

Practices of Daycare Workers in Quezon City in Encouraging Age-Appropriate Learning and Socialization

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ABSTRACT

The study examines the practices and skills of daycare workers in Quezon City in promoting age-appropriate learning and socialization. It identifies both facilitating and hindering factors in encouraging children's development. Results show that most daycare workers actively encourage children to interact, share, and participate in group activities. The majority of respondents rated their skills as "Advanced" in fostering these areas. Facilitating factors include using observation and assessment to address learners' developmental needs, while hindering factors include learning challenges such as comprehension issues, lack of self-confidence, and difficulty with word retrieval. The study suggests that to foster an enriching environment, daycare workers should incorporate structured activities, play-based learning, group interactions, and diversity within their classrooms, creating a supportive environment for children's holistic growth.

Keywords: Age-appropriate Learning, Socialization, Early Childhood Education, Daycare centers, Child development

INTRODUCTION

In the Philippines, daycare centers play a crucial role in providing care and early childhood education for young children while parents or guardians are at work [1]. These centers create a safe environment for learning, play, and socialization, offering programs that support holistic development, including early childhood education, basic literacy and numeracy skills, socialization activities, nutritious meals, and health monitoring. Staffed with trained social workers, often called daycare workers or child development workers, these individuals undergo training to care for and educate young children [2], [3], [4].

Daycare centers recognize and cater to each child's unique strengths, abilities, and learning styles, providing individualized instruction and attention [5], [6]. Emphasizing age-appropriate learning and socialization, daycare workers observe and assess children's progress, adjusting activities and strategies accordingly. The centers encourage socialization through group activities like circle time, storytelling, singing, dancing, and group projects, fostering communication skills, cooperation, empathy, and a sense of belonging. Positive reinforcement and guidance techniques are employed to promote appropriate behavior and social skills, with praise, encouragement, and gentle guidance helping children understand and follow rules, share, take turns, and resolve conflicts peacefully [7].

In daycare centers, studies recommend that teachers implement developmentally appropriate practices aligned with young children's cognitive, physical, social, and emotional abilities. This involves understanding age-specific milestones and tailoring instructional strategies accordingly [8], [9], [10].

Furthermore, daycare workers play a crucial role in promoting socialization and emotional development through responsive interactions. A balance of small-group and whole-group activities supports individualized learning and social interactions. Creating a well-organized and predictable environment enhances engagement and self-regulation. Building partnerships with families, providing scaffolding for learning, and actively involving children in the learning process are essential practices. Daycare workers should also facilitate collaborative interactions, provide positive reinforcement and constructive feedback, and respect

children's cultural diversity. Engaging in reflective practice and staying updated on best practices ensure continuous improvement. However, the impact of these practices may vary based on factors like context and individual needs. Ultimately, employing these teaching practices effectively promotes age-appropriate learning and socialization, fostering children's overall development and well-being in daycare centers [11].

Research consistently highlights the vital role of daycare center workers in shaping a child's early development by emphasizing age-appropriate learning and socialization [12]. The early years are identified as critical for cognitive, emotional, and social development, with daycare workers significantly contributing to establishing the foundation for lifelong learning. They play a pivotal role in fostering socialization skills through group activities, cooperative play, and structured social interactions, promoting communication skills, cooperation, empathy, and a sense of belonging [13]. Effective daycare practices support age-appropriate cognitive development by stimulating curiosity, critical thinking, and hands-on experiences. Individualized instruction and attention, recognizing each child's unique strengths and learning styles, contribute to overall development. Language development is significantly impacted through engaging activities like storytelling and discussions. Positive reinforcement and guidance techniques employed by daycare workers contribute to the development of appropriate behavior and social skills, aiding children in understanding rules and resolving conflicts peacefully. Well-designed practices in daycare centers facilitate a smooth transition to formal education, better preparing children for school challenges. Building partnerships with families is emphasized, with regular communication, sharing progress information, and involving families in decision-making processes highlighted for positive impact. Recognizing and respecting the diverse cultural backgrounds of children creates an inclusive and supportive environment for learning and socialization [14].

Briefly, research suggests that daycare center workers are instrumental in influencing not only academic outcomes but also social and emotional well-being, laying a crucial foundation for a child's overall success [11], [12], [13], [14]. The significance of their role in providing age-appropriate learning and socialization is paramount.

