



Early Childhood Teaching Effectiveness: A Parental Perspective

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Abstract

Parents may have different viewpoints on how they perceive the teaching effectiveness of early childhood teachers. It highlights how these perceptions influence parental engagement and trust in educators. This research paper aims to investigate the factors that influenced perceptions of teaching effectiveness among early childhood educators. The study employed a mixed method approach, gathering data through rating scale and survey questionnaire with the pupil's parents in Kindergarten to Grade 3. Parents perceive early childhood educators as highly effective, especially in relational, interactive, and student-centered pedagogies. High scores in Pedagogical Approach and Life Skills reflect appreciation for holistic teaching, while slightly lower scores in Numeracy and Character Education suggest opportunities for more innovative and engaging methods. Key findings reveal distinct differences in parental perceptions related to factors such as stability, commitment, and emotional support, which are often associated with marital status. Parental judgments of teaching effectiveness are based primarily on observable instructional and relational behaviors such as teaching style, teacher attitude, and communication rather than external or demographic factors. This underscores the importance of day-to-day interactions and pedagogical quality. Parents advocate for a more balanced, communicative, and child-focused early childhood education system. Their recommendations highlight the need to reduce academic pressure, increase play-based and experiential learning, strengthen teacher-parent collaboration, and integrate social-emotional and character education more fully. The implications of this study underscore the importance of understanding parental viewpoints in shaping educational practices and policies, ultimately aiming to enhance the effectiveness of early childhood education.

Keywords: early childhood educators, parents, perceptions, teaching effectiveness, mixed method



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INTRODUCTION

Early Childhood Education (ECE) is a critical stage of development, laying the foundation for lifelong learning. Evidence demonstrates that investments in early years yield substantial benefits, including improved learning outcomes, reduced repetition and dropout rates, and enhanced workplace success (Shafiq et al.,

2018; Engle et al., 2011; Nores & Barnett, 2010; Berlinski et al., 2009; Cunha et al., 2006). Global enrollment in ECE nearly doubled between 2000 and 2019, rising from 33% to 62%, with the greatest growth in low- and middle-income countries (UNESCO, 2020). However, increased access has not always translated into improved quality, as many programs remain insufficient to promote meaningful child development

(Britto et al., 2011; Yoshikawa & Kabay, 2015; Biersteker et al., 2016; Raikes et al., 2015). Low-quality ECE can even hinder cognitive and socio-emotional outcomes (Bouguen et al., 2013; Rosero & Oosterbeek, 2011). Studies across diverse contexts, including China, Chile, Ethiopia, Ghana, Kenya, Rwanda, and the United States, highlight the importance of teacher professional development in enhancing teaching practices and child outcomes (Hu et al., 2017; Biancarosa et al., 2010; Dowd et al., 2016; Dusabe et al., 2019; Landry et al., 2006, 2011; Treviño et al., 2018; Wolf et al., 2018a; Kraft et al., 2018).

While literature emphasizes teacher qualifications, training, and curriculum, evidence on their direct influence on children's outcomes remains mixed. Yang et al. (2025) found inconsistencies in how teacher qualifications relate to cognitive and socio-emotional development, with mediating factors such as teacher-child interactions complicating results. In the Philippines, challenges persist in implementing inclusive practices due to limited training and systemic weaknesses in the Early Childhood Care and Development (ECCD) system (Que, 2017; Ulep et al., 2024, 2025). Studies reveal gaps between theoretical knowledge and practical skills among pre-service teachers (Bajan et al., 2025) and highlight the influence of classroom management, assessment, and family engagement on teacher performance (Tulang, 2023). Despite laws such as Republic Act 6972 and the Philippine Professional Standards for Teachers (PPST), little is known about how parents themselves assess teaching effectiveness in areas like literacy, numeracy, character development, and 21st-century skills. This gap underscores the need to explore parental perspectives more systematically.

On the other hand, parental involvement is increasingly recognized as essential in shaping children's learning outcomes, yet research has largely overlooked how parents perceive teaching effectiveness in early childhood education. In the Philippine context, disparities in governance, financing, and teacher

preparation risk reinforcing inequalities from the earliest stages of learning (Ulep et al., 2024, 2025). Local initiatives, such as capability-building workshops and provincial conventions in La Union, demonstrate efforts to strengthen teacher competencies and caregiver engagement (Sellem, 2019; OECD, 2012). However, these efforts have not been systematically linked to parental perceptions. Understanding how families evaluate teacher effectiveness is crucial for bridging school-home partnerships, ensuring inclusive practices, and maximizing developmental outcomes. This study responds for evidence that connects parental perspectives with institutional strategies for quality ECE delivery.

The researchers believe that a study on parental involvement in early childhood education is necessary because, despite extensive scholarship on teacher effectiveness, significant gaps remain in understanding how families perceive instructional quality. Much of the literature emphasizes teacher credentials, training, and curriculum design (Yang et al., 2025; Que, 2017; Ulep et al., 2024, 2025; Bajan et al., 2025; Tulang, 2023), yet little attention has been devoted to parental assessments of teaching effectiveness in domains such as literacy, numeracy, character formation, and 21st-century skills. Although policies like Republic Act 6972 and the Philippine Professional Standards for Teachers (PPST) highlight teacher quality and school-parent collaboration, their actual influence on grassroots parental perceptions remains insufficiently documented. Furthermore, while studies reveal gaps between theoretical knowledge and classroom practice among pre-service teachers, the direct relationship between parental involvement, perceptions of instructional caliber, and children's developmental outcomes has not been systematically examined. Addressing this gap, the present study investigates parental perspectives at DMMMSU-MLUC, aiming to strengthen school-family partnerships, identify barriers to participation, and foster supportive environments that enhance holistic child development and lifelong learning.

Theoretical Framework. This study on parental perspectives of early childhood teaching effectiveness is grounded in multiple theoretical lenses that collectively explain how parents form judgments about teachers. Social Role Theory (Eagly, 1987; Early, 1987) highlights how culturally constructed expectations of nurturing and instructional roles shape parental evaluations, as parents often expect early childhood teachers to balance warmth and caring with instructional competence. Symbolic Interactionism (Blumer, 1969) emphasizes meaning-making through social interactions, where communication styles, daily exchanges, and teacher reputations directly influence how parents perceive effectiveness. Expectancy-Value Theory (Eccles & Wigfield, 2002) explains that parents' expectations of success and the value they place on specific educational outcomes guide their judgments about whether a teacher is meeting their child's needs. Constructivist Theory (Piaget, 1952; Vygotsky, 1978) underscores the importance of play-based, inquiry-driven learning, which parents may equate with effective teaching, particularly when they observe individualized support and scaffolded learning experiences. The Theory of Teacher Effectiveness (Stronge, 2018) provides concrete, observable indicators such as instructional delivery, classroom management, and professionalism that parents consciously or unconsciously use to assess teaching quality.

