



# TEACHER EDUCATORS' PREPAREDNESS AND INTENT TO IMPLEMENT THE EARLY CHILDHOOD EDUCATION PROGRAM IN COLLEGE OF TEACHER EDUCATION

Jonalyn S. Perfecio,<sup>1</sup> Melinda F. Marquez, PhD, PDP-TQM<sup>2</sup>

<sup>1</sup>MAED ECD Student, University of Perpetual Help System DALTA - Las Piñas City

<sup>2</sup>Associate Professor, University of Perpetual Help System DALTA - Las Piñas City

## ABSTRACT

*This study explores the preparedness and intent of teacher educators in implementing the Early Childhood Education (ECE) program in the College of Teacher Education and addresses the limited understanding of how teacher educators' knowledge, skills, and motivation affect effective program delivery, which is important because ECE is critical for building strong foundations for lifelong learning and holistic child development. It aims to examine teacher educators' readiness and willingness to implement ECE by employing a descriptive-quantitative research design with one hundred teacher educators as participants. Data were collected through a researcher-made questionnaire that measured knowledge of ECE principles, pedagogical skills, curriculum planning, assessment practices, and willingness to adopt innovative instructional strategies, commit to professional growth, and embrace curriculum reforms. Data were analyzed using descriptive statistics, tests of difference, and correlation analysis. Results indicate that teacher educators are generally well-prepared, highly knowledgeable, and motivated to implement the ECE program, showing that preparedness strongly correlates with intent and that demographic factors such as age, sex, and educational attainment influence readiness and motivation. Overall, the study concludes that teacher educators possess the necessary competence and commitment to deliver quality ECE, but targeted support and professional development are essential to address individual differences and enhance program implementation. The study recommends comprehensive training programs that focus on knowledge enhancement, teaching skills, curriculum development, assessment strategies, motivation, and collaborative practices to ensure effective, sustained, and high-quality early childhood education delivery.*

**KEYWORDS:** Early Childhood Education, Teacher Educators, Teacher Preparedness, Teacher Intent, Curriculum Implementation, Professional Development, Pedagogical Skills, Program Implementation

## I. INTRODUCTION

The Early childhood education curriculum covers the knowledge, character, attitudes, and experiences necessary for children during this developmental period, forming a foundation for further learning. A modern Early childhood education curriculum considers children as collaborators in education and helps them develop the capacity for independent learning. Studies on early childhood education programs show that the curriculum must be developmentally appropriate to create an effective learning environment (Carlyon et al., 2023).

In the Philippines, the national policy and laws have supported the development of ECE. Through RA 10157, kindergarten was introduced into the basic education system; through RA 10533, the Enhanced Basic School Act of 2013, the basic education curriculum has undergone remarkable development. Both were defined based on competencies/standards and on children's developmental appropriateness/a child-centered approach. This must equip teachers with basic principles of learning, pedagogies, curriculum, and assessment competencies.

Teacher Preparedness was another success factor for the ECE program. Galindo-Domínguez and Bezanilla (2021) found a moderate level of digital competence among pre-service early childhood and primary school teachers and thus emphasized the need to improve their training. Also, Heikka and colleagues (2023) highlight teachers' preparation time for assessment and for developing the curriculum to implement. These results show

that teacher educators must be prepared and professionally equipped to ensure the successful implementation of the ECE program.

Professional development affects teachers' ability to respond to changes in the educational system. The pedagogical training proved to give much-needed help to educators in developing their professional careers (Fernandes et al., 2023). In addition, according to Adendorff & Bipath (2025), well-trained teaching staff, sufficient resources, and solid organizational backing are key factors in implementing ECE policy efficiently. Thus, the results suggest the need for professional development to strengthen teachers' capacity to implement ECE programs.

Teacher readiness includes not just knowledge and abilities, but also the willingness to employ teaching approaches and educational advances. According to Shulman (1987), there were three major knowledge bases that played an important role in determining the success of teaching. Content knowledge, pedagogical knowledge, and pedagogical content knowledge were considered to be among the three knowledge bases by Shulman. This technique and Ajzen's (1991) Theory of Planned Behavior help in understanding the role of attitudes, subjective norms, and perceived behavioral control in intention.

In line with this, the study analyzed the Preparedness and intention of 100 teacher educators from chosen colleges and institutions in Sultan Kudarat for School Year 2025–2026. The



researchers examined Preparedness in terms of Awareness of ECE principles and policies, pedagogical abilities, curriculum preparation and implementation, and assessment and evaluation. Intent was measured by the desire to try new teaching approaches, participate in professional development, and embrace curricular and policy innovations. The study used a descriptive-quantitative approach and a researcher-developed questionnaire to gather evidence to guide faculty development and institutional assistance.

The study may be useful for teacher educators, pre-service teachers, administrators, policymakers, and future researchers in identifying professional strengths and areas for improvement. The desired product is a context-responsive training program that enhances teacher educators' Preparedness to implement ECE.

