

BIBLIOGRAPHY

MILAGROS C. PRADO, October 2006. Kindergarten Education in the Municipality of La Trinidad: An Assessment. Benguet State University, La Trinidad, Benguet.

Adviser: Carlos P. Lumaang, Ed. D.

ABSTRACT

The study dealt on the assessment of the kindergarten education program in private and church-based preschools in the Municipality of La Trinidad for the school year 2005-2006. It probed into the profile of administrators and teachers, philosophy, objectives, curriculum and physical environment of the program as set forth in the Department of Education order. Likewise, the study compared the assessment of the kindergarten education program between the two types of preschool along the said five areas.

A total of sixteen (16) government-recognized preschools were included in the study: eight (8) from the private sector and another eight (8) from the church-based. From these preschools came the eighteen (18) administrators and thirty-seven (37) teachers who served as the respondents.

Data needed for the study were generated using survey and researcher-made questionnaire as the data-gathering method and tool, respectively. Descriptive statistics, Chi-square and t-test were used in the analysis of data.

Results showed that administrators in private and church-based preschools are primarily young, female, married, bachelor's degree holders and less experienced in administrative work. They have elementary education as their specialization. They receive moderately adequate salary. Concerning trainings, they have regular attendance in school and regional levels, irregular attendance in division and national levels and zero attendance in international level. They do not differ in their profile, except in training attendance in school level.

On the other hand, private and church-based kindergarten teachers in general are very young, female, single, bachelor's degree holders and neophytes in the teaching profession. They have elementary education as their major and receive monthly salary that is also moderately adequate. They have regular attendance in school and regional trainings, irregular attendance in district and division trainings and zero attendance in national and international trainings. In most personal characteristics, they are similar. However, they are diverse in terms of attendance in school, district and international trainings.

The philosophies of the kindergarten education program in the preschools, on the whole, are very much emphasized. However, there is significant difference existing between the two types of preschool, since the private preschools emphasize the philosophies much, whereas the church-based preschools emphasize said philosophies very much.

As regards the objectives of the kindergarten education program, they are appraised as very much attained among preschools. Private and church-based preschools in this area are significantly different.

The learning areas and teaching techniques as curricular components of the kindergarten education program are very much implemented. Private and church-based preschools implement in equal manner all the learning areas except Communication Arts in Filipino, Art and Music. Nevertheless, they are dissimilar in their implementation of the teaching techniques.

In terms of physical environment of the kindergarten education program, private and church-based preschools vary in building styles, classroom sizes, facilities and activity center provisions. Only in school site are the two types of preschool congruent.

