

The Effectiveness of the Funded Professional Development Opportunities in Improving the Centers Performance of Child Development Workers (CDWs) in Ormoc City, Province of Leyte

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ABSTRACT

This study determined the effectiveness of funded professional development opportunities in improving the performance of Child Development Centers through the competencies of Child Development Workers (CDWs) in Ormoc City, Province of Leyte, during School Year 2025–2026. Using a descriptive-evaluative-correlational research design, the study involved 93 CDWs from six districts selected through total enumeration. Data were gathered using a validated survey questionnaire and analyzed using Weighted Mean, Ranking, Kendall's Coefficient of Concordance, and Chi-square test at the 0.05 level of significance. Findings revealed that funded professional development opportunities were Very Much Evident ($W_x = 4.45$), with Learning Outcomes obtaining the highest

rating ($W_x = 4.59$) and Access to Training the lowest ($W_x = 4.13$). Significant agreement among respondent groups was found only in Access to Training and Impact on Child Outcomes. Funded professional development opportunities were also found to be Very Much Effective in improving Child Development Center performance ($W_x = 4.54$), with Implementation of Professional Development receiving the highest rating ($W_x = 4.67$) and Funding the lowest ($W_x = 4.37$). Significant agreement regarding effectiveness was observed only in Implementation of Professional Development. The study concludes that funded professional development opportunities contribute to strengthening CDW competencies and improving center performance, although variations exist across dimensions and respondent groups. It recommends institutionalizing competency-based professional development, strengthening funding and training accessibility, standardizing monitoring and evaluation, integrating professional development into Centers Improvement Plans, expanding coaching and mentoring, strengthening institutional partnerships, and adopting Continuous Quality Improvement mechanisms to ensure responsive and sustainable professional development programs.

Keywords: *Professional Development, Child Development Workers, Center Performance*

INTRODUCTION

Early Childhood Care and Development (ECCD) plays an important role in establishing the foundation for children's cognitive, physical, social, emotional, and language development. The early years represent a critical stage during which children acquire fundamental skills, attitudes, and behaviors that influence their readiness for formal schooling and subsequent learning experiences. In the Philippine setting, Early Learning Programs are designed to provide child-centered and play-based experiences that

respond to children's developmental needs and interests. These programs may be delivered through center-based, home-based, and other alternative modalities and are intended to support children's holistic development and preparation for lifelong learning. Within these programs, Child Development Workers (CDWs) perform an essential role in translating ECCD policies, standards, and curricula into meaningful learning experiences for young children.

The quality of services delivered by Child Development Centers (CDCs) is closely associated with the knowledge, skills, competencies, and professional practices of CDWs. Their responsibilities extend beyond facilitating daily learning activities and include preparing developmentally appropriate experiences, maintaining safe and supportive learning environments, observing and assessing children's development, communicating with parents and families, coordinating with stakeholders, and participating in activities intended to improve the quality of their centers. As expectations concerning early childhood services continue to develop, CDWs likewise need opportunities to continuously strengthen their professional competencies. Professional development therefore serves as an important mechanism for ensuring that practitioners remain capable of responding to the changing needs of children, families, communities, and the ECCD system.

Professional development may take various forms, including seminars, workshops, conferences, training programs, coaching, mentoring, consultation, peer-to-peer learning, learning sessions, and other forms of technical assistance. These activities are intended to strengthen professional knowledge and provide opportunities for practitioners to acquire, demonstrate, and apply competencies relevant to their work. Training, in particular, involves organized learning activities designed to develop specific knowledge and skills and improve the performance of participants. For CDWs, professional development can provide opportunities to improve instructional planning and delivery, classroom management, assessment practices, child-centered and play-based approaches, collaboration with families and communities, and other competencies required in ECCD settings.

However, the availability of professional development programs does not automatically guarantee that CDWs can participate in them or successfully apply what they have learned. Professional development requires financial, material, logistical, and institutional support. Training fees, transportation, venues, learning materials, schedules, and the availability of instructional resources may influence participation and implementation. Thus, funded professional development is particularly important because financial support can help reduce barriers to participation and provide CDWs with greater opportunities for continuing professional learning. The effectiveness of these initiatives may nevertheless depend on how accessible, relevant, adequately resourced, consistently implemented, monitored, and sustained they are.