Despite the growing body of research on ECE curriculum implementation, teacher competence, professional development, and policy implementation, there is limited evidence regarding the Preparedness and intent of teacher educators to implement ECE programs in Colleges of Teacher Education, particularly in the Philippine context and in Sultan Kudarat. This gap justifies the current study, which investigates teacher educators' preparation and intentions and uses the findings to design a context-sensitive training program.

### 1.1 Statement of the Problem

This study aims to measure the preparedness and intent of teacher educators in implementing the Early Childhood Education (ECE) program in the College of Teacher Education.

1. What is the demographic profile of the respondents in terms of age, gender, highest educational attainment, years of teaching experience, and teaching position?
2. What is the composite mean on the level of teacher educators' preparedness to implement the Early Childhood Education (ECE) program in the College of Teacher Education in terms of knowledge of ECE principles and policies, pedagogical skills for early childhood teaching, curriculum planning and implementation, and assessment and evaluation practices?
3. What is the composite mean on the level of teacher educators' intent to implement the Early Childhood Education (ECE) program in the College of Teacher Education in terms of willingness to adopt innovative instructional strategies, commitment to professional development, and openness to curriculum reforms?
4. Is there a significant difference in the level of teacher educators' preparedness and intent to implement the Early Childhood Education (ECE) program in the College of Teacher Education when grouped according to their demographic profile?
5. Is there a significant relationship between teacher educators' preparedness and their intent to implement the Early Childhood Education (ECE) program in the College of Teacher Education?
6. What training program may be proposed based on the findings of the study?

### 1.2 Hypotheses

1.  $H_{01}$ : There is no significant difference in the level of teacher educators' Preparedness to implement and their intent to implement the Early Childhood Education (ECE) program in the College of Teacher Education when grouped by profile.
2.  $H_{02}$ : There is no significant relationship between the teacher educators' Preparedness and their intent to implement the ECE program in the College of Teacher Education.

## 2. REVIEW OF RELATED LITERATURES AND STUDIES

The Teacher Educators' readiness comprises pedagogical, curricular, knowledge, assessment, and innovation, as well as professional competency in its various forms. However, in line with the latest ECE policies, Kangas and Harju-Luukkainen (2021) also stated that teachers' role was important and that teachers' agency, pedagogical competence, creativity, and continuous professional development would be indispensable.

According to Galindo-Domínguez and Bezanilla (2021), the moderate level of digital competency of both pre-service teachers in ECE and primary school revealed the significance of developing teacher training and curriculum enhancement. Similarly, Heikka et al. (2023) suggested the need for planning, evaluation, and pedagogy-focused development of the ECE curriculum.

Lungu et al. (2021) observed that early childhood education teachers employ both formative and summative evaluation but struggle to implement formative assessment practices and stress the necessity for continuing professional development in assessment. Fernandes et al. (2023) equally concluded that pedagogical training had a favorable contribution to the professional development of higher education teachers.

However, according to Boysen et al. (2022), there is a need to develop the integration between playful learning and curriculum objectives in teacher education. At the same time, Guerrero and Camargo-Abello (2023) noted the need for teachers' agency to adapt early childhood education (ECE) policies to context-specific needs.

However, there are few studies on the combined Preparedness and intent of teacher educators to apply ECE in Colleges of Teacher Education, especially in the Philippine context, including Sultan Kudarat. The lack of research justifies the present study and the design of the training program that responds to the circumstances.

According to Adendorff and Bipath (2025), an investigation was conducted into how a particular policy aimed at enhancing the quality of early learning programs was implemented through the services of well-trained educators. In this process, some facilitating factors and barriers to implementing the policy at different levels of education were identified. The study has revealed the importance of Preparedness among educators when implementing ECE policies and programs, and has shown



that successful implementation requires a competent workforce and adequate resources.

Wood and Neethling (2024) stressed the need to enhance the professionalization, training, and skills development of ECCE personnel. They found that managers needed more training and that job experience was equally important for acquiring practical competencies. The study also underlined the need for coordinated professional development and institutional assistance to increase the competence of individuals responsible for the delivery and Management of ECCE programs.

In a study of the professional development needs of educators with varying qualifications, Jackson (2021) found that their demands differed according to their educational background, prior experiences, commitment to the ECEC sector and their professional situations. The study stressed the necessity of professional development and ECEC policies to acknowledge diversity among educators and to provide appropriate opportunities for further professional development. This finding is important to the Preparedness of teacher educators because variations in qualifications and experiences may influence their readiness to deliver ECE programs.

McKinlay et al. (2023) looked at Australian ECEC educators who were employed while studying for Certificate III, Diploma, Bachelor's and Master's courses. The study highlighted ECEC educators' varied educational backgrounds and emphasized the need for further research on the development of the professional workforce. Findings indicate that accessible certification pathways and continuing education are critical for enhancing educators' professional competence and readiness to address the demands of ECE practice.

Taken together, these studies suggest that the success of ECE programs depends on the professional qualifications, training, practical experience, ongoing professional development, and institutional support of the educators. They also indicate that preparation is a function of individual competencies as well as policies, resources, certification pathways, and professional learning opportunities.