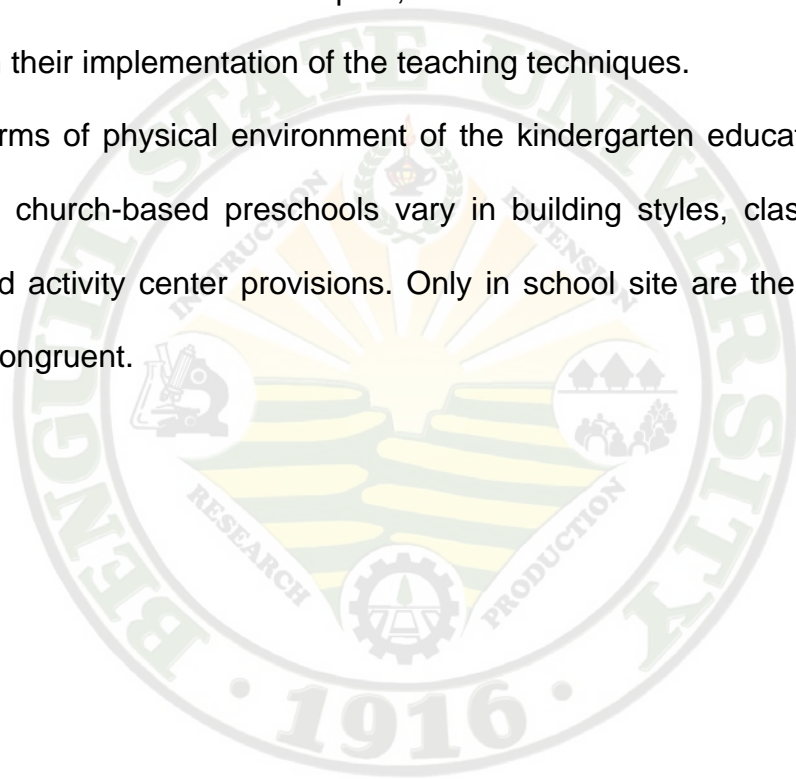
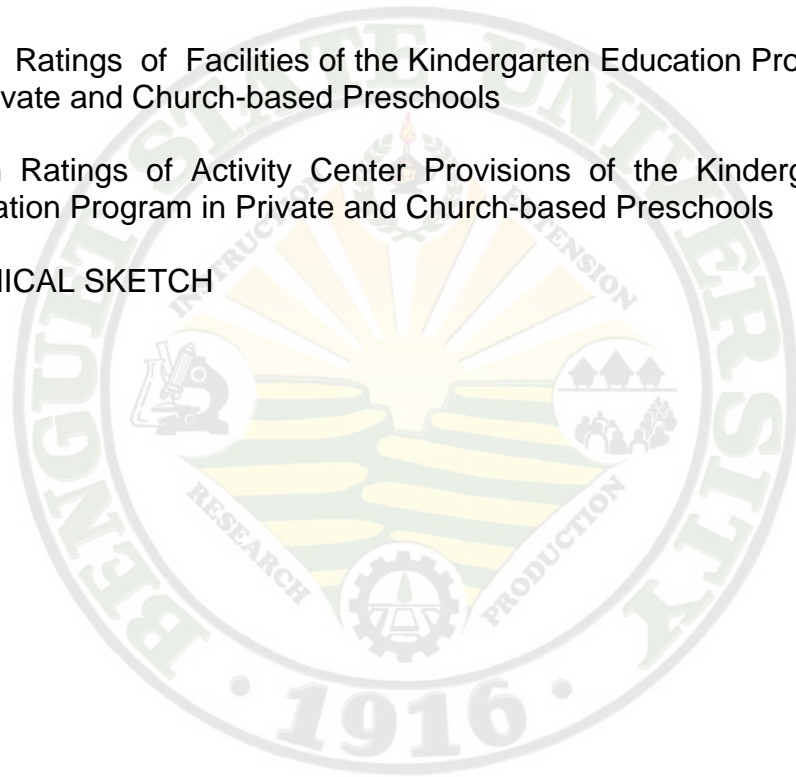


TABLE OF CONTENTS

	Page
Bibliography	i
Abstract	i
Table of Contents	iv
INTRODUCTION	
Background of the Study	1
Statement of the Problem	3
Objectives of the Study	4
Significance of the Study	4
Scope and Limitation of the Study	5
REVIEW OF RELATED LITERATURE	
Personnel Requirements	7
Philosophy	12
Objectives	16
Curriculum	18
Physical Environment	20
Summary of Reviews	26
Conceptual Framework	28
Operational Definition of Terms	30
Hypotheses of the Study	38
METHODOLOGY	
Locale and Time of the Study	39

Respondents of the Study	40
Instrumentation	42
Data Gathering Procedure	42
Statistical Treatment of Data	43
RESULTS AND DISCUSSION	
Profile of Kindergarten Administrators	45
Profile of Kindergarten Teachers	57
Philosophy of Kindergarten Education Program	69
Objectives of the Kindergarten Education Program	75
Curriculum of the Kindergarten Education Program	81
Physical Environment of the Kindergarten Education Program	88
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	
Summary	102
Conclusions	107
Recommendations	109
LITERATURE CITED	113
APPENDICES	
A. Letter of Request to Float Questionnaire	119
B. Sample Questionnaire	120
C. DECS Order No. 107, S. 1989	130
D. Frequency of Private and Church-based Preschool Administrators' Responses According to their Socio-demographic Characteristics	138
E. Frequency of Private and Church-based Preschool Teachers' Responses According to their Socio-demographic Characteristics	140

F. Mean Ratings of Philosophies of the Kindergarten Education Program in Private and Church-based Preschools	142
G. Mean Ratings of Objectives of the Kindergarten Education Program in Private and Church-based Preschools	143
H. Mean Ratings of Curricular Learning Areas and Teaching Techniques of the Kindergarten Education Program in Private and Church-based Preschools	145
I. Frequency of Private and Church-based Preschool Administrators' and Teachers' Responses on Site Area, Building and Classroom Size of their Preschools	146
J. Mean Ratings of Facilities of the Kindergarten Education Program in Private and Church-based Preschools	147
K. Mean Ratings of Activity Center Provisions of the Kindergarten Education Program in Private and Church-based Preschools	149
BIOGRAPHICAL SKETCH	151



INTRODUCTION

Background of the Study

Psychologists like Erickson (1963), Piaget (1967) and Kohlberg (1981) have established that the critical years in a child's life are from birth to six years of age. During these critical years, the basic character, values, abilities, personality, skills, aptitude and knowledge are formed. These qualities when properly developed shape the individual's overall perspective and preparedness for life.