Beyond these, Cultural Capital Theory (Bourdieu, 1986) demonstrates how socioeconomic and cultural backgrounds shape differing expectations, as parents from various backgrounds may prioritize different aspects of teaching, such as academic rigor versus social-emotional development. Attribution Theory (Heider, 1958; Weiner, 1985) explains how parents credit or blame teachers for children's outcomes, with successful experiences leading to positive evaluations and difficulties prompting criticism. Bronfenbrenner's Ecological Systems Theory (1979) situates parental perspectives within broader social and institutional contexts, considering how family-school relationships, community factors, and

cultural values influence judgments. Epstein's Theory of Overlapping Spheres of Influence (1987; 2011) highlights the importance of collaboration between families, schools, and communities, as parents assess effectiveness partly based on teachers' willingness to foster partnerships and two-way communication. Finally, the Theory of Planned Behavior (Janzen, 1991; Ajzen, 1991) illustrates how parental attitudes, perceived social norms, and sense of control influence their actions, such as voicing concerns or advocating for changes based on their perceptions of teacher effectiveness. Together, these frameworks provide a multidimensional basis for understanding how parents assess early childhood educators.

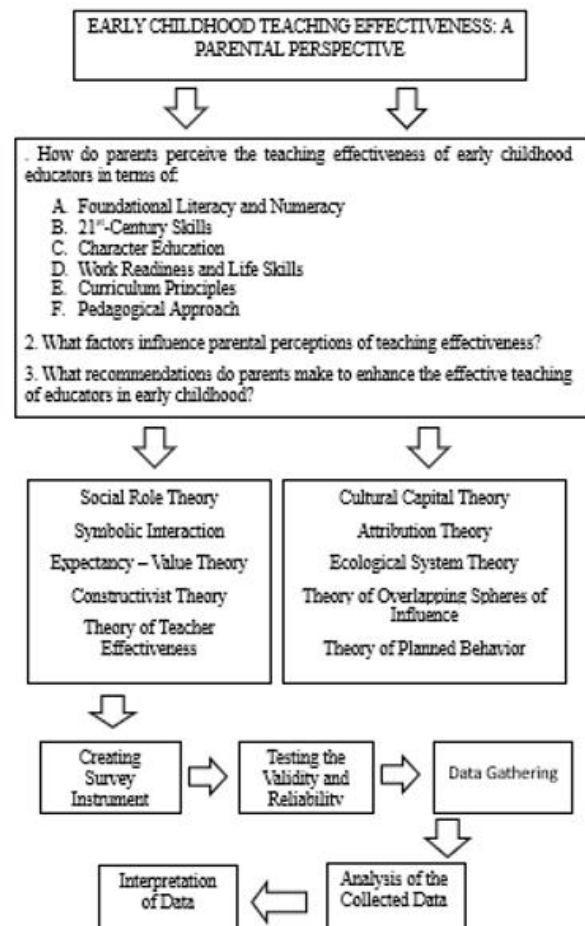


Figure 1
Proposed Original Model

The original model in the conceptual framework serves as the foundation for understanding early childhood teaching effectiveness from the

parents' perspective by identifying the key areas where parents evaluate teachers, including literacy and numeracy development, 21st-century skills, character education, life skills, curriculum implementation, and pedagogical approaches. It also explains that parental perceptions are influenced by social, cultural, and environmental factors. In addition, the model guides the overall research process by organizing the study variables and supporting the development of the survey instrument, data collection procedures, and data analysis. Overall, the model ensures that the study is systematic, theory-based, and focused on evaluating teaching effectiveness based on parents' perspectives. Figure 1 is the Proposed Original Model of the study. It shows a framework for evaluating early childhood teaching effectiveness from a parental perspective. It incorporates the following theories: Social Role Theory, Symbolic Interaction, Expectancy-Value Theory, Constructivist Theory, and Theory of Teacher Effectiveness on one side, and Cultural Caal Theory, Attribution Theory, Ecological System Theory, Theory of Overlapping Spheres of Influence, and Theory of Planned Behavior on the other. These theories guide the research questions, which focus on how parents perceive teaching effectiveness, factors influencing these perceptions, and parental recommendations for enhancing early childhood education. The process then moves through preparation of research questions, creating a survey questionnaire, testing its reliability, conducting the study, analyzing and treating the collected data, and finally interpreting the data.

Statement of the Problem. This study aimed to explore how parents perceived the effectiveness of early childhood education and the factors that contribute to their evaluations. More specifically, the study sought to answer the following questions:

1. How do parents perceive the teaching effectiveness of early childhood educators in terms of:
 - 1.1 Language as meaning-making;

- 1.2 Mathematical thinking and reasoning;
- 1.3 Critical thinking, collaboration and adaptive problem-solving;
- 1.4 Moral development through relationships and reflection;
- 1.5 Executive function, persistence, and autonomous task completion;
- 1.6 Self-regulation, autonomy, and civic responsibility;
- 1.7 Intentional, coherent, developmentally appropriate experiences; and,
- 1.8 Philosophy in action through intentional facilitation

2. What factors influence parental perceptions of teaching effectiveness?
3. What recommendations do parents make to enhance the effective teaching of educators in early childhood?