The importance of developing competent early childhood service providers is supported by the Philippine legal and policy framework for ECCD. Republic Act No. 8980, or the *Early Childhood Care and Development Act of 2000*, provided a national framework for promoting the holistic development of young children. Republic Act No. 10410, or the *Early Years Act of 2013*, further strengthened the ECCD system and the government's responsibility for providing appropriate programs and services during the early years. More recently, Republic Act No. 12199, or the *Early Childhood Care and Development System Act of 2025*, further reinforced the national framework for ECCD programs and services. These policy developments emphasize the need for quality early childhood services and appropriately prepared personnel who can effectively implement programs at the community and center levels.

The professional expectations for CDWs are also reflected in the competency standards developed for Child Development Teachers and Child Development Workers. These standards encompass seven major domains: Child Growth and Development; Health, Safety and Well-Being; Curriculum; Learning Environment and Experiences; Assessment and Reporting; Communicating and Partnering with Families and Community Linkages; and Personal and Professional Development. These domains illustrate the broad responsibilities of CDWs and demonstrate why continuing professional development is necessary. Competence in early childhood education involves not only the ability to facilitate classroom activities but

also the capacity to understand children's development, create appropriate learning environments, assess developmental progress, work collaboratively with families and communities, and engage in continuous professional growth.

The effectiveness of professional development should therefore be considered beyond simple attendance in seminars or training programs. Participation represents only one stage of professional learning. Of equal importance are the extent to which CDWs engage in training, demonstrate learning performance, acquire relevant knowledge and competencies, apply their learning in practice, and receive sufficient institutional resources and follow-up support. Monitoring and evaluation are also necessary to determine whether professional development programs are achieving their intended objectives and whether improvements are being sustained after the completion of training activities.

In the present study, funded professional development opportunities are examined through six interrelated dimensions: Access to Training, Learning Performance, Learning Outcomes, Impact on Child Outcomes, Availability of Resources, and Stakeholders' Monitoring and Evaluation. Access to training considers whether professional learning opportunities are available and practically accessible to CDWs. Learning performance focuses on participation and performance during professional development activities, while learning outcomes concern the knowledge, skills, and competencies developed through these experiences. Impact on child outcomes considers the perceived contribution of professional learning to practices and conditions affecting children. Availability of resources recognizes that professional learning must be supported by appropriate materials and institutional resources, while stakeholders' monitoring and evaluation addresses the mechanisms through which professional development activities and their outcomes are assessed and improved.

Existing studies reviewed in the original research indicate that funded professional development can contribute to improvements in the professional competencies and practices of early childhood educators. Studies included in the thesis associate government-supported training and capacity-building programs with improvements in instructional competence, lesson preparation, classroom management, learner assessment, professional confidence, and the use of child-centered practices. At the same time, the reviewed literature identifies several challenges, including irregular funding, differences in access to training, inadequate instructional resources, inconsistent training schedules, insufficient follow-up coaching, and weaknesses in monitoring and evaluation. These findings suggest that the effectiveness of professional development depends not only on providing training but also on creating conditions that allow participants to access, complete, apply, and sustain professional learning.

Professional development is also expected to have implications beyond the individual competencies of CDWs. Improvements in professional knowledge and practice may contribute to the overall functioning and performance of Child Development Centers. When CDWs acquire relevant competencies and receive sufficient institutional support, professional development may strengthen program implementation, instructional practices, center planning, coordination, and the delivery of services to children. Professional development can therefore be understood as both an individual capacity-building process and an institutional investment intended to improve the quality of ECCD service delivery.

Accordingly, the present study examines the effectiveness of funded professional development in improving CDC performance through five dimensions: Funding, Implementation of Professional Development, Teacher Capacity Building, Centers Improvement Plan, and Institutional Impact. Funding concerns the financial support necessary to sustain professional development activities. Implementation of Professional Development considers how training and capacity-building programs are planned and carried out. Teacher Capacity Building addresses the strengthening of professional knowledge and competencies among CDWs. Centers Improvement Plan considers the integration of professional development priorities into institutional planning, while Institutional Impact concerns the broader perceived contribution of professional development to the operation and performance of the centers.

The relationship between professional development and center performance is particularly relevant in Ormoc City, Province of Leyte. The thesis describes the city as implementing ECCD services through more than 100 functional Child Development Centers across its barangays. These centers provide developmental and learning activities for young children, together with developmental assessment, monitoring of children's progress, and communication with parents. The implementation of these services places considerable responsibility on CDWs, making their continuing professional development an important component of maintaining and improving the quality of local ECCD programs.

