there are more Day Care workers who are undergraduate than those who graduated a degree. This data was taken from the Masterlist of Ozamiz City Day Care Workers in June 2010. In an interview with Mrs. Marivic P. Kaamiño, TAD Chief and Mrs. Gemma M. Hornijas, DCW 1 / Day Care Officer Designate, they pointed out that applicant may be accepted to teach in Day Care Centers if they had finished at 72 units in college. Thus, any applicant with other degrees aside from education may be accepted to teach in Day Care Center. Mrs. Kaamiño and Mrs. Hornijas further stressed that Local Officials also recommends teachers for Day Care Center and Development.

Thus this scenario conforms to Khan and Sarwar's (2011) idea that the teacher needs to have mastery of the content and curriculum, appreciation of the various forms of standards, awareness of assessment, ability to organize the lessons, the ability to engage students in instructional decisions. The ways in which a teacher interacts with students and organizes instruction are critically important aspects of helping each child learn (Tharp, 1999; Tharp et al, 2003 in Khan and Sarwar, 2011).

Enhancement Activities Needed by the Day Care Centers and Development Teachers

In an interview with Mrs. Gemma M. Hornijas on February 2, 2011 regarding the teaching needs of the Day Care teachers, she pointed out the difficulties of the teachers in teaching the letter sound. This concern is part of the lesson content in teaching beginning readers. Mrs. Hornijas further showed Form 2A on Accreditation Tools for Center-Based ECCD Program. This accreditation tool addressed Area A which is on advancement of children's growth and development. Children enrolled in Day Care Centers need to know the basic letter sound for them to cope with the learning challenges in kindergarten. Children enrolled in Day Care Centers will then enroll in the Department of Education for kindergarten.

During the focus group discussion conducted by the Dr. Flordelis J. Ejercito, Vice-Chancellor for Research, Development, Evaluation and Linkages, and Dr. Maria Nancy Quinco-Cadosales, Dean, College of Education and Graduate Studies with the Day Care Center teachers on February 4, 2011, they affirmed their needs on how to teach the letter sound above other needs on teaching strategies and preparation of the instructional materials.

These needs affirms Khan and Sarwar (2011) findings that teachers need training in preparation of instructional material, lesson planning, use of audio-visual aids, time table development, test formation, preparation of question papers, marking of tests, interpretation of results and feedback based on evaluation. Thus, an action plan for their enhancement activities was designed to address the Day Care Center teachers teaching needs. A meeting with the faculty of the College of Education was chaired by the Dean to put in place the enhancement activities.

Moreover, Buivydas, et al. (2011) emphasized the value of "top down" training seminars or workshops in partnerships with colleges and universities for professional development. With this, it the aim of the College of Education, La Salle University to be the delivering university of the enhancement activities of the DCWs. As Isani and Virk (2004 in *Ullah*, *Khan*, *Murtaza*, and *Din, 2011*) emphasized that institutions of higher education have the main responsibility for

equipping individuals with advanced knowledge and skills required for positions of responsibility in government, business, and the professions. Thus, after a thorough analysis of the needs of the DCWs from multiple sources, an action plan for the enhancement activities was conceptualized.

Action Plan for Enhancement Activities

Staff development aims at building and promoting an effective personality through learning and trait strengthening programmes. It includes development of skill oriented vision, mental poise, unbiased perception, vigilance, drive, communication skills, team building, competence in decision making and problem solving capabilities, honesty etc, and the art of encouraging as well as tolerating different viewpoints (Sisodia, 2000 in Khan and Sarwar, 2011). Moreover, staff development provides activities intended to upgrade and update the knowledge, skills, and understanding of the human resource in schools. It aims to create positive and productive changes in the human resource's thinking and behavior, and to secure compliance with school and national policies (Seyfarth, 1991 in Bago, 2008). Further, Hicks (1984 in Anvari, Amin, and Seliman, 2010) argued that if employees are given reasonable information about the training program, the employees can see how training fits with their needs. If they feel that the match is good, they have a heightened desire to learn (Porter et al., 1974, in Anvari, Amin, and Seliman, 2010), which is a prerequisite to strategize training. It is clear that training attitudes in strategizing training as a dimension of personal analysis needs was discovered by results. Hicks (1984 in Anvari, Amin, and Seliman, 2010) indicated that employees who received the reasonable training and those who had a higher degree of choice were more likely to perceive the seminar to be appropriate for them to take and were better able to profit from training. Also, they were more committed to their decisions to attend the training.

In this present study, the teaching needs of the Day Care Center teachers were identified and became the bases in the action plan for the enhancement activities. These enhancement activities hoped to improve the abilities of the teachers to handle and teaching early

childhood learners. The action plan for enhancement activities is shown in Table 2. After the conduct of the enhancement activities, evaluation will be conducted. The result of the evaluation will then serve as bases for the next years' development programs for the Day Care Center teachers.