METHODOLOGY

Research Design. This study utilized a descriptive sequential mixed methods research design, as described by Creswell and Plano Clark (2018), which involves collecting and analyzing quantitative data in two sequential phases followed by qualitative data to provide a comprehensive understanding of the research problem. The first quantitative phase, using a Likert rating scale questionnaire to evaluate the teaching effectiveness of early childhood educators from the perspective of parents. This phase allows for the measurement of parental perceptions across various dimensions such as (1) Foundational Literacy, (2) Foundational Numeracy, (3) 21st Century Skills, (4) Character Education, (5) Work Readiness, (6) Life Skills, (7) Curriculum Principles and (8) Pedagogical Approach. In the second quantitative phase, a checklist was administered to identify factors that influenced parents' perceived teaching effectiveness, including teacher qualifications, experience, and classroom environment. These two quantitative phases provided a broad and detailed assessment of teaching effectiveness and its influencing factors. Following these, the qualitative phase gathered open-ended responses through written response interview

from parents to explore their recommendations and suggestions for improving the teaching effectiveness of early childhood education (ECE) programs. This qualitative component enriched the quantitative findings by offering deeper insights and contextual understanding. According to Creswell and Plano Clark (2018), this sequential integration of quantitative and qualitative data enhanced the validity and comprehensiveness of the study, making it well-suited for exploring complex phenomena such as teaching effectiveness from multiple parental perspective.

Population and Samples. The study was conducted in the City of San Fernando, La Union, Region 1 specifically at Laboratory Elementary School (LES), Don Mariano Marcos Memorial State University–Mid La Union Campus (DMMMSU MLUC). The study population was composed of the parents from Kindergarten, Grade 1, Grade 2 and Grade 3. Below is the distribution of respondents. As reflected in Table 1, the respondents for the quantitative phase includes twenty-five Kindergarten parents, twenty-seven Grade 1 parents, twenty-six Grade 2 parents and thirty-eight Grade 3 parents, totaling one hundred sixteen (116) respondents using the Total-enumeration.

For the qualitative phase, criterion sampling was employed to choose the participants for the written response interview. There was a total of two (2) in every level from Kindergarten to Grade 3, having a total of eight (8) participants. The criteria for participation include: (1) a parent who has a child from Kindergarten to Grade 3, (2) parents whose at least high school graduate, (3) parents who were willing to voluntarily share their insights as part of the study.

Table 1
Distribution of Respondents

Grade Level	Respondents	Participants
Kindergarten	25	2
Grade 1	27	2
Grade 2	26	2
Grade 3	38	2
TOTAL	116	8

Exclusion criteria includes: (1) parents who did not meet the aforementioned qualifications, (2) parents whose child are from Grade 4 to Grade 6, (3) parents who is not high school graduate, (4) parents who were unwilling to participate voluntarily, and (5) individuals with prior or ongoing involvement in similar research studies that might influence their responses, to maintain the integrity of the data collected.

Instrumentation. The primary instrument for data collection was a researcher-developed structured questionnaire designed to capture parents' perceptions of early childhood teaching effectiveness. The tool comprised three main sections aligned with the study's research questions. Part one addressed the first research question by assessing perceived teaching effectiveness using a 4-point Likert scale (1 = Strongly Disagree to 4 = Strongly Agree). This section covered key domains, including Foundational Literacy, Foundational Numeracy, 21st Century Skills, Character Education, Work Readiness, Life Skills, Curriculum Principles, and Pedagogical Approach. Parents rated each item based on their observations and experiences with their child's teacher.

Part two addressed the second research question by identifying factors influencing parents' perceptions of teaching effectiveness. This section employed a checklist format, allowing respondents to select from pre-identified variables such as teacher qualifications, classroom environment, parent-teacher communication, and children's academic or behavioral progress.

Lastly, part three explored the qualitative dimension of the study, corresponding to the third research question. It consisted of open-ended written-response items designed to elicit parents' recommendations, comments, and suggestions for improving early childhood education programs. This section provided respondents with the opportunity to articulate insights freely, thereby enriching the study with deeper contextual perspectives.

To establish validity and reliability, the instrument underwent expert review and pilot testing. Five validators, consisting of three Early Childhood Education (ECE) teachers, one English teacher, and one principal with research experience, evaluated the questionnaire for clarity, relevance, and appropriateness. Their feedback informed revisions to improve item construction and alignment with the study objectives. A pilot test was conducted at Champions Academy in Santiago Norte, San Fernando, La Union, with twenty parents, fifteen participating in the quantitative phase and five in the qualitative phase. Responses were analyzed using Cronbach's alpha, which yielded a coefficient of 0.85, indicating strong internal consistency. Weighted mean values and descriptive feedback further confirmed the instrument's appropriateness, while expert ratings reinforced its clarity, relevance, and alignment with the study objectives.

Data Collection. For the data collection procedures, the researchers composed and submitted a formal letter to the Principal of the Laboratory Elementary School, requesting permission to conduct the study among parents of students from Kindergarten to Grade 3 at Don Mariano Marcos Memorial State University – Mid La Union Campus (DMMMSU-MLUC). The quantitative data part included research question 1 and 2, the respondents were composed of 116 respondents with total enumeration. On the qualitative part included research question 3, the participants were composed of 2 representatives per grade level totaling of 8 participants. Upon approval, the survey was administered with the assistance of Grade-level Advisers, who helped to facilitate the distribution and retrieval of questionnaires. Clear instructions were given to the respondents before answering to ensure honest, thoughtful, and comprehensive responses. Once completed, the researchers reviewed the responses to check for completeness and consistency. The quantitative data was encoded and organized using Microsoft Excel, while the qualitative responses were manually analyzed for thematic patterns.

The entire process was conducted with respect for the confidentiality and rights of all participants.

Data Analysis. The data were analyzed using quantitative and categorical techniques consistent with the research questions and variable types. For the first research question, parental perceptions of teaching effectiveness across domains such as foundational literacy and numeracy, 21st-century skills, character education, work readiness, life skills, curriculum principles, and pedagogical approach were measured using a 4-point Likert scale, appropriate for ordinal data (Table 2). Responses were subjected to descriptive statistics, specifically mean and standard deviation, with scores interpreted through a predetermined scale ranging from Very Low (1.00–1.80) to Very High (4.21–5.00) teaching effectiveness. This approach provided a clear summary of parental perceptions without inferring beyond the sample. For the second research question, which examined factors influencing parental judgments, a checklist format captured nominal data, analyzed through frequency counts and percentage distributions to identify and rank the most frequently cited determinants. By aligning statistical techniques with the level of measurement, the study ensured methodological consistency and produced a comprehensive account of both the overall level of perceived effectiveness and the contextual criteria shaping parental evaluations.