Although previous studies have examined professional development, capacity building, teaching competence, training needs, instructional performance, and government-supported programs for early childhood personnel, the thesis identifies a need for a context-specific examination of funded professional development and Child Development Center performance in Ormoc City. The literature reviewed in the original study indicates that professional development has often been examined through selected aspects such as participation, teaching competencies, instructional practices, or access to training. The present investigation takes a broader approach by simultaneously examining professional development opportunities, learning-related dimensions, resources, child-related outcomes, stakeholder monitoring, and multiple dimensions of CDC performance.

Another important consideration is whether CDWs from different districts perceive and rank these aspects consistently. Professional development programs may be implemented within the same local system, yet differences in accessibility, funding, resources, institutional conditions, and implementation may produce variations across districts. Examining the level of agreement among the six district groups therefore provides additional evidence concerning the consistency of professional development implementation and perceived effectiveness throughout Ormoc City. Rather than relying solely on overall ratings, examining agreement in rank orders allows the study to identify dimensions in which the groups demonstrate similar assessments and those in which their assessments differ.

Against this background, this study determined the effectiveness of funded professional development opportunities in improving the performance of Child Development Centers through Child Development Workers in Ormoc City, Province of Leyte, during School Year 2025–2026. Specifically, it assessed the level of funded professional development opportunities in terms of Access to Training, Learning Performance, Learning Outcomes, Impact on Child Outcomes, Availability of Resources, and Stakeholders' Monitoring and Evaluation. It also determined the effectiveness of funded professional development opportunities in improving CDC performance in terms of Funding, Implementation of Professional Development, Teacher Capacity Building, Centers Improvement Plan, and Institutional Impact. Furthermore, the study examined the significance of agreement among the six district groups in their rank ordering of the indicators under these dimensions and used the findings as the basis for formulating policy recommendations. These objectives correspond directly to the research questions established in the original study.

By examining professional development from both individual and institutional perspectives, the study seeks to provide evidence that can inform the planning, funding, implementation, monitoring, and continuous improvement of professional development initiatives for CDWs. The findings may also provide a basis for strengthening access to training, professional capacity building, resource provision, monitoring and evaluation, center improvement planning, and institutional support. In this manner, the study contributes context-specific evidence concerning the implementation and perceived effectiveness of funded professional development within the ECCD system of Ormoc City and provides an empirical basis for policy recommendations intended to strengthen the professional development of CDWs and the performance of Child Development Centers.

METHODS

Research Design

The study employed a descriptive-evaluative-correlational research design to determine the effectiveness of funded professional development opportunities in improving the performance of Child Development Centers (CDCs) through Child Development Workers (CDWs) in Ormoc City, Province of Leyte, during School Year 2025–2026. The descriptive component was used to determine the existing conditions of funded professional development opportunities and their perceived effectiveness in relation to CDC performance. The evaluative component was used to assess the extent to which the identified professional development opportunities and center-performance dimensions were evident or effective. The correlational component was used to determine the significant agreement in the rank orders of the indicators among the six groups of respondents.

Specifically, the study assessed funded professional development opportunities in terms of Access to Training, Learning Performance, Learning Outcomes, Impact on Child Outcomes, Availability of Resources, and Stakeholders' Monitoring and Evaluation. It also assessed their effectiveness in improving CDC performance in terms of Funding, Implementation of Professional Development, Teacher Capacity Building, Centers Improvement Plan, and Institutional Impact.

Study Setting and Respondents

The study was conducted in the six districts of Ormoc City, Province of Leyte, Philippines. The locale was purposively selected, while total enumeration was employed in selecting the respondents. The study involved 93 Child Development Workers from public Child Development Centers in Ormoc City during School Year 2025–2026.

The respondents were distributed across the six districts as follows: District 1 had 17 CDWs (18%), District 2 had 18 (19%), District 3 had 10 (11%), District 4 had 20 (22%), District 5 had 15 (16%), and District 6 had 13 (14%), for a total of 93 respondents. Filio-MAED-ECE-Aug-30(1)

Research Instrument

Data were collected using a researcher-prepared survey questionnaire developed based on the research problems, related studies, and theoretical foundations of the study. A Table of Specifications was prepared to ensure that the questionnaire items corresponded to the variables and dimensions investigated. A Likert-type scale was used to obtain and interpret the respondents' assessments.