Similarly, Bloom (1964), Hurlock (1978) and Dembo (1981) held that the experiences which preschool children undergo during the first six years of their life have a lasting effect on their intellectual, social and physical development.

Other researches (Mitchelle, 1989 and Schweinhart, 1989) also confirmed that early childhood development, if well taken care of, enhances children's intellectual performance and results to various improvements in school achievement, placement, and motivation. It has even been noted that early childhood education helps improve the functioning of high-risk children early in their lives; thus reducing the incidence of delinquency and school failure in the future.

These are just some empirical information which paved the way for the emergence of a wide interest in early childhood development and a great demand for preschool education.

In the Philippines, the need and importance of early childhood education were only given attention in 1971 when the Department of Education issued a policy document encouraging public schools to establish preschool classes whenever possible (DECS Order No. 107, S. 1989). Responding to this call to offer early childhood programs, the public was joined actively by the private sectors for which the greatest number of preschools to date is credited.

However, in the many so-called preschools that attempted to accommodate the increasing demands for early childhood education, a variety of curricular offerings surfaced. More and more, instead of catering to the needs of the child and his total development, preschools focused on academics. Also, the quality of preschool education is sacrificed since the resource capability of the schools providing said program is weak. As a result, the goal of developing the preschool child in all aspects and preparing him for lifelong learning through the provision of stimulating and meaningful experiences is not achieved.

It is on this concern that this study was conceived. It attempted to look into the status of the kindergarten education program being offered by private

and church-based preschools in La Trinidad, Benguet against the standards laid by the Department of Education. It is a step towards looking for viable recommendations that may bring about improvement in early childhood education.

Statement of the Problem

This study delved on assessing and comparing the status of the kindergarten education program in private and church-based preschools in the Municipality of La Trinidad for the school year 2005-2006.

Specifically, it sought to answer the following questions:

1. What is the profile of the administrators and teachers of private and church-based preschools as regards to age, sex, civil status, highest educational attainment, specialization, schoolwork experience in years, trainings attended and monthly salary?
2. What is the assessment of the kindergarten education program of private and church-based preschools in terms of the levels of philosophy emphasis, objective attainment, curriculum implementation and physical environment adequacy?

Objectives of the Study

The study primarily aimed to assess and compare the status of kindergarten education program in private and church-based preschools in the Municipality of La Trinidad. The objectives of the study are as follows:

1. To determine and compare the profile of the administrators and teachers of private and church-based preschools as regards to age, sex, civil status, highest educational attainment, specialization, schoolwork experience in years, trainings attended and monthly salary; and,
2. To assess and compare the kindergarten education program of private and church-based preschools in terms of philosophy emphasis, objective attainment, curriculum implementation and physical environment adequacy.

Significance of the Study

Assessing the kindergarten education program being offered in the preschools can yield means to improve the quality of kindergarten education along the following components: personnel requirements, philosophy, objectives, curriculum and physical environment.

Through this study, the real status of the kindergarten education program in the Municipality of La Trinidad, together with its strengths and weaknesses, along the Department of Education standards is identified and analyzed.

The result of the study will be an input to the administrators of the different preschools in planning and policy formulation. Specifically, it will assist them in curriculum improvement, personnel development and physical resource management towards the fulfillment of the philosophy and objectives of the preschool.

The teachers will be also benefited since the findings of the study will make them aware of the needs of the preschools to which they are connected. As such, they will become cooperative and supportive of their respective schools and consequently render effective service.

In addition, the study can be of interest to teacher training institutions in developing course of study in early childhood education that is relevant and responsive to the demands of the pre-elementary education sectors.

Lastly, this piece of work can provide parents an informative perspective on the minimum requirements of a school for young children as this can assist them to choose intelligently the kindergarten school they can rally behind in terms of personnel profile, philosophy, objectives, curriculum and physical environment.