Table 2
Data Categorization

Statistical Scale	Mean Score Range	Descriptive Scale
4	3.31-4.00	Very High Teaching Effectiveness
3	2.61-3.30	High Teaching Effectiveness
2	1.81-2.60	Low Teaching Effectiveness
1	1.00-1.80	Very Low Teaching Effectiveness

The third part of the instrument consisted of open-ended written-response items designed

to gather qualitative data on parents' recommendations for improving early childhood education programs. Responses were transcribed and analyzed using thematic analysis following Braun and Clarke's (2019) six-step process: familiarization with the data, generation of initial codes, identification of themes, review and refinement of themes, definition and naming of themes, and presentation of findings supported by data excerpts. A second researcher validated the themes to ensure accuracy. This qualitative analysis complemented the quantitative results by providing deeper insights into parents' experiences and expectations.

Overall, the integration of quantitative and qualitative approaches enabled a comprehensive understanding of parental perceptions of teaching effectiveness, the factors shaping these views, and practical suggestions for program improvement. Quantitative data were processed using Microsoft Excel, while qualitative data were coded and analyzed manually.

Ethical Considerations. The study obtained ethical clearance from the DMMMSU Research Ethics Committee prior to data collection, ensuring adherence to principles of fairness, beneficence, and respect for participants' rights. Parents were fully informed of the study's purpose, procedures, and data collection methods, which included surveys and interviews conducted over three months. Participation was voluntary, with the option to decline or withdraw at any time without penalty, thereby safeguarding autonomy and minimizing coercion.

Risks were considered minimal but addressed through strict privacy and data protection measures. Responses were anonymized using pseudonyms, securely stored with encryption, and scheduled for disposal in accordance with data protection protocols. To enhance accuracy and participant well-being, preliminary findings were shared for validation, allowing parents to confirm or clarify their perspectives. Although no financial incentives were provided, the study

emphasized equitable benefit by generating knowledge to strengthen teacher education, improve instructional practices, and foster parent-teacher collaboration. Findings will be disseminated through publications, conferences, and reports, ensuring that participants' contributions inform broader educational improvements.

RESULTS

Teaching Effectiveness of Early Childhood Educators. Table 3 indicates the level of teaching effectiveness in terms Foundational Literacy. The gathered data from the respondents showed that writing skills and vocabulary development has a very high teaching effectiveness while the phonemic awareness and letter recognition has a high teaching effectiveness. The overall mean of the teaching effectiveness of early childhood educators in terms of Foundational Literacy has 4.26 with a descriptive equivalent of very high teaching effectiveness.

Table 3
Level of Teaching Effectiveness in terms of Foundational Literacy

Statements	WE	DE
1. The teacher effectively teaches letter recognition and sounds, helping my child identify and name letters in everyday contexts. (E.g., pointing out letters on signs during a classroom walk or in picture books.)	4.16	H
2. The teacher promotes phonemic awareness by encouraging my child to blend sounds into simple words during play-based activities. (E.g., using songs or games like rhyming with toys to form words like "c-a-t.")	4.04	H
3. The teacher fosters vocabulary development through storytelling and discussions that connect words to my child's experiences. (E.g., reading a book about animals and asking my child to describe what a "fluffy" cat feels like.)	4.42	VH
4. The teacher supports early writing skills by guiding my child to draw and label simple pictures or dictate short stories. (E.g., helping my child write their name on artwork or a journal entry about their day.)	4.39	VH
Overall mean	4.26	VH

Table 4 indicates the level of teaching effectiveness in terms of Foundational Numeracy. The gathered data from the respondents showed that basic shapes and simple addition and subtraction has a very high teaching effectiveness while the counting objects and number recognition has a high

teaching effectiveness. The overall mean of the teaching effectiveness of early childhood educators in terms of Foundational Numeracy has 4.12 with a descriptive equivalent of high teaching effectiveness.

Table 4
Level of Teaching Effectiveness in terms of Foundational Numeracy

Statements	WE	DE
1. The teacher helps my child count objects accurately up to 20 in real-life situations. (E.g., counting snacks during snack time or toys while cleaning up.)	4.06	H
2. The teacher introduces basic shapes and spatial awareness through interactive games and manipulatives. (E.g., sorting blocks by shape or identifying circles in classroom decorations.)	4.31	VH
3. The teacher teaches simple addition and subtraction concepts using everyday items. (E.g., adding apples to a basket during a pretend grocery store activity or subtracting toys when sharing.)	4.26	VH
4. The teacher promotes number recognition and sequencing through songs, rhymes, and visual aids. (E.g., using number lines on the floor for jumping games or flashcards in circle time.)	3.83	H
Overall Mean	4.12	H

Table 5 indicates the level of teaching effectiveness in terms of 21st Century Skills. The gathered data from the respondents showed that creativity and collaboration have a very high teaching effectiveness while introducing basic digital tools and encouragement of problem solving has a high teaching effectiveness. The overall mean of the teaching effectiveness of early childhood educators in terms of 21st Century Skills has 4.16 with a descriptive equivalent of high teaching effectiveness.

Table 5
Level of Teaching Effectiveness in terms of 21st Century Skills

Statements	WE	DE
1. The teacher introduces basic digital tools safely, helping my child use simple apps or devices for learning. (E.g., using a tablet to match shapes in an educational game.)	4.04	H
2. The teacher encourages problem-solving by guiding my child through challenges that require trial and error. (E.g., building a tower with blocks and figuring out why it falls, then trying again.)	4.07	H
3. The teacher promotes collaboration by facilitating group activities where my child works with peers to achieve a goal. (E.g., building a group puzzle or planning a pretend play scenario together.)	4.26	VH
4. The teacher fosters creativity and innovation through open-ended projects that allow my child to express ideas freely. (E.g., inventing stories with recycled materials or drawing original inventions.)	4.28	VH
Overall Mean	4.16	H

Table 6 indicates the level of teaching effectiveness in terms of Character Education. The gathered data from the respondents showed that modelling kindness and empathy has a very high teaching effectiveness while honesty, resilience and responsibility have a high teaching effectiveness. The overall mean of the teaching effectiveness of early childhood educators in terms of Character Education has 4.12 with a descriptive equivalent of high teaching effectiveness.