The questionnaire consisted of two major parts. Part I assessed the level of funded professional development opportunities across six dimensions: Access to Training, Learning Performance, Learning Outcomes, Impact on Child Outcomes, Availability of Resources, and Stakeholders' Monitoring and Evaluation. Based on the Table of Specifications, this section consisted of 69 items: 10 items for Access to Training, 11 for Learning Performance, 12 for Learning Outcomes, 11 for Impact on Child Outcomes, 12 for Availability of Resources, and 13 for Stakeholders' Monitoring and Evaluation.

Part II assessed the effectiveness of funded professional development opportunities in improving CDC performance across five dimensions: Funding, Implementation of Professional Development, Teacher Capacity Building, Centers Improvement Plan, and Institutional Impact. This section consisted of 58 items: 10 items for Funding, 11 for Implementation of Professional Development, 12 for Teacher Capacity Building, 12 for Centers Improvement Plan, and 13 for Institutional Impact. Based on the Table of Specifications, the instrument contained a total of 127 items.

Validity and Reliability of the Instrument

The questionnaire underwent validation and revision before its administration. Child Development Workers were asked to review the instrument and provide comments and suggestions, which were

considered in revising the questionnaire. A group of professors from the University of Northeastern Philippines also evaluated the instrument, and their recommendations were incorporated into its improvement. The revised questionnaire was subsequently presented to the research adviser for further review and approval before its final administration.

The internal consistency of the instrument was assessed using Kuder–Richardson Formula 21 (KR-21). The study reported a reliability coefficient of 0.97, indicating a high level of internal consistency. The significance of the reliability coefficient was further tested, yielding a computed t -value of 21.11, which exceeded the reported critical t -value of 2.048 at 28 degrees of freedom. Based on these results, the instrument was considered highly reliable and appropriate for data collection.

Data Collection Procedure

Following the development, validation, evaluation, and revision of the research instrument, the necessary permission to conduct the study was secured. The finalized questionnaires were then distributed to the Child Development Workers in the six districts of Ormoc City. The questionnaire was administered either online or through face-to-face distribution.

After administration, the completed questionnaires were retrieved and the responses were organized, tabulated, and prepared for statistical analysis. The collected data were subsequently presented, analyzed, and interpreted according to the specific research objectives. The results of the analysis also served as the basis for the formulation of policy recommendations.

Statistical Analysis

Frequency count, percentage, weighted mean, ranking, Kendall's Coefficient of Concordance (W), and the corresponding chi-square test were used to analyze the data. Frequency and percentage were used to describe the distribution of the respondents across the six districts. Weighted mean and ranking were used to determine and compare the respondents' assessments of the dimensions of funded professional development opportunities and their effectiveness in improving CDC performance.

Kendall's Coefficient of Concordance (W) was used to determine the degree of agreement among the six district groups in their rank ordering of the indicators under Access to Training, Learning Performance, Learning Outcomes, Impact on Child Outcomes, Availability of Resources, and Stakeholders' Monitoring and Evaluation. The same procedure was applied to Funding, Implementation of Professional Development, Teacher Capacity Building, Centers Improvement Plan, and Institutional Impact. The corresponding chi-square test was used to determine whether the observed agreement in rank orders was statistically significant. The level of significance was set at $\alpha = .05$.

RESULTS AND DISCUSSION

Funded Professional Development Opportunities of Child Development Workers

The findings revealed that funded professional development opportunities for Child Development Workers (CDWs) were generally Very Much Evident, with an overall weighted mean of 4.45. Among the six dimensions examined, Learning Outcomes obtained the highest weighted mean of 4.59, followed by Impact on Child Outcomes and Availability of Resources, both with 4.51. Learning Performance obtained a weighted mean of 4.48, while Stakeholders' Monitoring and Evaluation registered 4.45. Access to Training obtained the lowest weighted mean of 4.13. Across the six districts, District 2 recorded the highest overall mean of 4.58, while District 1 obtained the lowest at 4.17.

The relatively high overall assessment indicates that funded professional development opportunities were strongly evident among the CDWs. More importantly, Learning Outcomes emerged as the strongest dimension, suggesting that the professional development activities were perceived to facilitate the acquisition of relevant knowledge and competencies. The similarly high assessments for Impact on

Child Outcomes and Availability of Resources indicate that respondents perceived professional development as extending beyond participation in training toward outcomes relevant to their professional practice and the children they serve.