The present study addresses a gap in the literature regarding the practices of daycare workers in developing age-appropriate learning and socialization in Quezon City, Philippines. While there are previous studies that have explored this topic, none have been conducted in Quezon City, prompting researchers to conduct a survey of 44 daycare workers in six legislative districts. The study aims to uncover common practices, assess worker skills, and identify facilitating and hindering factors in promoting age-appropriate learning and socialization. Focused on the academic year 2022-2023, the research provides valuable insights into daycare workers' approaches, informing effective teaching strategies for early childhood education. The findings aim to encourage improvement in daycare practices, offering evidence-based recommendations and addressing potential challenges, ultimately ensuring that children receive optimal education and socialization.

METHODS

In this study, researchers adopted the descriptive research design, particularly survey research. In survey research, it involves collecting data through self-administered or interviewer-administered questionnaires. Additionally, it can be administered in-person, by mail, or online, and can collect both qualitative and quantitative data. specifically descriptive surveys [15]. This design is appropriate for the study as it will help to identify the practices of daycare workers in Quezon City in developing and encouraging age-appropriate learning and socialization. According to Fraenkel, Wallen and Hyun [15], this design is perfectly use when identifying characteristics and frequencies, which is the purpose of this study. In addition, this research design can answer what, where, when and how questions, which this research made that type of questions.

The study was conducted in Quezon City, Philippines during the second semester of A.Y. 2022-2023. It includes 117 daycare centers in 115 barangays of which all are located in the six (6) legislative districts of Quezon City, Philippines during the second semester of A.Y. 2022-2023 of Quezon City University.

The general population of this study includes all daycare center workers in Quezon City. Particularly those who conduct face to face classes during A.Y. 2022-2023. From the general population of 177 daycare

workers there are only 49 who conducted the face-to-face classes.

To get the sample size, researchers used the Raosoft sample size calculator, this software is design to calculate or generate the sample size of a research or survey. With the 5% margin of error, 95% of confidence level, 49 population size, and 50% of response distribution, the result was 44, as the sample size. The researchers used a systematic simple random sampling technique to select a sample that aimed to be representative of the population. This method was considered appropriate for the study.

In line with the specific objectives of the study, researchers developed a set of questions for the respondents to answer. This involved two sections. The first section aimed to ascertain whether the participant was a childcare worker in a daycare center. The questions sought to identify the respondent's profile by providing options and requiring the mention of the daycare facilities in Quezon City where they worked. The second section was further divided into three parts: (1) Investigating the common practices of daycare workers in Quezon City in developing and encouraging age-appropriate learning and socialization; (2) Assessing daycare workers' skills in developing and encouraging age-appropriate learning and socialization; and (3) Exploring facilitating and hindering factors in developing and encouraging age-appropriate learning and socialization.

Furthermore, researchers employed Likert-format questions, where respondents indicated their level of agreement with specific statements. The questions in the first and second parts comprised 12 items each, while the third part consisted of 12 items, divided into two sets of 6 items each for facilitating and hindering factors. This format allowed respondents to express themselves more freely and elaborate on their answers.

To determine the instrument's validity, three experts from the field of education were asked to validate the form and content of the survey questionnaire. Their feedback and recommendations were reflected in the final form of the instrument. In addition, to test the instrument's reliability, the researcher asked fifteen daycare workers who are not part of this study to answer the questionnaire. The calculated Cronbach alpha is 0.77 which is considered as 'Acceptable'.

The researchers made a request letter to be given to the SSDD regarding the permission of gathering data related to the research. The representative of different groups of researchers with the same goal sent the letter to SSDD in Quezon City Hall. After the SSDD has approved the letter, the representative of each group of researchers emailed the google form as they offered to distribute the Google Form to the daycare workers needed in six (6) districts of Quezon City. The data collection was completed in two (2) days. It started on May 2, 2023, and ended on May 4, 2023. After that, researchers proceed for computation of data.

For data collection, researchers utilized an online survey through Google Forms, ensuring a more accessible and efficient means of gathering information. Following the completion of these prerequisites, the researchers tallied and summarized the collected data.

Researchers employed descriptive statistics, such as frequency, percentage, mean, and standard deviation, to interpret collected data. Researchers also utilized the one-way ANOVA for inferential statistics.

RESULTS

A. Common Practices of Daycare Workers in Quezon City in Developing and Encouraging Age-appropriate Learning and Socialization

Table 1 summarizes the results of a study examining the common practices of daycare workers in Quezon City related to age-appropriate learning and socialization. These practices, rooted in Developmentally Appropriate Practices (DAP), were assessed for frequency using mean and standard deviation calculations. The outcomes are presented as categories, including Always, Often, Sometimes, Rarely, or Never, providing an interpretative framework for the findings.