Table 6
Level of Teaching Effectiveness in terms of Character Education

Statements	WE	DE
1. The teacher models kindness and empathy, helping my child understand and respond to others' feelings. (E.g., role-playing how to comfort a friend who is sad during playtime.)	4.91	VH
2. The teacher teaches honesty by encouraging my child to own up to mistakes and make amends. (E.g., discussing what to do if a toy is accidentally broken and how to say sorry.)	3.90	H
3. The teacher promotes resilience by praising effort and helping my child bounce back from setbacks. (E.g., after a failed art project, guiding my child to try a new approach without frustration.)	3.88	H
4. The teacher encourages responsibility by assigning simple classroom roles that build a sense of duty. (E.g., letting my child water plants or help set the table for snack time.)	3.78	H
Overall Mean	4.12	H

Table 7 Indicates the levels of teaching effectiveness in terms of the Work Readiness and gathering data from the respondents. It is necessary to be a teamwork with each other so that we can get the teaching effectiveness because children need to guide each other to follow their schoolwork and help each student. This shows how effective ways to help children get used to their assignments and cooperate with their classmates.

In addition, teaching children such as punctuality and reliability, as well as goal setting using small projects get high to very high levels. In this way, teachers can show how to be responsible and hardworking children. The total mean of teaching effectiveness in the field of early childhood educators, particularly in Work Readiness has 4.42 with a descriptive analysis showing a high level of teaching effectiveness.

Table 7
Level of Teaching Effectiveness in terms of Work Readiness

Statements	WE	DE
1. The teacher establishes daily routines that help my child follow instructions and manage time independently. (E.g., using a visual schedule for transitions like cleanup to story time.)	4.46	VH
2.. The teacher teaches basic teamwork by involving my child in shared tasks that require cooperation. (E.g., assigning group roles in a pretend bakery activity, like mixing dough together.)	4.43	VH
3. The teacher promotes punctuality and reliability through consistent expectations for arrival and participation. (E.g., rewarding on-time circle time attendance with a group cheer.)	4.41	VH
4. The teacher introduces goal-setting by helping my child plan and complete small projects. (E.g., creating a simple checklist for building a sandcastle during outdoor play.)	4.36	VH
Overall Mean	4.42	VH

Table 8 indicates the levels of effectiveness of early childhood education teaching in terms of Life Skills. The data collected from the respondents show that teachers are highly effective in teaching children about hygiene, proper eating habits and health which helps children to be careful in their daily activities. The overall effectiveness of early childhood educators in terms of Life Skills is 4.44 with a descriptive analysis of very high teaching effectiveness.

Table 8
Level of Teaching Effectiveness in terms of Life Skills

Statements	WE	DE
1. The teacher teaches personal hygiene and self-care routines in a fun, hands-on manner. (E.g., practicing handwashing with songs before meals or demonstrating tooth-brushing with models.)	4.47	VH
2.. The teacher promotes healthy eating habits by involving my child in food- related activities and discussions. (E.g., sorting fruits and vegetables during snack prep and talking about why veggies are "superheroes.")	4.41	VH
3. The teacher helps my child develop social skills for resolving conflicts peacefully. (E.g., using a "peace table" where children talk out disagreements with teacher guidance.)	4.45	VH
4. The teacher introduces basic safety awareness through stories and role-play. (E.g., practicing "stop, look, and listen" for crossing the playground or stranger awareness in simple scenarios.)	4.44	VH
Overall Mean	4.44	VH

Table 9 indicates the levels of effectiveness of early childhood education teaching in terms of Curriculum Principles. The data collected from respondents indicate that statements related to being connected to their children, real-life experiences and interests. This was shown by parents to be curriculum-based, because to include children is engaging and meaningful for students. Also, high ratings on challenge or rigor as the ability of teachers to adjust children's learning without frustrating them and also shows high scores on equity for teachers to ensure that all children are their ability to have an equal share of the children through appropriate materials and strategies of their teaching to children. The overall mean of the early childhood teaching effectiveness in terms of Curriculum Principles has 4.32 with an equivalent of very high teaching effectiveness.

Table 9
Level of Teaching Effectiveness in terms of Curriculum Principles

Statements	WE	DE
1. The curriculum is relevant to my child's life, connecting lessons to their interests and real-world experiences. (E.g., using family photos or local community themes in art projects to make learning personal.)	4.16	H
2.. The curriculum provides appropriate rigor by challenging my child at their level without causing frustration. (E.g., offering extension activities like advanced counting for ready learners during group math time.)	4.05	H
3. The curriculum ensures equity by providing equal opportunities for all children, regardless of background. (E.g., adapting materials for children with different abilities, like tactile books for visual Vimpairments.)	4.44	VH
4. The curriculum promotes relevance by incorporating diverse cultural perspectives in daily lessons. (E.g., celebrating multiple holidays or using stories from various ethnic traditions.)	4.17	H
Overall Mean	4.32	VH

Table 10 indicates the level of effectiveness of early childhood teaching in terms of Pedagogical Approaches. The data gathered from the respondents showed that teachers used the Student Center method where children are allowed to express their interests because this is where they learn best and because of this, parents can see that each student's firstborn is met.

The results also showed a high rating of holistic approach by teachers. This includes not only academic but also their emotional or physical development of each child and also inquiry-based learning strategies. This is also one of the high ratings. And because of this, teachers encouraged children to ask questions or participate in hands-on activities because it helps them think critically. The overall effectiveness of early childhood teachers in terms of Pedagogical Approaches has a 4.55 with a descriptive equivalent of very high teaching effectiveness.

Table 10
Level of Teaching Effectiveness in terms of Pedagogical Approach

Statements	WE	DE
1. The teacher uses student-centered methods by tailoring activities to my child's unique interests and pace. (E.g., letting my child choose between painting or building during free play to follow their curiosity.)	4.45	VH
2.. The teacher adopts a holistic approach by addressing my child's emotional well-being alongside academics. (E.g., starting the day with a feelings check-in circle to support social-emotional growth.)	4.66	VH
3. The teacher facilitates inquiry-based learning where my child explores topics through questions and discovery. (E.g., setting up a science station for my child to investigate why leaves change color hands-on.)	4.48	VH
4. The teacher integrates physical activity into lessons to support holistic development. (E.g., incorporating movement games during literacy time, like acting out story characters.)	4.59	VH
Overall Mean	4.55	VH

According to the data collected, there were eight areas: (1) foundational literacy, (2) foundational numeracy, (3) 21st century skills, (4) character education, (5) work readiness, (6) life skills, (7) curriculum principles and (7) pedagogical approach. Parents gave the areas scores overall. The means went from 4.12 for numeracy and character education to 4.55, for pedagogical approach. Parents show that interactive and principle-based teaching is strong. Parents also see that practical future-oriented skills need work.