Scope and Delimitation of the Study

The study focused on assessing the status of the kindergarten education program in the preschools operated and managed by private individuals and churches in the Municipality of La Trinidad for the school year

2005-2006. It probed into the various components of the kindergarten education program as set forth in the Department of Education issuance, formerly known as DECS Order No. 107, S. of 1989 (Appendix C). These components are personnel requirements, philosophy, objectives, curriculum and physical environment.

However, this study did not attempt to provide solid qualitative results since the assessment was based on the observed and perceived conditions of kindergarten education along the component areas.

Assessment as employed here is not external since the respondents were the internal stakeholders of the kindergarten education program, the preschool administrators and teachers. Also, it is not a summative assessment since the investigation was undertaken during the period when the program was being carried out. In addition, it does not adhere to any evaluation model viewing the program as a system. Thus, the assessment is concerned merely on the input provisions or resource capability of the program.

Being descriptive in nature, the findings of this study are therefore true only for the respondents concerned and for the time during which it was conducted.

REVIEW OF LITERATURE

The review of literature of this research reveals a working knowledge of and a better understanding on kindergarten education and its significance in the lives of young children.

For purposes of this study, the review is subdivided under the following categories: personnel requirements, philosophy, objectives, curriculum and physical environment.

Personnel Requirements

Administrators. According to Taylor (1989), directors of kindergarten schools have the duty to write the educational philosophy of the preschool, which they, the teachers and the parents can rally behind. They should furnish information about admission requirements, handbook for the kindergarten staff to know their responsibilities, rights and privileges, policy statement, and goals of the learning center of young children. They must also provide for appropriate room temperature, proper ventilation, potable drinking water and adequate restroom for both children and teachers. They are to arrange for periodic check-ups such as dental, immunization and other medical care. In addition, Taylor's (1989) requirement was that preschool administrators should be knowledgeable about children, psychology and

architecture as these will be of great assistance in planning and building the center for the education of the child

Similarly, Streets (1982) stated the need of preschool administrators to have a background on young children and their education and to learn the different interactions that promote children's development at a reasonable rate.

Furthermore, the Department of Education in the DECS Order No. 107, S. of 1989 set forth the qualifications for a preschool administrator. It recommended that administrators/principals/heads of preschools, who plan, implement, supervise, monitor or evaluate the program, should have a college degree in a discipline allied to education with at least 18 units of preschool education and should have at least two years of very satisfactory work experiences in a kindergarten school set-up. Possession of a master's degree in education is also preferred.

However, the studies of Reyes (1981) and Lasala (1985) showed the contrary. They found out that administrators in preschools are not fully equipped with the knowledge, meaning, value and significance of kindergarten education. The reason is that they blindly adhere to the notion that child growth and development could be better achieved by improving the quality of instruction by effective supervision, and they are not innovative because they use as their model existing school programs. Thus, the same

researchers suggested that those administrators need to undergo in-service education. This also holds true in the study of Ruiz (1990) in which she recommended that administrators should upgrade their personal and professional development through attendance in orientation/in-service seminars and off-the job training sessions.

Likewise, the Yurachai study (1987) regarding trisectoral perceptions of kindergarten education in Khonkaen, Thailand reported that majority of the kindergarten administrators or 84.9 percent were bachelor degree holders and 6.5 percent of them had attained the master level.

Teachers. Agan (1989) argued that kindergarten teachers are to possess personal and professional qualifications that match kindergarten education.

For personal qualities, San Jose-Pangan (1972) enumerated some of the characteristics of a good kindergarten teacher such as: adequately prepared for the profession as a kindergarten teacher, has a thorough knowledge and understanding of the growth characteristics and developmental tasks of kindergartners, competent to determine what objectives are achievable and what flexibilities are to be observed in the content and organization of the curriculum, can establish rapport with preschoolers, should work closely with the parents, and should be genuinely interested in and accepting of children's uniqueness.

Similarly, Sciarra and Dorsey (1990) endorsed that teachers of young children should be specifically knowledgeable on early childhood development to be able to provide pedagogical and socializing association in the classroom for enjoyable interaction with the children. They also proposed that teachers in the preschool should have the knack to relate with children's parents in a satisfying and considerate manner. Observance of good relationship among adults involved in the education of young children fosters cooperative efforts that would redound to the children's benefits. Tanner and Tanner (1987) validated this by stressing that there is a high level of achievement when there is an atmosphere of cooperation and participation characterized with mutual respect between the facilitator and participants of the learning process. This leads to the learners enjoying the excitement of learning.