TABLE I COMMON PRACTICES OF DAYCARE WORKERS IN QUEZON CITY IN DEVELOPING AND ENCOURAGING AGE-APPROPRIATE LEARNING AND SOCIALIZATION

Practices	Mean	SD
1. Teach properly to enhance learning and development.	4.91	0.29
2. Plan curriculum to achieve important goals.	4.86	0.41
3. Assess learners with appropriate assessment of learning tools to enhance learning and development.	4.91	0.29
4. Create a caring community of learners.	4.95	0.21
5. Establish reciprocal relationships with families.	4.70	0.51
6. Provide spaces that accommodate movement of children.	4.57	0.62
7. Allow learners to build skills that will help them to be confident and autonomous later in life.	4.93	0.25
8. Encourage learners to interact with others, share resources, and knowledge.	4.98	0.15
9. Allow learners to communicate with others beyond their immediate family and help them to understand risk-taking, social cues, and how to listen and understand others.	4.86	0.35
10. Allow the learners to play with other children.	4.93	0.25
11. Get the learners involved in activities with other kids.	4.98	0.15
12. Spend time before playdates and review social cues.	4.82	0.39
Over-all Mean	4.87	0.37

Table 1 elucidates that the predominant consensus among respondents is a consistent implementation of specified practices aimed at fostering age-appropriate learning and socialization within the daycare setting in Quezon City. The computed overall mean value of 4.87 (SD=0.37) indicates a prevailing frequency categorized as "Always."

Notably, respondents demonstrate a steadfast commitment to encouraging learners' interactions, resource sharing, and knowledge exchange (M=4.98; SD=0.15), as well as active participation in activities with peers (M=4.98; SD=0.15). Additionally, daycare workers consistently cultivate a caring community of learners (M=4.95; SD=0.21). Most daycare workers regularly facilitate opportunities for learners to develop skills fostering confidence and autonomy (M=4.93; SD=0.25), along with regular engagement in play with other children (M=4.93; SD=0.25).

Furthermore, the data underscores the diligence of daycare workers in effective teaching (M=4.91; SD=0.29) and meticulous assessment processes (M=4.91; SD=0.29) to ensure a high-quality teaching and learning environment. Respondents emphasize the frequent planning of curriculum to achieve essential objectives (M=4.86; SD=0.41) and regularly provide avenues for learners to communicate beyond their immediate family, promoting an understanding of risk-taking, social cues, and active listening (M=4.86; SD=0.35). Moreover, daycare workers consistently invest time before playdates to review social cues (M=4.82; SD=0.39), establish reciprocal relationships with learners' families (M=4.70; SD=0.51), and create conducive spaces accommodating learners' movement (M=4.57; SD=0.62).

The findings underscore the prevalence of practices aligned with Developmentally Appropriate Practices (DAP), emphasizing the importance of proper teaching, curriculum planning, creating a caring community, and fostering reciprocal relationships. The emphasis on these practices aligns with global trends acknowledging DAP as a successful approach to child development and learning [7], [9], [13]. Notably, the study highlights the significance of experienced and highly educated daycare workers in achieving positive outcomes in

children's social skills. The findings contribute valuable insights for policymakers and stakeholders, emphasizing the effectiveness of consistent and inclusive training programs for daycare workers in Quezon City.

B. Skills of Daycare Workers in Developing and Encouraging Age-appropriate Learning and Socialization

Table 2 displays the skills of daycare workers in Quezon City for promoting suitable learning and socialization. Using mean and standard deviation, the results are categorized as advanced, proficient, approaching, developing, or beginning, providing a clear understanding of their competencies in these aspects.

TABLE II SKILLS OF DAYCARE WORKERS IN DEVELOPING AND ENCOURAGING AGE-APPROPRIATE LEARNING AND SOCIALIZATION

Skills	Mean	SD
1. Acknowledge learners' positive actions in class.	4.80	0.41
2. Encourage learners by praising their participation in class activities, efforts, and accomplishments.	4.80	0.41
3. Demonstrate the correct way on how to do certain tasks.	4.73	0.45
4. Able to let the learner to ask questions and provoke its own mind to answer its own question.	4.48	0.82
5. Provide specific feedback which the learner can easily understand and make use of positive response to it.	4.57	0.66
6. Provide facts and trivia to improve learners' cognitive skills and awareness.	4.66	0.57
7. Encourage children to share their toys with other kids or share their food with the needy.	4.86	0.35
8. Make the child cooperate with other children.	4.84	0.37
9. Make the child listen carefully to instructions and classroom discussions.	4.84	0.43
10. Train the learners to follow simple and complex directions correctly.	4.82	0.39
11. Create rules or activities that encourage learners to respect other's personal space.	4.73	0.50
12. Encourage children to show good manners when interacting with other people.	4.86	0.35
Over-all Mean	4.75	0.50