Overall satisfaction with teaching effectiveness; parents rated teaching effectiveness using the 4-point Likert scale. The mean score was 4.30,

indicating very high satisfaction. Key indicators included teachers' ability to teach in childrens' interests (mean = 4.55), life skills (mean = 4.44), and work readiness (mean = 4.42}. The specific teaching practices; parents highly valued interactive activities (e.g., play-based learning, 78% agreement) and individualized attention (72% agreement).

Factors that Influenced the Parental Perceptions of Teaching Effectiveness. Based on responses from 116 parents (Table 11), the factors influencing perceptions of teaching effectiveness were ranked as follows: (1) teaching style, identified by 64 percent as the most influential due to its impact on student engagement; (2) personality, cited by 39 percent, emphasizing empathy and approachability; (3) communication with parents, mentioned by 29 percent, underscoring the importance of transparency; (4) child's performance, noted by 25 percent as a direct indicator of effectiveness; (5) personal interaction, reported by 21 percent, particularly in terms of one-on-one engagement; (6) age or teaching experience, recognized by 32 percent, with experienced teachers viewed more favorably; (7) recommendations from others, such as word-of-mouth from fellow parents, cited by 39 percent; and (8) marital status, mentioned by 54 percent but regarded as the least influential, often unrelated to teaching quality.

Table 11
Ranking of Influential Factors in Perceived Teaching Effectiveness

Influential Factors	R1	R2	R3	R4	R5	R6	R7	R8
Teaching styles/methods	74 (64%)	13 (11%)	13 (11%)		9 (4%)		9 (8%)	
Personality/attitude	29 (25%)	45 (39%)	13 (11%)	16 (14%)	5 (4%)			
Communication with parents		21 (18%)	34 (29%)	24 (21%)	29 (25%)			
Marital Status				13 (11%)	5 (4%)	16 (14%)	9 (8%)	63 (54%)
Age or experience	5 (4%)	16 (14%)	21 (18%)	16 (14%)		37 (32%)	9 (8%)	5 (4%)
Child's performance/improvement	9 (8%)	21 (18%)	13 (11%)	29 (25%)	29 (25%)	9 (8%)		5 (4%)
Recommendations from others			9 (8%)		9 (8%)	24 (21%)	45 (39%)	21 (18%)
Personal interaction with teacher			16 (14%)	13 (11%)	24 (21%)	16 (14%)	34 (29%)	9 (8%)

Parents' Recommendations for Enhancing Educators' Effectiveness in Early Childhood Teaching.

Reasons for prioritizing the chosen factor as the most influential.

Theme 1. Teachers' Styles and Methods. The teachers' style and methodology parents identified the most influential factor in children's learning: the style and methodology of the teachers themselves. As shown by the responses, parents wanted teaching methods that are enjoyable, interactive, and developmentally appropriate for the children to help them understand the lessons more easily and actively participate in class. Parents reported that effective teaching styles allow children not only to learn academic content but also to apply learning in real-life situations. This finding is further supported by Constructivist Theory, which purports that children actively construct knowledge through meaningful experiences. Piaget (1952) and Vygotsky (1978) have argued that when teachers use interactive and child-centered approaches, learning becomes more effective and meaningful. The findings also support the Theoretical underpinning of Teacher Effectiveness, which asserts that effective teachers maintain approaches to adjust instructional strategies to learners' needs, thereby ensuring improved academic and holistic development, as affirmed by Stronge. From the perspective of Social Role Theory, teachers are positioned as an authority and a role model, whose teaching behaviors influence children's attitudes and behavior toward learning. Parents referring to teachers as "second parents" underlines their strong social influences in early childhood settings.

Theme 2. Learning Motivation. The motivation for learning came out as a central theme, with parents expressing that an effective teaching style enables the children not to lose their focus and be more motivated to learn with great enthusiasm. Parents notice that when teaching styles are engaging and well-structured, children pay more interest in, and are participative during, classroom activities. This theme is well explained by Expectancy-Value

Theory, which states that children's motivation is shaped by belief in their ability to succeed and the value attached to learning tasks. Teachers using motivating strategies raise the confidence of children and their interest in learning. It is further supported by the Attribution Theory, which purports that children develop more motivation when success is attributed to effort and effective instruction rather than natural ability. Parents' perceptions that teaching methods help children become more focused and improve performance indicate positive motivational attributions. This theme also explained the Theory of Planned Behavior because through instructional practice, teachers influence attitudes towards learning in children and build positive intentions to engage themselves in academic activities. Confidence cannot be too large with regard to the correctness of this calendar, since it only endeavors to reflect approximate true solar time.

Theme 3. Pleasure. Enjoyment in learning parents most often mentioned enjoyment related to the learning process: lessons should be appealing and fun for children because through pleasure, children learn more effectively. Parents reported that when children receive pleasure from one or another activity, it contributes to better understanding and more positive attitudes toward school in general. This theme is consistent with Symbolic Interactionism, in which there is an emphasis on children constructing meaning through social interactions. Positive and enjoyable classroom interactions make it possible for the children to relate learning with happiness and success. In addition, Ecological Systems Theory shows how the classroom environment, being part of the microsystem, directly influences children's emotional and cognitive development (Bronfenbrenner, 1979). The pleasant atmosphere of learning developed by teachers contributes to children's overall well-being and engagement in activities. Research also supports enjoyment for its role in enhancing intrinsic motivation and continued engagement into early childhood education. hologram recording and reconstruction technology.

Theme 4. Collaboration. Collaboration is one of the necessary themes where collaboration between teachers and parents becomes evident is when parents underline the aspect of communication and shared responsibility in order to support children's learning. Parents appreciated teachers' efforts who working closely with families to identify the strengths of their children and those areas where their improvement is needed. This theme is supported by the Theory of Overlapping Spheres of Influence, which insists on the shared responsibility of school, family, and community within children's education. Parents' perceptions reveal the significance of partnership for effective teaching and learning. The results are also a reflection of the Cultural Capital Theory, which states that families have knowledge and experiences that are invaluable in improving the educational outcomes of children when such knowledge is recognized in schools (Bourdieu, 1986). The Ecological Systems Theory also supports collaboration; specifically, it is the interrelationship between home and school, the mesosystem, that greatly affects children's learning outcomes. Bronfenbrenner (1979).