However, Kagan in her study (1992) noted that preschool learners were treated with partiality. Some teachers encourage and pay more attention to certain learners by giving them positive support to participate actively in learning, but discourage participation from others, particularly those in the bottom third in the same classroom.

As to the professional qualifications for kindergarten teachers, DepEd set forth standards. As specified, teachers who are directly involved in teaching and handling preschool children should possess a Bachelor of

Science degree with specialization in family life and child development or kindergarten education or they should have a Bachelor of Science degree with 18 units in preschool education and 54 hours of practicum classes or a Bachelor of Arts/Science degree in disciplines allied to education like arts, nursing or anthropology. Upon appointment, the teacher should have at least six units of preschool education. The requirement of 18 units may be gradually earned as follows: at the end of year one, nine units; year two, 12 units; year three, 15 units; year four, 18 units. With regard to para-professional who is employed as a teacher-aide, teacher-helper or assistant teacher, he/she should be a high school graduate, has attended training for at least 120 hours with a certificate from a recognized training institution or professional organization (DECS Order No. 107, S. 1989).

Regarding the qualifications mentioned, a great number of preschool teachers in the study of Lasala (1985) were found lacking in the needed educational preparation. Eighty-one percent of the kindergarten teachers were graduates of the Bachelor of Science in Education, five percent were Bachelor of Arts degree holders, while five percent were graduates of the Bachelor of Science in Industrial Arts and the rest were holders of the degree of Bachelor of Science in Elementary Education with training in kindergarten teaching. Concerning teaching experience of these kindergarten teachers, 59 percent had one to three years experience in kindergarten teaching, 19

percent had served four to six years, 11 percent had taught for 10 to 12 years, and three percent had 13 to 15 years teaching experience in the kindergarten.

Philosophy

Luan Grab (1991) discussed the philosophies of Froebel, Montessori and Dewey. He stated that Froebel believed that the child should learn the nature of form, number and measurement. Montessori stressed the training of the child's senses through scientifically graded materials based on the sensitive periods, and Dewey emphasized inquiry and learning by doing in a scientific way.

The religious philosophy of the United Methodist Church believes that "each child is a child of God." As such, the child should be given the opportunity to develop his physical, intellectual, emotional, social and spiritual endowment to optimum level (ABC Kindergarten Guidelines, 1990).

DepEd stated that the philosophy of preschool education at the kindergarten level considers the child, the school and the teacher with the support of the family in maximizing the child's potentials (DECS Order No. 107, S. 1989).

Article XIV of the Constitution of the Republic of the Philippines Section 1 states that "the state shall protect and promote the rights of all citizens to quality education at all levels and shall take appropriate steps to

make education accessible to all” (Constitution of the Republic of the Philippines, 1987). To Aquino (1986), this constitutional provision embodying the ideals and aspirations of the Filipino people, must be the basis of the Philippine educational philosophy.

Estolas and Nunez (1974), on the other hand, revealed that the following are the prevalent philosophies of the kindergartens in the Philippines:

1. The usefulness of providing rich and varied experience for children ages four to six years.
2. The provision of a balanced program of kindergarten activities will help in developing and maintaining children’s good physical and mental health.
3. The need to provide experiences in group living to enhance social growth to kindergarten children.
4. Play is the most effective means in educating today’s kindergarten pupils.
5. The kindergarten emphasizes learning on the part of the child rather than teaching on the part of the adult.

The study of Reyes (1981) found the philosophies influencing preschool education in the province of La Union as pragmatism, gestaltism, realism and humanism.

Pragmatism, an educational perspective credited to John Dewey, Charles Pierce and William James, stresses learning activities that are useful and lifelike, from which the child learns by actual performance of the activity (Yurachai, 1987). This doctrine claims that the test of truth lies in its practical consequences. If a particular concept is actualized and has produced beneficial result, then it is good and true and must be adopted (Duka, 1999; Sadker and Sadker, 2000). On this basis, education then must seek to develop the learner through purposeful experience, self-actualization and practical learning. The curriculum should offer subjects that will provide opportunities for activities relevant to the needs, abilities, interests as well as socio-economic situation of the learner. And if possible, the learner must be made the center of all educative processes (Sadker and Sadker, 2000).