## II. RESEARCH METHODOLOGY

### Research Design

The study employed a descriptive-correlational quantitative research design to determine teacher educators' Preparedness and intent to implement the Early Childhood Education (ECE) program in selected Colleges of Teacher Education in Sultan Kudarat. The descriptive component determined the levels of Preparedness and intent, while the correlational component examined their relationship. The study also determined whether significant differences existed in these variables when respondents were grouped by demographic profile.

### Population and Sampling

The respondents comprised 100 teacher educators from selected colleges and universities in Sultan Kudarat offering teacher education programs. Respondents were selected through random sampling and included full-time and part-time faculty members involved in professional education and ECE-related courses.

### Research Instrument

A researcher-made questionnaire was used to collect the data. It consisted of three parts: demographic profile; Preparedness to implement ECE in terms of ECE principles and policies, pedagogical skills, curriculum planning and implementation, and assessment and evaluation; and intent to implement ECE in terms of willingness to adopt innovative strategies, commitment to professional development, and openness to curriculum reforms. Each dimension contained 10 indicators and was rated on a 4-point Likert scale.

### Validation of the Instrument

The questionnaire underwent expert content validation and was revised based on the validators' recommendations. A pilot test was conducted, and Cronbach's alpha was used to assess the instrument's internal consistency before it was administered to the respondents.

### Data Gathering Procedure

After obtaining institutional clearance and permits, the selected subjects underwent evaluation using the established questionnaire. The obtained questionnaires were analyzed using coding and SPSS. These findings were used to formulate the training program.

### Statistical Treatment

Frequency and percentage were used for the respondents' demographic profile, while composite mean was used to determine the levels of Preparedness and intent. An independent-samples t-test was used for demographic variables with two categories, and a one-way ANOVA was used for variables with three or more categories to determine significant differences in Preparedness and intent. Pearson's product-moment correlation ( $r$ ) was used to determine the significant relationship between Preparedness and intent. All inferential tests were evaluated at the 0.05 level of significance.

## III. RESULTS AND DISCUSSION

### Demographic profile of the respondents in terms of age, sex, highest educational attainment, years of teaching experience, and teaching position.

As seen in **Table 1**, the respondents were mostly in the age group 41-45, followed by 46-50, indicating a significant presence of experienced instructors. Many had EdD credits or an EdD degree, the largest group having 16-20 years of teaching experience. The most prevalent academic ranks were instructor and associate professor. On the whole, the profile indicates extensive work experience and advanced academic preparation.



**Table 1**  
**Demographic profile of the respondents**

|                                |                        | <b>f</b>   | <b>%</b>   | <b>R</b> |
|--------------------------------|------------------------|------------|------------|----------|
| Age                            | 21 -25 years old       | 13         | 13         | 4        |
|                                | 26 - 30 years old      | 15         | 15         | 3        |
|                                | 31 - 35 years old      | 10         | 10         | 6        |
|                                | 36 - 40 years old      | 12         | 12         | 5        |
|                                | 41 - 45 years old      | 28         | 28         | 1        |
|                                | 46 - 50 years old      | 19         | 19         | 2        |
|                                | 51 years old and above | 3          | 3          | 7        |
|                                | <b>Total</b>           | <b>100</b> | <b>100</b> |          |
| Sex                            | Male                   | 58         | 58         | 1        |
|                                | Female                 | 42         | 42         | 2        |
|                                | <b>Total</b>           | <b>100</b> | <b>100</b> |          |
| Highest Educational Attainment | Bachelor's Degree      | 0          | 0          | 7        |
|                                | with Masteral Units    | 16         | 16         | 3        |
|                                | Master's Graduate      | 9          | 9          | 5        |
|                                | with PhD Units         | 9          | 9          | 5        |
|                                | with EdD Units         | 32         | 32         | 1        |
|                                | PhD Graduate           | 11         | 11         | 4        |
|                                | EdD Graduate           | 23         | 23         | 2        |
|                                | <b>Total</b>           | <b>100</b> | <b>100</b> |          |
| Number of Years in Teaching    | 1 - 5 years            | 20         | 20         | 3        |
|                                | 6 -10 years            | 12         | 12         | 5        |
|                                | 11 - 15 years          | 23         | 23         | 2        |
|                                | 16 - 20 years          | 29         | 29         | 1        |
|                                | 21 years and above     | 16         | 16         | 4        |
|                                | <b>Total</b>           | <b>100</b> | <b>100</b> |          |
| Position                       | Instructor             | 33         | 33         | 1        |
|                                | Assistant Professor    | 11         | 11         | 4        |
|                                | Associate Professor    | 33         | 33         | 1        |
|                                | Professor              | 23         | 23         | 3        |
|                                | <b>Total</b>           | <b>100</b> | <b>100</b> |          |

The respondents' various qualifications and work experience are relevant to their professional development needs. Educators have varied qualifications and experiences, and so may have diverse professional learning needs. Jackson (2021) pointed out the need for individualized professional development. Likewise, McKinlay et al. (2023) recommended that continuing education and qualification courses also play a significant role in advancing the workforce.