Table 2 unveils a comprehensive assessment of daycare workers' proficiency in fostering age-appropriate learning and socialization in Quezon City. The evaluation, utilizing key statistical metrics such as mean and standard deviation, delineates the extent of their skills, categorizing them into advanced, proficient, approaching, developing, or beginning. The overall mean value of 4.75 with a standard deviation of 0.50 indicates a consensus among respondents, marking their skills as "Advanced."

Specifically, the data portrays daycare workers as excelling in various facets. Encouraging learners to share toys and food ($M=4.86$; $SD=0.35$), demonstrating good manners in interactions ($M=4.86$; $SD=0.35$), fostering cooperation among children ($M=4.84$; $SD=0.37$), and ensuring attentive adherence to instructions ($M=4.84$; $SD=0.43$) are highlighted as areas of advanced proficiency. Additionally, the results underscore their adeptness in training learners to follow directions ($M=4.82$; $SD=0.39$), recognizing positive actions in class ($M=4.80$; $SD=0.41$), and praising participation and achievements ($M=4.80$; $SD=0.41$).

Furthermore, the study sheds light on their advanced skills in demonstrating tasks ($M=4.73$; $SD=0.45$), creating rules that promote respect for personal space ($M=4.73$; $SD=0.50$), providing cognitive enrichment through facts and trivia ($M=4.66$; $SD=0.57$), delivering specific and appropriate feedback ($M=4.57$; $SD=0.66$), and fostering an environment that encourages questions and critical thinking ($M=4.48$; $SD=0.82$).

The findings indicate a prominent emphasis on socialization practices, as daycare workers excel in encouraging good manners and resource-sharing among children. Notably, self-assessment reveals a perception of being beginners in certain competencies, aligning with the broader understanding that socialization practices are prioritized in the context of age-appropriate learning.

Furthermore, the research is in accordance with developmental theories that underscore the importance of fostering prosocial behaviours in early childhood. The emphasis on interaction and social-emotional development is pivotal, as supported by the OECD's confidence in the capacity of ECEC staff to facilitate socio-emotional development [16].

However, the study also unearths challenges, such as undervaluation of childcare providers and regulatory issues, emphasizing the need for inclusive policymaking and collaborative efforts. Results highlighted that prioritizing encouragement to early childhood, as reflected in socialization practices, contributes significantly to daycare workers' proficiency and aligns with global trends.

C. Difference Between the Level of Skills of Daycare Workers in Developing and Encouraging Age-appropriate Learning and Socialization

A one-way analysis of variance (ANOVA) was conducted to assess the variation in the skills of daycare workers concerning the development and encouragement of age-appropriate learning and socialization within the Quezon City daycare program, based on their respective profiles.

TABLE III DIFFERENCE BETWEEN THELEVEL OF SKILLS OF DAYCARE WORKERS IN DEVELOPING AND ENCOURAGING AGE-APPROPRIATE LEARNING AND SOCIALIZATION

	Variable	SS	df	MS	F	p	Interpretation	Decision
Age	Bet. Grp.	9.37	10	.94				
	W/in Grp.	35.18	33	1.07	.879	.561	Statistically Not Significant	Accept H_0
	Total	44.55	43					
Gender	Bet. Grp.	.151	10	.015				
	W/in Grp.	1.76	33	.053	.283	.981	Statistically Not Significant	Accept H_0
	Total	1.91	43					
Educational Attainment	Bet. Grp.	1.41	10	.141				
	W/in Grp.	13.75	33	.42	.338	.964	Statistically Not Significant	Accept H_0
	Total	15.16	43					
District	Bet. Grp.	28.54	10	2.85				
	W/in Grp.	79.71	33	2.42	1.182	.338	Statistically Not Significant	Accept H_0
	Total	108.25	43					

Results show that respondents' profile such as age ($F_{(10,33)}=.879$, $p>.05$), gender ($F_{(10,33)}=.283$, $p>.05$), educational attainment ($F_{(10,33)}=.338$, $p>.05$), and district where the respondents belong ($F_{(10,33)}=1.182$, $p>.05$) has no significant effect to their skills in developing and encouraging age-appropriate learning and socialization within the daycare program of Quezon City. It implies that the respondents' profile does not affect the level of skills of the daycare workers in Quezon City when it comes in developing and encouraging age-appropriate learning and socialization. Thus, the researcher accepts the null hypothesis of this study stating that there is no significant difference in the level of skills among daycare workers in developing and encouraging age-appropriate learning and socialization when group according to their profile.