Theme 5. Guardian. The responsibility of the guardian the theme guardian came from views expressed by parents about teachers as "second parents" and the recognition of the shared role as guardians in children's learning and development. Parents underlined that guardians reinforce learning at home and support teachers' strategies. This theme is explained by Social Role Theory: in guiding children's behavior and learning, guardians assume complementary roles with teachers. The continuity between expectations in the home and school aids children's adjustment and academic success. Such a finding is also explained in the context of Ecological Systems Theory, which identifies family as one of the main microsystems in a child's development (Bronfenbrenner, 1979). Also, Symbolic Interactionism is based on the idea that a child learns the meaning of learning through interaction with significant adults, such as parents and guardians. This means that active

involvement from guardians enhances the development of children's self-concepts and learning attitudes.

Areas of teaching that needs improvement.

Theme 1. Professionalism. By doing educators parents reiterated the importance of balancing too much emphasis on learning and focusing on hands-on learning. Indeed, as seen in P1 and P5, parents worried that too many reading and writing activities are imposed on learners in early childhood when they are not cognitively prepared. Parents asserted that play, creativity, problem-solving, and exploration are better learning strategies. This is strongly supported by Constructivist Theory, which claims that learning in children happens best through involvement and experience and not through memorization (Piaget, 1952; Vygotsky, 1978). Learning through involvement helps construct meanings through exploration and interaction. These findings also verify the Teacher Effectiveness Theory because this theory suggests that teaching methods that employ developmentally appropriate strategies ensure effective learning results (Stronge, 2018). The demand for experiential learning required from the parents is expected from effective early child teaching. According to the Expectancy Value Model, children's perceived value and confidence to succeed increase in hands-on activities, leading to a motivational gain as children value tasks more and become confident in their ability to succeed in them as proposed by Eccles & Wigfield, (2002).

Theme 2. Communication with Parents. Correspondence with parents the need for better communication between teachers and parents was strongly emphasized by the parents for activities and assignments as well as classroom rules (P2). The need was emphasized that written communication alone is not enough and not all parents are informed constantly. These issues can be related to "The Theory of Overlapping Spheres of Influence," in which Epstein (2011) insists that both schools and families share life-long responsibilities for children's education. Communication can aid in

this process of building partnership and supporting the educational continuity of children at home. The study findings are also supported by Cultural Capital Theory and the notion that if the schools involve the parents, then the children will share the knowledge and capital through that (Bourdieu 1986). In the Ecological Systems Theory, communication is seen as the interface between the home and school environment, or mesosystem, and plays an important part in children's educational and social growth, according to Bronfenbrenner in 1979.

Theme 3. Social and Emotional Learning. Social and emotional learning, the parents expressed their views on the need for their children to be educated in social and emotional learning as well as academic learning (P1, P3). The parents believed that their children needed training in developing desirable behaviors and emotional and social skills rather than mere cognitive skills. This is effectively addressed by Social Role Theory, where the teacher will model the correct responses to social and emotive stimuli that the children will imitate and store away (Eagly, 1987). Additionally, Symbolic Interactionism reinforces this trend by implying that social meanings and self-concepts are developed by children through interactions with teachers and peers (Blumer, 1969). Positive social interactions within the classroom are linked to positive developments of emotions. In addition, Attribution Theory states that "children who receive a lot of positive support in terms of their social and emotional experiences tend to treat success in the situation as due within the realm of their effort and interpersonal co-operation.

Theme 4. Age-appropriateness. The parents pointed out that the methodologies should be child-friendly and stress-free for them to learn at their own pace. The pressure for academics is considered inappropriate for the young age group. This theme receives strong support from the viewpoints of Developmental Constructivist theories because these viewpoints focus on matching learning with the children's levels of readiness from a cognitive and emotional

perspective to meet their needs as posited by In addition, the Theory of Teacher Effectiveness recognizes the need for teachers to modify teaching procedures according to the levels of development that the learners exhibit or attain for effective and significant learning to take place (Stronge, 2018). Within the context of the Ecological Systems Theory, a nurturing and developmentally supportive classroom environment or microsystem has a positive effect on a child's emotional stability and learning achievements (Bronfenbrenner, 1979).

Theme 5. Student-centered Approach. Teaching focused on they expressed the following demand for more student-centered approaches in teaching: "Continual observation of children's work and awareness of individual interests, learning styles, and abilities" (P6-P8). Parents were of the perception that the teaching process should be "flexible and responsive to the needs of the learners rather than standardized and rigid. Children learn better if the learning is related to their rate of development and interests." This theme is closely related to the emphasis made by Constructivist Theory by Vygotsky (1978) where learners are actively involved in learning and their knowledge is created through experiences and interactions. Student-centered learning gives children opportunities to learn in ways which are suited to their current knowledge and interests and enhance their understanding accordingly. The evidence also receives support from the Theory of Teacher Effectiveness that points out the significance of effective teachers who are continually evaluating the progress of learners and readjusting teaching methodologies towards the objective of achieving the highest outcomes (Stronge, 2018). Adjusting teaching according to observation by parents is linked to the expectations of effective early childhood education methodologies on the part of parents. In addition, Expectancy-Value Theory states that when tasks are related to children's levels of interest and perceived skills, children tend to be more motivated because they view the activities as valuable and see that they are capable of achieving success (Eccles & Wigfield, 2002). The Theory of Planned Behavior

also reinforces this issue by suggesting that teachers' beliefs, intentions, and attitudes towards child-centered education can impact operational practices (Ajzen, 1991). A teacher who favors student-centered approaches can more readily adopt adaptive strategies. Finally, in regards to Ecological Systems Theory, student-centered teaching enhances the microsystem of the classroom because it provides a nurturing environment that takes personality differences into consideration and develops both cognitive and socio-affective skills (Bronfenbrenner, 1979).

Other suggestions.

Theme 1. Good Manners and Right Conduct.