Moreover, Wood & Neethling (2024) suggested that training, skills enhancement, and institutional backing should be an essential element in the professionalization of the workforce.

The results suggest that the respondents' competencies and qualifications provide a solid basis for the ECE, but further professional development and institutional backing remain vital.

**Composite Mean on the level of teacher educators' Preparedness to implement the Early Childhood Education (ECE) program in the College of Teacher Education in terms of knowledge of ECE principles and policies, pedagogical skills for early childhood teaching, curriculum planning and implementation, and assessment and evaluation practices.**

**Table 2**  
**Composite table on the level of teacher educators' Preparedness to implement the Early Childhood Education (ECE) program in the College of Teacher Education**

|                                                                                                                                              | <b>Mean</b> | <b>Std. Deviation</b> | <b>Verbal Interpretation</b> |
|----------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------------------|------------------------------|
| Knowledge of ECE Principles and Policies                                                                                                     | 3.48        | 0.46                  | Agree                        |
| Pedagogical Skills for Early Childhood Teaching                                                                                              | 3.48        | 0.42                  | Agree                        |
| Curriculum Planning and Implementation                                                                                                       | 3.51        | 0.47                  | Strongly Agree               |
| Assessment and Evaluation Practices                                                                                                          | 3.54        | 0.38                  | Strongly Agree               |
| <b>LEVEL OF TEACHER EDUCATORS' PREPAREDNESS TO IMPLEMENT THE EARLY CHILDHOOD EDUCATION (ECE) PROGRAM IN THE COLLEGE OF TEACHER EDUCATION</b> | <b>3.50</b> | <b>0.32</b>           | <b>Strongly Agree</b>        |

**Legend:** 4 (3.50 - 4.00) – Strongly Agree    2 (1.50 - 2.49) – Disagree  
 3 (2.50 - 3.49) – Agree    1 (1.00 - 1.49) – Strongly Disagree



As shown in **Table 2**, teacher educators reported a high level of overall readiness to implement the ECE program ( $M = 3.50$ ,  $SD = 0.32$ ), which was interpreted as Strongly Agree. The mean for the four characteristics was highest in the assessment and evaluation methods ( $M = 3.54$ ), followed by curriculum creation and implementation ( $M = 3.51$ ). For pedagogical skills for early childhood teaching and understanding of ECE principles and policies, the average was ( $M = 3.48$ ), which reads as Agree. Although additional professional development could improve knowledge and pedagogical competencies, the results show that teacher educators were generally well prepared across all four areas.

The results are supported by the study by Heikka et al. (2023), which emphasized the importance of planning, evaluation, and

development during curriculum implementation in ECE. The studies by Fernandes et al. (2023) clearly emphasized the necessity of pedagogical training for educators' professional growth. To provide ECE programs efficiently, it is vital to strengthen competencies in knowledge, pedagogy, implementation, and assessment.

**Composite Mean on the level of teacher educators' intent to implement the ECE program in the College of Teacher Education in terms of willingness to adopt innovative instructional strategies, commitment to professional development, and openness to curriculum reforms.**

**Table 3**

*Composite table on the level of teacher educators' intent to implement the ECE program in the College of Teacher Education*

|                                                                                                                                        | Mean        | Std. Deviation | Verbal Interpretation |
|----------------------------------------------------------------------------------------------------------------------------------------|-------------|----------------|-----------------------|
| Willingness to Adopt Innovative Instructional Strategies                                                                               | 3.55        | 0.47           | Strongly Agree        |
| Commitment to Professional Development                                                                                                 | 3.52        | 0.37           | Strongly Agree        |
| Openness to Curriculum Reforms                                                                                                         | 3.49        | 0.45           | Strongly Agree        |
| <b>LEVEL OF TEACHER EDUCATORS' INTENT TO IMPLEMENT THE EARLY CHILDHOOD EDUCATION (ECE) PROGRAM IN THE COLLEGE OF TEACHER EDUCATION</b> | <b>3.52</b> | <b>0.34</b>    | <b>Strongly Agree</b> |

**Legend:** 4 (3.50 - 4.00) – Strongly Agree    2 (1.50 - 2.49) – Disagree  
3 (2.50 - 3.49) – Agree    1 (1.00 - 1.49) – Strongly Disagree

The data in **Table 3** indicate that teacher educators have a greater willingness and intention to use the ECE program at their institutions ( $M=3.52$ ;  $SD=0.34$ ). In this category, teacher educators' scores are highest on willingness to experiment with instructional ideas ( $M=3.55$ ;  $SD=0.47$ ). This shows that teacher educators are ready and capable of implementing innovations in child-centered, technology-infused teaching methods. Scores were only slightly lower for commitment to professional development ( $M=3.52$ ;  $SD=0.37$ ), indicating that teacher educators will willingly spend time and effort working to improve themselves. Teacher educators also have an inclination to be open to new curriculum ideas ( $M=3.49$ ;  $SD=0.45$ ).