Despite the generally favorable assessment, Access to Training received the lowest mean among the six dimensions. This result indicates that accessibility remains an area requiring attention even when the overall professional development system is positively assessed. Differences in training schedules, venues, transportation assistance, and availability of opportunities may affect the extent to which CDWs can participate consistently in professional development activities.

Access to Training

Access to Training obtained an overall weighted mean of 4.13, interpreted as Much Evident. Among the indicators, support for attendance obtained the highest weighted mean of 4.38, followed by advance information about training (4.30), encouragement to participate (4.23), openness of training to new CDWs (4.15), minimal barriers to training (4.11), and flexibility of training schedules (4.07). Travel support and regular availability of training opportunities both obtained 4.00, while convenience of training venues received the lowest mean of 3.90. District 2 registered the highest assessment at 4.73, whereas District 1 obtained the lowest at 3.60.

These findings show that CDWs generally received institutional encouragement and support to attend professional development activities. However, practical accessibility factors remained comparatively weaker. In particular, the lower ratings for venue convenience, travel support, and regular availability of training suggest that participation may still be affected by logistical conditions. The difference between District 2 and District 1 further indicates that access was not experienced uniformly across the six districts.

Learning Performance

Learning Performance obtained an overall weighted mean of 4.48, interpreted as Much Evident. The highest-rated indicator was the timely completion of tasks, with a weighted mean of 4.57, followed by confidence demonstrated during activities (4.54). Demonstration of learned skills and application of knowledge during training both obtained 4.53, while cooperation with peers received 4.52. Improvement during sessions obtained 4.48, engagement in group activities 4.45, raising relevant questions 4.44, passing training assessments 4.40, and maintaining active participation 4.37.

The results indicate generally strong engagement and performance among CDWs during professional development activities. The high ratings for task completion, confidence, skills demonstration, knowledge application, and peer cooperation suggest that respondents perceived professional development as providing opportunities for active participation rather than passive attendance. Such engagement is important because professional development is more meaningful when participants can demonstrate and apply the knowledge and competencies developed during training.

Learning Outcomes

Among all six dimensions, Learning Outcomes obtained the highest overall weighted mean of 4.59, making it the strongest aspect of funded professional development in the study. This finding indicates that CDWs generally perceived professional development activities as producing substantial learning gains. The prominence of Learning Outcomes suggests that the training and capacity-building activities were viewed as successful in developing knowledge, skills, and competencies relevant to the responsibilities of CDWs.

The high assessment of Learning Outcomes is particularly important because the value of funded professional development cannot be determined solely by the number of activities conducted or the number of participants attending. Professional development becomes more meaningful when participation results in perceived learning that can be transferred to professional practice. Thus, the finding supports the

importance of maintaining professional development activities that are responsive to the competency requirements and actual work of CDWs.

Impact on Child Outcomes

Impact on Child Outcomes obtained an overall weighted mean of 4.51, ranking jointly second among the six dimensions. This indicates that respondents perceived the competencies and learning gained through professional development as having relevance to their work with children.

This result is important within the ECCD context because professional development is ultimately intended to strengthen the quality of services provided to young children. However, the finding should be interpreted as the CDWs' assessment of perceived impact on child outcomes, rather than as direct evidence of changes in children's developmental outcomes, because the study collected survey responses from CDWs rather than direct developmental measurements from children. The result therefore suggests a strong perceived connection between professional learning and practices affecting children but does not independently establish a causal effect on child development.

Availability of Resources

Availability of Resources also obtained a weighted mean of 4.51, placing it jointly second among the dimensions examined. The high rating suggests that resources supporting professional development and the application of acquired competencies were generally available to the respondents.

Resource availability is an important condition for transferring professional learning into actual practice. Training may strengthen knowledge and competencies, but the ability of CDWs to apply these competencies can also depend on the availability of instructional materials, learning resources, facilities, and institutional support. The favorable assessment therefore indicates that respondents generally perceived the resource environment as supportive, although differences among districts may still influence how resources are accessed and utilized.