On the other hand, gestaltism places importance in unifying the behavior of the child and regarding him/her as a whole being (Yurachai, 1987). This philosophy takes its name from the German word which means pattern or configuration. It grew out of studies conducted by Max Wertheimer, Kurt Koffka, and Wolfgang Kohler (Prado, 1999). According to gestaltists, learning is the process of developing understanding, insight or generalization through configuration or integration. They believe that ideas, concepts, events and others do not come in isolation but rather are always part of some definite context or pattern by virtue of which alone they have meaning and

significance. The situation should be learned as a whole rather than separated from its components (Prado, 1999). In light of this, education therefore must aim at providing the learner with meaningful, interrelated learning experiences from a variety of disciplines, linking ideas to actions and learning to life. In a more particular and operational sense, it means that preschool education should develop the kindergartner in all aspects of life and make him a well-adjusted individual.

Realism, in contrast to pragmatism and gestaltism, emphasizes the value of providing right headstart for the child's formal schooling and assistance to him/her in his/her search for what is true (Yurachai, 1987). Originally introduced by Aristotle, this belief advocates that education should be concerned on the realities of life and should prepare a person for his/her duties in life (Duka, 1999). It also recognizes that education means teaching, teaching means knowledge, knowledge is truth, and truth is the same everywhere. (Sadker and Sadker, 2000). This is so since truth is knowledge that corresponds to the world as it is. Hence, education, from the realists' point of view, is primarily the acquisition and mastery of knowledge and skills essential for living. Reading, writing, counting and studying are some of these basic life competencies that must be developed in the learner.

However, humanism underscores the merit of accepting the child for what he/she is (Reyes, 1981; Yurachai, 1997). It is concerned on the dignity

and worth of the person, including his/her potential, affair, aspiration and welfare (Duka, 1999). From the humanistic perspective, the aim of education is to help develop the individuality of the learner, to assist him/her in recognizing himself/herself as a unique being and to help him/her actualize his/her potentialities (Hamachek, 1977). With this in mind, the humanistic teacher should therefore provide experiences attuned to the learner's intellectual, emotional and social needs in a classroom atmosphere that permits freedom of choice for the child and fosters creativity, exploration and social learning. Also, he/she has to individualize his/her total approach according to the needs and individuality of the child and on an intuitive basis. Humanism is an educational thought proposed by Desiderius Erasmus of Rotterdam (Sadker and Sadker, 2000).

Objectives

Austin (1976) specified the objectives of the preschools for Belgium and Sweden. The objectives of the preschool for Belgium are social and moral education based on the psychological development of children, health education and education through thought and language. For Sweden, the major issue that concerns preschool education is creating a better society where man has real regard for other men.

Brotonel (1969) stated that the objectives of kindergarten education are: to assist in detecting at an early period the children's physical, emotional

and social growth and to provide an excellent center for parents' education. The first purpose is diagnostic in the sense that any aspect of the child who maybe needing guidance can readily be carried out. The second purpose is to make parents become more aware of the principles of human growth and development to better rear their children for development.

The objectives of the preschools at the kindergarten level are contained in the DepEd issuance (DECS Order No. 107, S. of 1989). These objectives are: to develop the child in all aspects (physical, social, moral, spiritual, emotional and cognitive) so that he may be better prepared to adjust and cope with life situations within the context of his experience; to maximize the child's experience through a variety of carefully selected and meaningful experiences considering his interests and capabilities; to develop the child in all aspects so that he can become a self-propelling, thinking and contributing individual, able to make decisions which will prepare him for the more complex demands of life in the future.

Agan (1989), on the other hand, stated the objectives of the kindergarten offered by private citizens. Its objectives are to help children obtain "learning in writing and reading" and to include the concern in assisting mothers bring up children better equipped for school and socialization.

Laforteza (1982) believed that the learning objective of the preschool is the creation of learning environments that will facilitate the development of the child's intellect and his physical, social and emotional abilities.

Curriculum

Taylor (1989) defined the curriculum for young children as the subjects taught in school in terms of children's experiences through which they gain self-realization. The curriculum is viewed as an "enterprise in guided living" in an environment designed to suit a specific purpose.

Margolin (1976) suggested that a curriculum for kindergarten children should include formalized reading and mathematics, which are to be experienced in a concrete manner. Games and listening are important in matching letters with pictures, matching number of dots with figures representing numbers, measuring, counting, and using different senses to provide the children knowledge from direct experiences and important to nourish their personality and intellect.

Eliason and Jenkins (1986) described the curriculum for the early childhood as one that should be well planned avoiding "timetable that should be rigidly followed." However, sequential learning activities and observance of considerable flexibility are stressed.