B. Facilitating and Hindering Factors Relative to Developing and Encouraging Age-appropriate Learning and Socialization

Tables 4 and 5 outline facilitating and hindering factors impacting age-appropriate learning and socialization, utilizing mean and standard deviation values. The indicators in both tables range from highly facilitating/hindering to not facilitating/hindering, providing a comprehensive basis for result interpretation.

TABLE IV FACILITATING FACTORS RELATIVE TO DEVELOPING AND ENCOURAGING AGE-APPROPRIATE LEARNING AND SOCIALIZATION

Factors	Mean	SD
1. Providing space and opportunity for activities or play.	4.48	0.73
2. Using observation and assessment to support the learners' needs across all developmental domains.	4.73	0.54
3. Focusing on learner's safety, health, and happiness.	4.73	0.59
4. Telling stories, reading books, and discussing the interactions that the learners saw in a TV show or movie clip.	4.73	0.54
5. Providing enough time for imaginative play.	4.57	0.62
6. Allowing learners to work collaboratively with other in solving problems and completing tasks.	4.52	0.73
Over-all Mean	4.63	0.63

Table 4 presents an analysis of the perceived facilitation factors influencing age-appropriate learning and socialization among daycare workers in Quezon City. The overall mean value of 4.63 (SD=0.63) indicates that respondents highly regard these factors as facilitating.

Particularly noteworthy are factors such as the use of observations and assessments to address children's developmental needs across domains (M=4.73; SD=0.54), a focus on children's safety, health, and happiness (M=4.73; SD=0.59), and engagement with storytelling, reading, and discussions about media content (M=4.73; SD=0.54), all of which are highly facilitating, according to the respondents. Moreover, providing sufficient time for imaginative play (M=4.57; SD=0.62), allowing collaborative problem-solving (M=4.52; SD=0.73), and creating space for activities or play (M=4.48; SD=0.73) are also deemed highly facilitating for age-appropriate learning and socialization in the Quezon City daycare program.

The results suggest that daycare workers primarily prioritize the safety, health, and happiness of learners, as well as interactive and observational practices. Notably, collaborative problem-solving stands out as a highly facilitated aspect, aligning with literature emphasizing the importance of prosocial behaviours and their impact on academic performance.

Additionally, the emphasis on storytelling, reading, and discussions about media interactions aligns with recognized challenges in literacy-numeracy development for young children. The findings also underline the regional and socioeconomic disparities in pre-primary education, echoing global concerns about accessibility and the influence of private pre-schools and home tuition [4], [5].

In summary, the highly facilitated factors identified in Table 4 hold significance for the development and encouragement of age-appropriate learning and socialization, particularly in the context of Early Childhood Education. The study's recommendations emphasize the importance of incorporating these facilitating factors to ensure a comprehensive and effective approach to fostering child development in Quezon City daycare programs.

TABLE V HINDERING FACTORS RELATIVE TO DEVELOPING AND ENCOURAGING AGE-APPROPRIATE LEARNING AND SOCIALIZATION

Factors	Mean	SD
1. Cultural Differences (such as language barrier)	3.52	1.15
2. Economic (poverty or lack of financial support)	3.52	1.17

3. Nutrition (underweight or overweight)	3.50	1.13
4. Learning Problems (such as trouble with comprehension, organizing or prioritizing, trouble with rapid word retrieval, lack of self-confidence)	3.68	0.98
5. Socioeconomic Differences (high, middle, and low, place of residence)	3.43	1.13
6. Poor Parenting (such as physical abuse, neglect or maltreatment)	3.36	1.37
Over-all Mean	3.50	1.15

Table 5 presents a comprehensive analysis of hindering factors perceived by daycare workers in Quezon City concerning the development and encouragement of age-appropriate learning and socialization. The computed overall mean value of 3.50, with a standard deviation of 1.15, categorizes these factors as collectively "Hindering."