Stakeholders' Monitoring and Evaluation

Stakeholders' Monitoring and Evaluation obtained an overall weighted mean of 4.45, interpreted as Much Evident. The highest-rated indicator was the review of reports by stakeholders (4.56), followed by stakeholder support (4.54) and evaluation after training (4.50). Other indicators included supervisors observing training impact (4.49), regular tracking of progress (4.47), provision of suggestions for improvement (4.46), sharing of evaluation results (4.44), monitoring to ensure training quality (4.43), regular collection of feedback (4.41), provision of performance feedback to CDWs (4.39), stakeholder monitoring of training activities (4.37), and provision of guidance based on feedback (4.32). District 3 recorded the highest overall assessment at 4.60, while District 1 recorded the lowest at 4.14.

These results indicate that monitoring and evaluation mechanisms were generally present. Nevertheless, the comparatively lower rating for guidance based on feedback suggests that collecting information and evaluating training do not necessarily ensure that feedback is consistently translated into subsequent guidance. Strengthening the feedback cycle may therefore improve the capacity of monitoring and evaluation to support continuous professional development.

Agreement Among the Six District Groups on Funded Professional Development Opportunities

Kendall's Coefficient of Concordance (W) revealed varying levels of agreement among the six district groups across the dimensions of funded professional development opportunities, with coefficients reported in the study ranging from 0.10 to 0.36. Statistically significant agreement was identified only for Access to Training and Impact on Child Outcomes. In contrast, no statistically significant agreement was observed for Learning Performance, Learning Outcomes, Availability of Resources, and Stakeholders' Monitoring and Evaluation.

The findings indicate that the six groups demonstrated greater consistency in how they ranked the indicators related to training access and perceived impact on child outcomes. However, their rankings differed across the other four dimensions. These variations suggest that the experience of funded professional development was not entirely uniform across districts. Differences in institutional support, implementation practices, available resources, and local circumstances may have contributed to variations in respondents' assessments. Consequently, the high overall weighted means should be considered together with the district-level variation identified through the concordance analysis.

Effectiveness of Funded Professional Development in Improving CDC Performance

Overall, funded professional development opportunities were rated Very Much Effective in relation to Child Development Center performance, obtaining an overall weighted mean of 4.54. Among the five dimensions, Implementation of Professional Development ranked first with a weighted mean of 4.67, followed by Teacher Capacity Building at 4.65, Institutional Impact at 4.57, and Centers Improvement Plan at 4.46. Funding obtained the lowest weighted mean of 4.37. At the district level, District 1 obtained the highest overall mean of 4.63, whereas District 6 recorded the lowest at 4.35.

These findings indicate a highly favorable assessment of the contribution of funded professional development to CDC performance. The strongest ratings were associated with implementation and capacity building, suggesting that respondents perceived professional development programs as being effectively delivered and useful for strengthening professional competencies. Funding, although still positively assessed, emerged as the weakest dimension, indicating an area in which further institutional attention may be warranted.

Funding

Funding obtained an overall weighted mean of 4.37, interpreted as Much Effective. District 2 recorded the highest mean at 4.63, followed by District 5 (4.62), District 1 (4.57), District 4 (4.53), District 3 (4.40), and District 6 (3.44). The highest-rated indicator was "Funding supports training activities" at 4.51, followed by proper use of funds (4.48). Financial resources being well-managed and financial support sustaining program activities both obtained 4.41. Timely release of funds obtained 4.34, funding for essential expenses 4.32, financial support meeting training needs and sufficient budget allocation both 4.29, while funding improving program delivery received the lowest mean of 4.25.

Although funding was positively evaluated, it ranked lowest among the five CDC-performance dimensions. The substantial difference between the district-level means, particularly between District 2 and District 6, suggests that financial support may not have been experienced uniformly. The findings emphasize that the effectiveness of professional development depends not only on the existence of funds but also on their adequacy, timely release, appropriate management, and capacity to meet actual training needs.

Implementation of Professional Development

Implementation of Professional Development emerged as the highest-rated dimension, with an overall weighted mean of 4.67, interpreted as Very Much Effective. District 1 obtained the highest mean of 4.75, followed by District 5 (4.71), District 3 (4.69), Districts 2 and 6 (4.67), and District 4 (4.55). The highest-rated indicator was proper organization of sessions (4.76), followed by relevance of learning activities (4.70), achievement of training objectives (4.66), adherence to planned schedules (4.65), proper implementation of training programs (4.61), and high participation in activities (4.60). Monitoring and evaluation being properly conducted received the lowest rating within the dimension at 4.54, although it remained highly assessed.