This was confirmed by the comparable results obtained in Boysen et al. (2022), showing that play-based learning is an effective method of teaching teachers. Moreover, Fernandes et al. (2023) also highlight the significance of pedagogical learning for teachers' professional development. Finally, Guerrero & Camargo-Abello's (2023) work highlights the relevance of teacher agency for ECE policy.

**Significant difference in the level of teacher educators' Preparedness to implement and the level of intent to implement the Early Childhood Education (ECE) program in the College of Teacher Education when grouped according to their profile.**

**Table 4.1**

*Significant difference in the level of teacher educators' Preparedness to implement and the level of intent to implement the Early Childhood Education (ECE) program in the College of Teacher Education when grouped according to their Age*

| Age                                                                                                                                   | F     | df  | p-value | Decision             | Remarks         |
|---------------------------------------------------------------------------------------------------------------------------------------|-------|-----|---------|----------------------|-----------------|
| Level of teacher educators' Preparedness to implement the Early Childhood Education (ECE) program in the College of Teacher Education | 1.475 | 100 | 0.195   | Fail to Reject $H_0$ | Not Significant |
| Level of teacher educators' intent to implement the Early Childhood Education (ECE) program in the College of Teacher Education       | 2.333 | 100 | 0.038   | Reject $H_0$         | Significant     |

According to **Table 4.1**, there was no significant difference in the level of readiness among the teacher educators in administering the ECE program with respect to age ( $F = 1.475$ ,  $p = 0.195$ ), as the p-value was above 0.05. There was, however, a significant difference in the intention to implement the ECE program with regard to age ( $F = 2.333$ ,  $p = 0.038$ ). It can be said that although there was equality in the level of readiness among

the educator teachers, there was an age-based inequality in intention to carry out the ECE program.

The study brings some understanding of the role of demographic factors in affecting teachers' attitudes towards innovation in education. This is consistent with the findings of Kangas & Harju-Luukkainen (2021).



**Table 4.2**

**Significant difference in the level of teacher educators' Preparedness to implement and the level of intent to implement the Early Childhood Education (ECE) program in the College of Teacher Education when grouped according to their Sex**

| Sex                                                                                                                                   | F     | df  | p-value | Decision             | Remarks         |
|---------------------------------------------------------------------------------------------------------------------------------------|-------|-----|---------|----------------------|-----------------|
| Level of teacher educators' Preparedness to implement the Early Childhood Education (ECE) program in the College of Teacher Education | 4.067 | 100 | 0.046   | Reject $H_0$         | Significant     |
| Level of teacher educators' intent to implement the Early Childhood Education (ECE) program in the College of Teacher Education       | 2.406 | 100 | 0.124   | Fail to Reject $H_0$ | Not Significant |

As indicated in **Table 4.2**, there was statistically significant difference of teachers' readiness to implement ECE program based on gender ( $F = 4.067$ ,  $p = .046$ ), as the p-value was less than .05. Conversely, there was no significant difference in intention to implement the ECE program by gender ( $F = 2.406$ ,  $p = .124$ ), showing that male and female teacher educators had broadly similar intention to implement the program. Therefore, gender was associated with differences in readiness but not intent to implement the ECE program.

The findings are in line with Šabić et al. (2022), who found gender variations in teachers' self-efficacy for technology-related teaching tasks, and Polat et al. (2022), who revealed gender disparities in key characteristics of instructors' e-learning preparation. Together, these studies demonstrate that gender may affect some aspects of professional readiness, although intentions toward educational implementation may not.

**Table 4.3**

**Significant difference in the level of teacher educators' Preparedness to implement and the level of intent to implement the Early Childhood Education (ECE) program in the College of Teacher Education when grouped according to their Highest Educational Attainment**

| Highest Educational Attainment                                                                                                        | F     | df  | p-value | Decision             | Remarks         |
|---------------------------------------------------------------------------------------------------------------------------------------|-------|-----|---------|----------------------|-----------------|
| Level of teacher educators' Preparedness to implement the Early Childhood Education (ECE) program in the College of Teacher Education | 2.278 | 100 | 0.053   | Fail to Reject $H_0$ | Not Significant |
| Level of teacher educators' intent to implement the Early Childhood Education (ECE) program in the College of Teacher Education       | 3.801 | 100 | 0.004   | Reject $H_0$         | Significant     |

As shown in **Table 4.3**, there were no differences in Preparedness for implementing the ECE program among teacher educators with respect to the highest educational attainment ( $F = 2.278$ ,  $p = .053$ ). This was because the p-value was slightly above 0.05. On the other hand, there was a difference in the intention to implement the ECE program ( $F = 3.801$ ,  $p = .004$ ).

suggested increasing ECE-related qualifications and providing further training to strengthen kindergarten teachers' professional performance. Similarly, Kwon et al. (2022) showed substantial differences in professional resources and quality of care by teachers' educational attainment, with instructors with higher educational levels reporting more work resources and offering higher-quality care. The findings indicate that educational attainment is an important professional determinant, but does not necessarily cause significant variations in all aspects of teacher readiness.