Specifically, the data elucidates that learning problems, encompassing difficulties in comprehension, organizing or prioritizing, rapid word retrieval, and lack of self-confidence ($M=3.68$; $SD=0.98$), along with cultural differences, notably language barriers ($M=3.52$; $SD=1.15$), and economic factors such as poverty or inadequate financial support ($M=3.52$; $SD=1.17$), are deemed the most inhibitory factors hindering age-appropriate learning and socialization. Additionally, learners' nutrition, socioeconomic disparities in place of residence, and instances of poor parenting, including physical abuse, neglect, or maltreatment, also contribute significantly to the perceived hindrances ($M=3.50$; $SD=1.13$, $M=3.43$; $SD=1.13$, $M=3.36$; $SD=1.37$, respectively).

The study identifies learning problems, particularly issues related to comprehension and self-confidence, as the most substantial hindrance, aligning with existing literature reporting a limited percentage of children in the specified age group achieving developmental milestones in literacy-numeracy. Notably, poor parenting is recognized as a comparatively less hindering factor, reinforcing the need for nuanced considerations.

Moreover, findings corroborate studies by Al-Walah et al [17], Asfahani et al [18], and Kossowska [19] collectively revealing a commonality in barriers impeding children's development and learning across various research endeavours. This alignment emphasizes the universality of challenges in early childhood education and underscores the urgency for collective intervention.

Results emphasize the joint responsibility of parents, teachers, government entities, communities, and schools in addressing and overcoming hindering factors identified in the study. Recommendations from various studies stress the need for a comprehensive, collaborative approach involving family, community, educational stakeholders, and government bodies to effectively mitigate challenges and create an environment conducive to optimal child development and learning [17], [18], [19].

The study provides insights into the practices, skills, facilitating factors, and hindering factors associated with daycare workers in Quezon City regarding age-appropriate learning and socialization. Daycare workers predominantly employ Developmentally Appropriate Practices (DAP), emphasizing proper teaching, curriculum planning, creating a caring community, and reciprocal relationships. These practices align with global trends in early childhood education, supporting effective child development [8], [11], [16], [18]. The study suggests that these practices are effective for child development, especially in fostering socio-emotional skills.

Furthermore, the findings highlight advanced skills in encouraging good manners and sharing, emphasizing the importance of socialization, similar to the findings of Kossowska et al [19], Khojanazarova [11], Guhin et al [13], and Valiente et al [14]. While some self-assessment areas reveal daycare workers rating themselves as beginners, the study underscores the workers' commitment to creating a supportive learning environment. Demographic factors such as age, gender, educational background, and district affiliation do not significantly impact daycare workers' skills, indicating the need for inclusive and standardized training programs.

The study also identifies highly facilitating factors, including safety, health, happiness, storytelling, and collaborative problem-solving. It emphasizes the importance of literacy and language development, aligning with global trends and addressing regional and socioeconomic disparities. The hindering factors identified, such as learning problems and cultural differences, align with existing literature, emphasizing the need for comprehensive strategies involving parents, teachers, government, and communities to overcome these challenges.

CONCLUSION

In conclusion, the research sheds light on the practices, skills, facilitating, and hindering factors that daycare workers in Quezon City encounter in the realm of age-appropriate learning and socialization. The predominant use of Developmentally Appropriate Practices (DAP) reflects a global trend in early childhood education, demonstrating its effectiveness in supporting child development, particularly in socio-emotional skills. The advanced skills observed in encouraging positive behaviors highlight the daycare workers' dedication to creating a nurturing learning environment.

Notably, the study reveals that demographic factors like age, gender, educational background, and district affiliation do not significantly impact daycare workers' skills, underscoring the importance of inclusive and standardized training programs. This suggests that efforts to enhance skills for age-appropriate learning and socialization should be uniformly implemented across various demographic groups.

Based on the findings, it is recommended that stakeholders, including parents, teachers, government entities, and communities, actively participate in comprehensive strategies to address hindering factors. This involvement should aim to overcome challenges related to learning problems, cultural differences, and other identified obstacles. Additionally, the promotion of Developmentally Appropriate Practices (DAP) should be continued, emphasizing proper teaching, curriculum planning, and fostering a caring community.

Furthermore, the study highlights the importance of literacy and language development, indicating a need for targeted interventions in these areas. To bridge regional and socioeconomic disparities, it is recommended that policymakers implement inclusive educational strategies and support private pre-schools and home tuition, especially in areas facing limited access to pre-primary education.

In essence, the research underscores the collective responsibility of various stakeholders to create an environment conducive to optimal child development and learning, ensuring that daycare workers continue to employ effective practices and overcome hindering factors.

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