The results indicate that program implementation was perceived as a major strength of funded professional development. The high ratings for organization, relevance, achievement of objectives, and

adherence to schedules suggest that respondents generally viewed the delivery of professional development activities favorably. Nevertheless, the comparatively lower assessment of monitoring and evaluation again indicates the importance of strengthening mechanisms that assess implementation and use the resulting information for continuous improvement.

Teacher Capacity Building

Teacher Capacity Building obtained an overall weighted mean of 4.65, ranking second among the five dimensions of CDC performance. This high assessment indicates that professional development was perceived as highly effective in strengthening the competencies and professional capacity of CDWs.

The result reinforces the central role of professional development as a capacity-building mechanism. Since CDWs are responsible for implementing ECCD programs and providing direct services to young children, strengthening their competencies can support more effective professional practice. The finding should nevertheless be interpreted as the respondents' assessment of capacity-building effectiveness rather than as an independent performance test of CDW competencies.

Centers Improvement Plan

The Centers Improvement Plan dimension obtained an overall weighted mean of 4.46. Although it was rated positively, it ranked fourth among the five dimensions. This suggests that professional development was perceived as contributing to center improvement planning, but this contribution was less pronounced than implementation, capacity building, and institutional impact.

The result highlights the importance of linking professional development activities with institutional planning. Professional learning can have a more sustained organizational contribution when identified training needs, acquired competencies, implementation priorities, and follow-up activities are incorporated into center improvement processes. Strengthening this connection can help ensure that professional development becomes part of continuing institutional improvement rather than functioning primarily as a series of separate training activities.

Institutional Impact

Institutional Impact obtained an overall weighted mean of 4.57, interpreted as Very Much Effective. Districts 5 and 6 recorded the highest mean of 4.68, followed by District 1 (4.63), District 3 (4.56), District 2 (4.53), and District 4 (4.37). The highest-rated indicators were improved service quality, increased collaboration among staff, and strengthened community trust, each obtaining 4.64. Overall center performance obtained 4.63, achievement of institutional goals 4.61, improvement in organizational practices 4.60, and more efficient work systems 4.59. The lowest-rated indicator was the sustainability of positive changes at 4.38.

These results indicate that respondents perceived professional development as having broader institutional relevance beyond individual learning. Improvements in service quality, collaboration, community trust, organizational practices, and work systems were strongly perceived. However, the comparatively lower rating for sustaining positive changes suggests that maintaining improvements over time remains an important consideration. Professional development initiatives may therefore benefit from continued institutional support, follow-up mechanisms, and integration into regular center operations.

Agreement Among the Six District Groups on CDC Performance

The analysis of agreement among the six district groups showed varying levels of concordance across the five dimensions of CDC performance. The thesis reports that statistically significant agreement was found only for Implementation of Professional Development, whereas no significant agreement was found for Funding, Teacher Capacity Building, Centers Improvement Plan, and Institutional Impact.

The limited agreement across most dimensions indicates that, despite generally high effectiveness ratings, the six district groups did not necessarily prioritize or rank the individual indicators in the same manner. This finding is important because a high overall mean does not imply uniformity in how professional development is experienced across districts. Differences in financial support, institutional practices, capacity-building opportunities, organizational conditions, and local implementation contexts may contribute to variations in respondents' rankings.

Taken together, the results demonstrate that funded professional development opportunities were positively assessed by CDWs and were perceived as highly effective in relation to CDC performance. Learning Outcomes emerged as the strongest professional-development dimension, while Access to Training received the lowest rating. In terms of CDC performance, Implementation of Professional Development received the highest rating, whereas Funding received the lowest. The differences in concordance across districts further indicate that strengthening accessibility, resource distribution, monitoring and evaluation, funding mechanisms, center improvement planning, and consistency of implementation remains important for sustaining professional development across the six districts of Ormoc City.

CONCLUSION

The study demonstrates that funded professional development opportunities were strongly evident among Child Development Workers (CDWs) in the six districts of Ormoc City. Across the dimensions examined, the overall level of funded professional development opportunities was Very Much Evident, with a weighted mean of 4.45. Learning Outcomes obtained the highest assessment, followed by Impact on Child Outcomes and Availability of Resources, while Access to Training received the lowest assessment. These findings indicate that CDWs generally perceived professional development activities as providing meaningful learning opportunities and adequate support, although accessibility remains an area that may require further strengthening.