This finding is corroborated by Santos (2022), who studied kindergarten teachers in the Philippines and included educational level as a professional profile feature. The study

**Table 4.4**

**Significant difference in the level of teacher educators' Preparedness to implement and the level of intent to implement the Early Childhood Education (ECE) program in the College of Teacher Education when grouped according to their number of years in teaching**

| Number of Years in Teaching                                                                                                           | F     | df  | p-value | Decision             | Remarks         |
|---------------------------------------------------------------------------------------------------------------------------------------|-------|-----|---------|----------------------|-----------------|
| Level of teacher educators' Preparedness to implement the Early Childhood Education (ECE) program in the College of Teacher Education | 2.319 | 100 | 0.049   | Reject $H_0$         | Significant     |
| Level of teacher educators' intent to implement the Early Childhood Education (ECE) program in the College of Teacher Education       | 2.199 | 100 | 0.061   | Fail to Reject $H_0$ | Not Significant |



**Table 4.4** shows a significant variation in the Preparedness of teacher educators to implement the ECE program with respect to years of teaching experience ( $F = 2.319$ ,  $p = .049$ ). This implies that there is variation in the Preparedness of different experience groups. On the other hand, there was no significant variation in willingness to implement the program ( $F = 2.199$ ,  $p = .061$ ). It can be interpreted that the readiness to implement

the program was nearly the same irrespective of teaching experience.

It further corroborates the findings of Jaca and Lopez-Baroman (2021), showing that years of teaching experience were considerably related to the characteristics of curriculum implementation in kindergarten programs.

**Table 4.5**

**Significant difference in the level of teacher educators' Preparedness to implement and the level of intent to implement the Early Childhood Education (ECE) program in the College of Teacher Education when grouped according to their position**

| Position                                                                                                                              | F     | df  | Sig. (2-tailed) | Decision             | Remarks         |
|---------------------------------------------------------------------------------------------------------------------------------------|-------|-----|-----------------|----------------------|-----------------|
| Level of teacher educators' Preparedness to implement the Early Childhood Education (ECE) program in the College of Teacher Education | 1.090 | 100 | 0.357           | Fail to Reject $H_0$ | Not Significant |
| Level of teacher educators' intent to implement the Early Childhood Education (ECE) program in the College of Teacher Education       | 2.420 | 100 | 0.071           | Fail to Reject $H_0$ | Not Significant |

As indicated in **Table 4.5** above, there was no significant difference in the preparation of teacher educators based on academic position ( $F = 1.090$ ,  $p = .357$ ). In the same vein, there was no significant difference in their readiness to adopt the ECE program ( $F = 2.420$ ,  $p = .071$ ). The null hypothesis cannot be rejected because the p-values in both cases are greater than .05. The results indicate that teacher educators from different academic positions were equally prepared and willing to implement the ECE program.

This is consistent with the finding of Alkhawaldeh et al. (2023) that education and investment in professional development linked to teaching were significant determinants of early childhood educators' Preparedness to implement.

**Significant relationship between the teacher educators' Preparedness and their intent to implement the ECE program in the College of Teacher Education.**

**Table 5** presents a moderate, positive, and statistically significant link between the Preparedness of teacher educators and their intention to execute the ECE program ( $r = .519$ ,  $p < .001$ ,  $N = 100$ ). Thus, greater readiness in ECE knowledge, pedagogical abilities, curriculum preparation, and assessment is connected with greater intent to undertake the program. The finding shows that enhancing educators' skills and professional training may aid their readiness to implement ECE techniques.

**Table 5**

**Significant relationship between the teacher educators' Preparedness and their intent to implement the ECE program in the College of Teacher Education**

|                                                                                                                                       |                     | Level of teacher educators' intent to implement the Early Childhood Education (ECE) program in the College of Teacher Education |
|---------------------------------------------------------------------------------------------------------------------------------------|---------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Level of teacher educators' Preparedness to implement the Early Childhood Education (ECE) program in the College of Teacher Education | Pearson Correlation | .519**                                                                                                                          |
|                                                                                                                                       | Sig. (2-tailed)     | 0.000                                                                                                                           |
|                                                                                                                                       | N                   | 100                                                                                                                             |

Santos (2023) revealed that pre- and in-service training is strongly related to the performance of kindergarten instructors in implementing the Kindergarten Curriculum in the Philippine context. Similarly, Phang et al. (2023) in Malaysia indicated that teachers' knowledge and professional training were essential concerns in implementing innovative preschool education. At the regional level, UNESCO Bangkok and SEAMEO (2018) noted that the professionalization and capacity building of the Southeast Asian early childhood

workforce depend on the upgrading of ECCE teachers' knowledge, skills, dispositions, and professional development.