Table 2. Enhancement activities for the early childhood care and development workers May 18, 19, 20, 2011

Day/Time	Activity	Topic	Methodology	Materials Needed	Responsible Person	Expected Output
Day 1: May 18, 2011						
8:00 – 8:30 AM	Registration of Participants		Fill-up the Registration Form	Registration forms Ball pens Seminar Kits	CED Secretary	Accomplished registration forms
8:30 – 9:00	Opening Program	*Invocation *Pambansang Awit *Opening Remarks: CSWD Director *Messages: - LSU President - CSWD Director *Orientation on the Mechanics of the Seminar - Workshop		Program for the Seminar-Workshop	Dean, CED Secretary Ms. Mary Grace Daga-ang	Distributed the program to the people concerned
9:00 – 10:00	Input	No to Styro	Lecture	LCD, Notes	Engr. Larubis	Suggested ways on how to
10:00 – 10:30	Snacks					
10:30 – 12:00	Input	Virtues of A Good Teacher	Lecture	Handouts, LCD	Dr. Maria Nancy Quinco-Cadosales	Revised one's philosophy of teaching
12:00 – 1:00 PM	Lunch					
1:00 – 4:30	Input	Letter Sound	Oral Activities	Handouts	Dr. Maria Nancy Quinco-Cadosales	Produced the correct sound of each letter
4:30 – 5:00	Processing of the first-day activity		Open forum		Mrs. Marivic Kaamiño	Identified the difficulties of the participants for the first-day activities
Day 2: May 19, 2011						

Time	Activity	Topic	Method	Materials	Facilitators	Objective
8:00 – 8:30 AM	Preliminary Activities	Morning Prayer, Checking of Attendance, Energizers			Ms. Mary Grace Daga-ang	Settled the participants for the days' activities
8:30 – 12:00 NN	Input: Teaching Strategy	"Marungko Approach"	Lecture-discussion	Handouts	Dr. Calixta Colarte Dr. Wenny Caseros Ms. Pablita Posadas Ms. Irene Eguico	Wrote a lesson plan using the Marungko Approach
12:00 NN – 1:00 PM	LUNCH					
1:00 – 5:00 PM	Teaching Demonstrations		Critiquing of the demonstration	Teaching Materials	Dr. Calixta Colarte Dr. Wenny Caseros Ms. Pablita Posadas Ms. Irene Eguico Ms. Mary Grace Daga-ang	Conducted a teaching demonstration

Day 3: May 20, 2011

Time	Activity	Topic	Method	Materials	Facilitators	Objective
8:00 – 8:30 AM	Preliminary Activities	Morning Prayer, Checking of Attendance, Energizers			Ms. Mary Grace Daga-ang	Settled the participants for the days' activities
8:30 – 12:00 NN	Input: Teaching Strategy	"Number Concept"	Lecture-discussion	Handouts	Dr. Calixta Colarte Dr. Wenny Caseros Dr. Emma Suana Dr. Maria Nancy Cadosales	Wrote a lesson plan using the Number Concept Approach

Time	Program	Activity	Materials/Method	Facilitator	Output
12:00 NN – 1:00 PM	LUNCH				
1:00 – 3:30 PM	Teaching Demonstrations	Critiquing of the demonstration	Teaching Materials	Dr. Calixta Colarte Dr. Wenny Caseros Dr. Emma Suana Dr. Maria Nancy Cadosales	Conducted a teaching demonstration
3:30 – 5:00 PM	Closing Program	Evaluation of the 3-day enhancement activities	Answering the evaluation	Evaluation Tool	LSU Planning Officer	Conducted an evaluation of the activity
		Impressions from the Day Care Teachers	Open forum		2 teacher-participants	Expressed their learning from the enhancement activities
		Closing Remarks	Speech		Dr. Flordelis Ejercito VC-RDEL	Synthesized the 3-day activities
		Distribution of Certificates	Awarding of Certificates	Certificates	Dr. Emma Suana VC-Academics Dr. Maria Nancy Cadosales Dean, CED	Distributed the certificate of participation

The College of Education provides the snacks during the three-day enhancement sessions. Each participant is budgeted Php 50.00 for snacks per day. There are seventy expected people to include the participants and resource speakers.

CONCLUSION AND RECOMMENDATIONS

The present study found out that there more undergraduate and non-education graduate Day Care Center workers. The educational qualification for a worker to teach in Day Care Centers is at least 72 units in college. The insufficient educational qualifications of the Day Care Center workers to teach are the main reason why they have teaching needs. Thus, an action plan for enhancement activities was designed.

Early childhood education requires workers to be competent in handling and teaching young children. The workers' ability to prepare the lesson and teach the lesson is very vital in the children's love for school. The child's learning in his/her experiences in the Day Care Centers helped him/her to cope with the demands in the next stage of his/her school life. Workers therefore, need to be equipped with the necessary knowledge, skills, and pedagogy in teaching early childhood.

1. The CSWD personnel should annually assess the Day Care Center workers' teaching needs as bases of a development plan.

2. Seminar-workshops must be conducted to enhance the Day Care workers' teaching competencies.

3. Further study may be conducted on the teaching skills of Day Care Center workers in Ozamiz City.

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