The Department of Education in its DECS Order No. 107, S. of 1989 specifically stated the focus of the kindergarten curriculum as precluding all

areas of development. For physical development, the curriculum should include activities for gross and fine motor coordination through play and manipulative exercises as in games, simple work and those that develop physical fitness. Personal-social development should involve skills and behaviors that would enhance independence and social behavior. It should cover the development of health habits and independence in dressing, eating, sleeping and toileting, relating with teachers and peers and other people through group play or interaction and the development to follow rules and routines. For the emotional development, it should include experiences that would help children develop love for God, self, others and community, awareness of their feelings as well as sense of right and wrong. Mental development should involve the development of communication, sensory-perceptual and numeracy skills. Creative-aesthetic development, on the other hand, must encompass exploration of sounds, music and rhythm, art activities, creation of stories and dramatization.

Educators like Cortes (1987) claimed that the curriculum at the elementary level should start with “civic education and value orientation” to develop in the child the sense of being potent and confident to learn skills so that he can be made to see what he can do, thus empowering him.

Brotonel (1969) and Cusay (1973) stated that the curriculum is the instrumentality through which desirable learning is fostered in the school,

which is important as a condition of learning in the formal school program. They believed that the 3Rs of reading, writing and arithmetic, which the kindergarten curriculum should seek to develop among preschoolers, prepare them for the formal work in the first grade.

Physical Environment

Sciarra and Dorsey (1990) and Taylor (1989) pointed out that familiarity with the early childhood education program such as the center's philosophy and admission policies has an impact on facility requirements. The needs of children, staff and parents should be taken into consideration. Consideration for the needs of these participants concern those of health and safety, accessibility of facilities, controlled traffic flow, personal space and opportunities for independence and growth. The school site must have an area large enough for a building of required size. The playground should be fenced to prevent children from leaving the area and to prevent others from damaging it and interrupting school activities. It should allow 75 feet per child. Provision for parking for staff, parents and visitors should be considered. The building should be hazard free to meet the needs of children, staff and parents. Usually, programs for children occupy the ground floor of the building to facilitate evacuation in the event of an emergency. The entrance and exit should be scaled to children's requirements. The building should be inviting in terms of its scale, color, texture and design.

Colors should indicate a place for growth and vitality. Office space for the administrator should be provided and located in such a way as to provide additional supervision during emergency and at the same time minimize distractions. Full time staff members each needs about 100 square feet of office space to work with materials, do paper work and work with children. Parents need comfortable lounge where they could wait for their children. Facilities for observing classroom activities unnoticed by children are important to provide parents and visitors learning experiences.

Taylor (1989) stressed that the size of the classroom must be 35 square feet per child for him/her to work and play comfortably. Children should have a cozy place to look at books, examine interesting objects and dayream. These places, while they promote privacy, can be shared with a friend or two. An area for telling story or special activity should be provided. The classroom should be free from protrusions, live wires and slippery floors.

The physical environment should have child-size tools including sinks, toilets, drinking fountains, doorknobs and wall decorations placed at the child's eye level. It should foster independence and growth where a variety of experiences can be offered which provides children an approximate number of choices (Sciarra and Dorsey, 1990).

Streets (1982) stated that physical environment for children should be divided into "polar opposites" such as quiet/active, tidy/messy, private/public

and dry/wet. This kind of environment reflects the provision for the multifarious needs of children living together, away from home, in a family setting where a teacher supplies nurturing role. He further categorized the environment for children into three kinds namely: space used only by adults, that which is shared by adults and children, and that space used almost exclusively by children.

The reason, which Streets gave for the polar pair design of children's environment, is that activity can be cued where it belongs, although it is still the teacher who arranges the environment and guides interactions. The teacher acts as the model through which the child learns. The teacher in this process curriculum shows the child how to walk, to speak, to use a fork, how to classify and to infer. He termed this social system devised by the teacher as "one of the most powerful instructional strategies" because it provides a way in which children can master things as an aid in mastering themselves.

According to Streets (1982), the characteristics appropriate for the physical space in a process curriculum are:

1. Scale implies the adjustment of the learning experience in accordance to the physical and psychological stature of children. This further implies appropriate size group as well as appropriately sized furniture. It encompasses the notion of security without which children are prone to avoid challenges.

2. Coherence is the quality of being logically integrated, consistent and intelligible. The design of child space for the process curriculum should be a reflection of the commitment to the child “in process.” The purpose is simple: to fully actualize the potential of every child within it.