**Action plan may be developed based on the findings of the study**

**Title:** "Proposed Training Program to Enhance Teacher Educators' Preparedness and Intent to Implement the Early Childhood Education (ECE) Program in the College of Teacher Education"



## I. RATIONALE

The training program aims to increase knowledge and methodological skills in curriculum planning and evaluation, and to improve the TE's capacity to support the implementation and utilization of the ECE program. The curriculum also intends to address disparities in Preparedness by gender,

education, and teaching experience. It also strives to develop intention and aspiration for creative teaching. All educators will undergo training and will be dedicated to practicing high-quality early childhood education through specialized lectures, peer mentorship, and collaborative sessions.

| Objectives                                                                                                                            | Persons Involved                                                                                   | Person Responsible                       | Timeframe                 | Estimated Cost                                    | Output                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------|---------------------------|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| Enhance knowledge of ECE principles and policies to strengthen Preparedness                                                           | All teacher educators                                                                              | College Dean / ECE Program Coordinator   | 2 days                    | ₱10,000 (materials & handouts)                    | Participants demonstrate improved understanding of ECE standards, policies, and principles                         |
| Develop pedagogical skills for early childhood teaching through workshops and practice-based sessions                                 | Teacher educators, grouped by sex and years of experience (to address differences in Preparedness) | Senior ECE Faculty / Training Specialist | 3 days                    | ₱15,000 (learning materials, classroom resources) | Educators design and implement age-appropriate, play-based activities in mock sessions                             |
| Improve curriculum planning and implementation skills, including alignment with local and international standards                     | Teacher educators with varied educational attainments                                              | Curriculum Coordinator                   | 2 days                    | ₱12,000 (curriculum templates, guides)            | Lesson plans and learning centers reflecting ECE developmental goals are created                                   |
| Strengthen assessment and evaluation practices, including formative, inclusive, and play-based assessments                            | All teacher educators                                                                              | Assessment Specialist / ECE Mentor       | 1 day                     | ₱8,000 (assessment toolkits, rubrics)             | Educators develop and demonstrate appropriate assessment tools for early learners                                  |
| Encourage intent and motivation to implement the ECE program, emphasizing innovative instructional strategies and openness to reforms | All teacher educators, especially younger and mid-career staff (age-related intent differences)    | College Dean / Program Head              | Half-day seminar          | ₱5,000 (motivation & engagement activities)       | Participants show enhanced willingness and commitment to adopt ECE practices in their teaching                     |
| Facilitate peer mentoring and professional collaboration to sustain Preparedness and intent                                           | All teacher educators                                                                              | Senior Faculty / Mentors                 | Ongoing, monthly sessions | ₱3,000/month (refreshments, small materials)      | Creation of a supportive professional learning community fostering continuous readiness and program implementation |

## IV. SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

### Summary of Findings

The study revealed that teacher educators were generally experienced, highly educated, and well-prepared to conduct the ECE program. They indicated high levels of intent by readily taking up novel tactics, engaging in professional development, and supporting curriculum change. Significant differences in preparation were observed by sex, educational attainment, and teaching experience, while purpose differed by age and educational attainment. Neither variable indicated any meaningful difference relative to an academic position. Preparedness was also significantly positively related to intent

( $r = .519$ ,  $p < .001$ ,  $n = 100$ ). These observations led to the suggestion of a training program.

### Conclusions

The ECE program can generally be implemented with prepared and motivated teacher educators. Their Preparedness is positively related to their intention to implement the program, underscoring the need to enhance their knowledge, pedagogical abilities, curriculum competencies, and assessment processes.

### Recommendations

Teacher educators should receive continuous professional development, mentoring, career promotion, and collaborative training in ECE competencies. Support programs should also



accommodate variances in age, sex, education level, and teaching experience to maintain readiness and commitment to the successful implementation of ECE programs.