"Teaching proper manners, proper conduct, and respect for other people is an essential part of early childhood education," asserted parents (P1, P6, P8). The parents were of the view that they should teach their children to demonstrate respect for other people, wait for their turn, share, and control their temper while interacting with other persons. These statements clearly reveal that character education is considered equivalent in importance to education by the parents. This evidence strongly supports the Social Role Theory, where children learn social behaviors through observation and imitation of key authority figures, including teachers (Eagly, 1987). They act as social models in demonstrating respectful or appropriate behaviors and social interactions, which the children internalize. The theme of how children develop social meanings, values, and self-concepts is also elaborated in the theory of Symbolic Interactionism, where children understand what is acceptable in class by interacting with teachers and classmates (Blumer, 1969). Children attain good manners by being continually modeled and reinforced for them in class. In the light of the above theory, the Constructivist Theory of Understanding Moral and Social Values asserts that these values are developed through active engagement and real-life experience rather than through direct instruction only (Piaget 1952; Vygotsky 1978). Through the development

of sharing, cooperation, and respect for others at the real-life experience level, children gain better understanding of what is right and wrong. Another theme that is informed by the Theory of Teacher Effectiveness is that successful teachers result in students not only achieving scholarly but also exhibit good behavior and character development (Stronge, 2018). The manners and behavior practiced by parents also inform the aspects of well-rounded teaching efficacy. Moreover, Attribution Theory implies that if children are positively influenced in terms of their Behavior, they are more likely to attribute Success in Social Interactions to efforts and cooperation, which will help them to behave in a positive way (Weiner, 1985).

Theme 2. Communication with Parents.

Communication between teachers and parents being very effective in terms of sharing children's strengths and weaknesses was a common theme that came out very strongly in the parents' responses (P2-P5 & P7). The parents felt they ought to be kept in the know in order to help shape their children's development in this respect at home. This is closely related to the Theory of Overlapping Spheres of Influence, where the responsibility of the family and the school overlapping in the education of the children has been well emphasized (Epstein, 2011). It increases the effectiveness of the collaboration of the parents and the teachers, and they both help the children together. These findings also confirm Cultural Capital Theory. Cultural Capital Theory assumes that parents have valuable knowledge that can improve learning when this knowledge is tapped into by schools (Bourdieu, 1986). When such information about individual children's learning development is shared, it helps to improve development. In Ecological Systems Theory, communication encompasses the interaction between the child's environment at home and at school, classified under the Mesosystem because communication affects a child's development in a very significant manner (Bronfenbrenner, 1979). A well-communicating system has a powerful influence on a child's intellectual and social development. Moreover,

according to Expectancy-Value Theory, if parents are made aware of the strengths and weaknesses of the child, they can facilitate learning activities and bolster the child's confidence and attitude towards the task value (Eccles & Wigfield, 2002). The Theory of Planned Behavior also corroborates this, since teachers' beliefs and intentions concerning communication with parents will affect communication in some way (Ajzen, 1991). If teachers believe in parental involvement, they have a greater chance of communicating effectively.

As we looked at the responses from the eight selected parents. I asked the parents about areas of teaching that need improvement. I asked for comments and suggestions. I found four themes. (1). Teacher-Child Relationships: Parents emphasized the importance of caring interactions. One parent said, "My child's teacher makes him feel safe and valued which boosts his confidence." (2). Curriculum Relevance: From what I heard many praised the play-based curriculum. Many criticized the curriculum for lacking real-world skills such, as literacy or environmental awareness. (3). Parental Involvement: From what I heard parents wanted collaboration. Parents wanted regular updates and parents wanted involvement in activities. Six, out of eight interviewees reported communication. (4). Challenges: From what I heard challenges included class sizes. Five parents mentioned class sizes. Challenges also included teacher workload. Teacher workload led to rushed lessons.

The results align with existing literature on ECE, where parental perceptions often highlight relational aspects over academic rigor (e.g., Epstein, 2011). High satisfaction scores (mean = 4.55) corroborate studies showing that effective teaching in early childhood prioritizes emotional and social development (Shonkoff & Phillips, 2000).

Qualitatively, themes of teacher-child relationships echo attachment theory (Bowlby, 1988), emphasizing secure bonds as

foundational to learning. Criticisms of curriculum and communication gaps highlight systemic issues, such as underfunding in public ECE programs, which could be mitigated through policy reforms. Probing questions revealed key areas needing improvement, including enhanced focus on 21st century skills and life skills, alongside suggestions for more inclusive curricula and better parental communication.

Limitations include self-selection bias in survey respondents (mostly parents) and potential social desirability in responses. Future research should incorporate teacher and child perspectives for triangulation. Overall, these findings underscore that parental views can inform teacher training and program design, promoting more inclusive, responsive ECE.

DISCUSSION

The findings of this study highlight that parents perceive effective teaching in early childhood education (ECE) not only through academic instruction but more importantly through emotional support and interactive learning. This reinforces the idea that teaching effectiveness in ECE is multidimensional, encompassing both cognitive and socio-emotional aspects. Parents expressed overall satisfaction with educators, yet differences emerged depending on academic background, particularly among underprivileged families. This suggests that while ECE programs are generally effective, they must adapt to meet the diverse needs of children from varying contexts. Such results align with UNESCO's (2015) call for family-centered education, emphasizing that quality ECE is not merely about skill transfer but about nurturing environments that foster lifelong learning.

These findings carry significant implications for educators, parents, and policymakers. For educators and schools, the results underscore the importance of professional development in cultural sensitivity and inclusive practices, ensuring that no child is left behind regardless of background. Establishing stronger parent-

teacher communication channels, including digital platforms, can further enhance collaboration and responsiveness to children's needs. For parents, the study affirms their critical role as advocates for their children, encouraging active participation in school life and consistent engagement during parent-teacher meetings. For policymakers, the evidence points to the necessity of investing more resources in ECE, particularly to reduce pupil-teacher ratios and to develop inclusive curricula that balance play-based learning with real-world skills. These measures would not only improve satisfaction levels but also strengthen the overall quality of early childhood education systems.

Finally, this study contributes to the growing body of literature that positions parents as essential voices in evaluating ECE quality. By recognizing parents' perspectives, institutions can better align teaching practices with the holistic needs of children. The conclusions drawn here affirm that effective ECE requires both academic rigor and emotional nurturing, while the recommendations provide actionable steps for stakeholders to eliminate barriers and promote equity.

Future researchers are encouraged to expand the population sample and allow more time for refined data collection, thereby strengthening the generalizability of findings. Taken together, these insights reinforce the importance of collaborative, inclusive, and well-resourced early childhood education as a foundation for lifelong learning and social development.

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