The findings also show that the implementation of funded professional development was not experienced uniformly across all six districts. Significant agreement among the district groups was found only for Access to Training and Impact on Child Outcomes, while no significant agreement was observed for Learning Performance, Learning Outcomes, Availability of Resources, and Stakeholders' Monitoring and Evaluation. These differences indicate variation in how CDWs across districts ranked particular aspects of professional development, emphasizing the importance of greater consistency in implementation, resource provision, and monitoring mechanisms.

Funded professional development opportunities were also perceived as Very Much Effective in relation to Child Development Center performance, with an overall weighted mean of 4.54. Implementation of Professional Development obtained the highest rating, followed by Teacher Capacity Building, Institutional Impact, and Centers Improvement Plan, while Funding obtained the lowest rating. The results suggest that the implementation of professional development and the strengthening of CDW capacity were perceived as major strengths of the existing system. At the same time, the comparatively lower assessment of funding highlights the importance of sustaining adequate and timely financial support for professional development activities.

The analysis of agreement concerning CDC performance further showed that the district groups did not demonstrate uniform rankings across most dimensions. The thesis reports statistically significant agreement only for Implementation of Professional Development, while no significant agreement was observed for Funding, Teacher Capacity Building, Centers Improvement Plan, and Institutional Impact. This variation suggests that the effectiveness and institutional conditions surrounding professional development may differ across districts and centers.

Overall, the findings support the continued strengthening of funded professional development as an important component of professional and institutional development within the ECCD system of Ormoc

City. Particular attention should be directed toward improving access to training, ensuring adequate and timely funding, strengthening monitoring and evaluation, providing continuing coaching and mentoring, ensuring equitable resource availability, and integrating professional development priorities into Centers Improvement Plans. These measures can help address variations across districts while sustaining the areas of professional development that received strong assessments from CDWs.

The findings should be interpreted within the scope of the study. The investigation involved 93 CDWs from the six districts of Ormoc City and relied primarily on their survey-based assessments of professional development opportunities and CDC performance. Accordingly, findings concerning Impact on Child Outcomes and institutional performance represent respondents' assessments rather than direct measurements of children's developmental outcomes or independent evaluations of center performance. The results therefore provide context-specific evidence concerning the perceived implementation and effectiveness of funded professional development among CDWs in Ormoc City and should not be interpreted as establishing causal effects beyond the design and measures used in the study.

Recommendations

Based on the findings, funded professional development opportunities for CDWs should be sustained and strengthened through a systematic and competency-based professional development framework. Training programs should remain responsive to the professional needs of CDWs while providing continuous opportunities for developing and applying competencies relevant to ECCD practice. Particular attention should be given to Access to Training, which obtained the lowest rating among the professional development dimensions. Training providers and concerned local authorities should consider accessible venues, flexible schedules, district-based delivery, transportation assistance, and other approaches that can reduce barriers to participation.

Funding mechanisms should likewise be strengthened. Since Funding obtained the lowest assessment among the CDC-performance dimensions, concerned local government units and implementing offices should consider needs-based allocation, adequate budgetary support, and clear procedures for the timely approval, release, and utilization of professional development funds. Financial support should sufficiently address training-related requirements, including instructional materials, transportation, venues, and other necessary resources.

Monitoring and evaluation should be further institutionalized through standardized indicators, reporting procedures, regular program reviews, and systematic feedback mechanisms. Follow-up activities such as coaching, mentoring, classroom observation, demonstration teaching, peer support, and technical assistance should complement formal training activities to support the application and sustainability of acquired competencies.

Professional development priorities should also be integrated into the Centers Improvement Plan of each CDC. Training needs, annual professional development activities, performance targets, and follow-up mechanisms should be aligned with center-level goals and periodically reviewed. Strengthening the connection between professional learning and institutional planning can help ensure that capacity-building initiatives contribute to continuing center improvement.

Finally, collaboration among local government units, the ECCD Council, DSWD, DepEd, higher education institutions, non-government organizations, and other relevant partners should be strengthened to expand funding opportunities, technical expertise, resources, and specialized training. The study further supports the adoption of a Continuous Quality Improvement (CQI) approach involving regular program reviews, stakeholder consultations, and performance evaluation to maintain the relevance and responsiveness of professional development initiatives. Future studies may replicate the investigation in other provinces or regions, employ qualitative or mixed-methods approaches, directly examine longer-term child outcomes, investigate additional factors such as leadership and stakeholder support, and evaluate

specific interventions designed to improve professional development implementation and CDC performance.

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