## REFERENCES

- Adendorff, Z., & Bipath, K. (2025). Higher education qualifications for early childhood educators: Policy implementation challenges. *South African Journal of Childhood Education*, 15(1), Article 1597. <https://doi.org/10.4102/sajce.v15i1.1597>
- Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179–211. [https://doi.org/10.1016/0749-5978\(91\)90020-T](https://doi.org/10.1016/0749-5978(91)90020-T)
- Borg, F., & Samuelsson, I. P. (2022). Preschool children's agency in education for sustainability: The case of Sweden. *European Early Childhood Education Research Journal*, 30(1), 147–163. <https://doi.org/10.1080/1350293X.2022.2026439>
- Boysen, M. S. W., Sørensen, M. C., Jensen, H., von Seelen, J., & Skovbjerg, H.-M. (2022). Playful learning designs in teacher education and early childhood teacher education: A scoping review. *Teaching and Teacher Education*, 120, Article 103884. <https://doi.org/10.1016/j.tate.2022.103884>
- Carlyon, T., Cameron, M., Maxwell, A., Woolston, D., Hue Chew Kuen, J., & Ngadni, I. (2023). Early childhood curriculum comparison: Aotearoa New Zealand and Malaysia. *Asia-Pacific Journal of Research in Early Childhood Education*, 17(3), 1–20. <https://doi.org/10.17206/apjrece.2023.17.3.1>
- Fernandes, S., Araújo, A. M., Miguel, I., & Abelha, M. (2023). Teacher professional development in higher education: The impact of pedagogical training perceived by teachers. *Education Sciences*, 13(3), Article 309. <https://doi.org/10.3390/educsci13030309>
- Galindo-Domínguez, H., & Bezanilla, M. J. (2021). Digital competence in the training of pre-service teachers: Perceptions of students in the degrees of early childhood education and primary education. *Journal of Digital Learning in Teacher Education*, 37(4), 262–278. <https://doi.org/10.1080/21532974.2021.1934757>
- Guerrero, A. L., & Camargo-Abello, M. (2023). Teachers' agency in the implementation of an early childhood education policy program in schools in Bogotá, Colombia. *International Journal of Child Care and Education Policy*, 17, Article 2. <https://doi.org/10.1186/s40723-023-00104-9>
- Heikka, J., Hirvonen, R., Kahila, S., Pitkaniemi, H., Yada, T., & Hujala, E. (2023). Links between teachers' planning, assessment and development time and implementation of curriculum in early childhood education. *Early Years*, 43(4–5), 1102–1117. <https://doi.org/10.1080/09575146.2022.2059067>
- Jackson, J. (2021). Developing early childhood educators with diverse qualifications: The need for differentiated approaches. *Professional Development in Education*, 49(5), 812–826. <https://doi.org/10.1080/19415257.2021.1876151>
- Jaca, C. A. L., & Lopez-Baroman, J. L. (2021). Challenges and extent of readiness among teachers in the implementation of the kindergarten curriculum in select public elementary schools in the Philippines. *International Journal of Elementary Education*, 10(4), 134–144. <https://doi.org/10.11648/j.ijeeedu.20211004.15>
- Kangas, J., & Harju-Luukkainen, H. (2021). What is the future of ECE teacher profession? Teacher's agency in Finland through the lenses of policy documents. *The Morning Watch: Educational and Social Analysis*, 47(1), 48–75. <https://journals.library.mun.ca/ojs/index.php/mwatch/article/view/2261>
- Kwon, K.-A., Ford, T. G., Salvatore, A. L., Randall, K., Jeon, L., Malek-Lasater, A., Ellis, N., Kile, M. S., Horm, D. M., Kim, S. G., & Han, M. (2022). Neglected elements of a high-quality early childhood workforce: Whole teacher well-being and working conditions. *Early Childhood Education Journal*, 50, 157–168.
- Lungu, S., Matafwali, B., & Banja, M. K. (2021). Formative and summative assessment practices by teachers in early childhood education centres in Lusaka, Zambia. *European Journal of Education Studies*, 8(2), 45–64.
- McKinlay, S., Irvine, S., Brownlee, J. L., Whiteford, C., & Farrell, A. (2023). Who is studying what in early childhood education and care? Composite narratives of Australian educators engaging in further study. *Australasian Journal of Early Childhood*, 48(1), 66–80. <https://doi.org/10.1177/18369391221118699>
- Phang, W. L. A., Chong, M. C., Che Mustafa, M., & Mohd Jamil, M. R. (2023). Issues and challenges for the implementation of preschool STREAM education: What do the preschool teachers say? *Southeast Asia Early Childhood Journal*, 12(1), 58–74. <https://doi.org/10.37134/saecj.vol12.1.5.2023>
- Polat, E., Hopcan, S., & Yahşi, Ö. (2022). Are K–12 teachers ready for e-learning? *International Review of Research in Open and Distributed Learning*, 23(2). <https://doi.org/10.19173/irrod.v23i2.6082>
- Republic Act No. 10157. (2012). Kindergarten Education Act. Republic of the Philippines.
- Republic Act No. 10533. (2013). Enhanced Basic Education Act of 2013. Republic of the Philippines.
- Santos, R. D. R. (2022). Influence of pre and in-service training programs of the kindergarten teachers in the implementation of the kindergarten curriculum. *JPAIR Multidisciplinary Research*, 51(1), 16–33. <https://doi.org/10.7719/jpair.v51i1.696>
- Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1), 1–22. <https://doi.org/10.17763/haer.57.1.j463w79r56455411>
- Šabić, J., Baranović, B., & Rogošić, S. (2022). Teachers' self-efficacy for using information and communication technology: The interaction effect of gender and age. *Informatics in Education*, 21(2), 353–373. <https://doi.org/10.15388/infedu.2022.11>
- UNESCO Bangkok & Southeast Asian Ministers of Education Organization. (2018). Early childhood care and education (ECCE) teacher competency framework for Southeast Asia (SEA). UNESCO Bangkok and SEAMEO.
- Wood, L., & Neethling, M. (2024). Professionalizing ECCE in South Africa is not child's play! Determining skills gaps and implications for future sector development. *European Early Childhood Education Research Journal*, 32(1), 86–100. <https://doi.org/10.1080/1350293X.2023.2241119>