3. Balance is the quality of dynamic self-regulation. It represents symmetry between the child and environment as well as an order capable of response to children’s momentary developmental shifts.

Physical space should reflect the idiosyncrasies of both children and adults, for being different from others at any point in time (Streets, 1982).

In the DECS Order No. 107, S. of 1989, DepEd stipulated the standards for physical environment as referring to the minimum requirements for the school site, the physical facilities and the learning equipment for a school of the kindergarten level. The school site should have a minimum area of 500 square meters. The area should be divided into at least 140 square meters for the class and 360 square meters for the playground good for not more than four classes. When playground is not provided, easy and safe access to the nearest park or open space, which is not more than a 200-meter distance from the school, can be utilized as an alternative. This arrangement must be approved in writing by the authorized representatives of the park or open space. The school building must be used for educational purposes only. It must not serve as a residence of the owner. It should not be

a “convertible school,” that is, a school during the day and after class hours converted for commercial purposes. Provision for office, teachers’ room, music room and library room or room in which any two of these are combined must be considered.

The ideal class size for a teacher is from 25 to 30 children, while a teacher with aide can have from 30 to 40 children. With regard to classroom size, there should be 1½ square meters per child.

Equipment for playground and garden that should be installed on the school ground includes jungle gym, sandbox, slide, balance beams, simple obstacles like tires and tunnels and others. The classroom equipment and fixtures must consist of tables, chairs, shelves, lockers and cabinets. They should be in conformity to the standard size and based on the anthropometric size of the children. Beds and mats may be provided during rest periods.

Health facilities and provision for safety should consist of toilet, safe drinking water and washing facilities. They must be adequate and scaled to children’s size. There should be at least a toilet set for every 25 children at one time preferably with separate bathroom for boys and girls. First aid kits must be available. The area should be free from hazards such as diggings, stairways, pools, live electric wires and unsafe outlets. Lighting and ventilation should be proper and adequate. There should be both natural and

electric lighting. For a classroom of seven to nine meters, there should be at least two fluorescent lamps, wide windows and/or electric fans to allow for cross ventilation.

Furthermore, DepEd in DECS Order No. 107, S. 1989 requires that the classroom should have activity centers, which contain the following or their equivalent:

1. Personal care and grooming, which contain mirror, comb, towel, toothbrush, soap, toiletries, and others.
2. House and garden care should have shovel, spade, pails, sprinklers, sand table, cleaning tools and others.
3. The communication skills corner should have books (two books per child) like storybooks, science and nature books as well as Filipiniana books and others.
4. The sensory-perceptual and numeracy skills corner (Science and Mathematics corner) should have counters, beads, number cards, nature tables and others.
5. The motor and creative development corner should contain percussion instruments such as castanets, tambourine, coconut and bamboo maracas, radio and tape recorder, phonograph and others.

Summary of Reviews

The components of kindergarten education, as mandated by DepEd through the DECS Order No. 107 S. of 1989, are personnel requirements philosophy, objectives, curriculum and physical environment.

The personnel requirements of the kindergarten include educational preparation, training and experience in preschool education as well as loving and enjoyable interacting with young children. These are the preferred qualifications the owner, administrator, teacher or para-professional should possess (Streets, 1982; DECS Order No. 107, S. of 1989; Sciarra and Dorsey, 1990; and Kagan, 1992).

The philosophy for preschool education comes from various sources. The Constitution of the Republic of the Philippines is one of these as it expressed the ideals/aspirations of the Filipino people. Religious beliefs serve as philosophical bases such as that of the United Methodist Church, which believed that “each child is a child of God” (ABC Kindergarten Guidelines, 1990). The old existing pragmatism, gestaltism, realism and humanism which had been interwoven in the fabric of Philippine education ever since are also philosophical premises on which kindergarten education has to operate.

The objectives of kindergarten education are as varied as its philosophy. The converging focus in young children’s total development

concerns their physical, social, moral, spiritual, emotional and cognitive attributes. These objectives can be attained through carefully selected and meaningful experiences considering children's needs, interests, and capabilities so that they can be better equipped for schooling and socialization (Laforteza, 1982; DECS Order No. 107, S. of 1989; and Agan, 1989).

The curriculum for kindergartners encompasses areas in physical development, personal-social development, affective development as well as cognitive development. It must be flexible in consideration for the child's unique characteristics but fosters desirable behavior-learning (Eliason and Jenkins, 1986; Cortes, 1987; and DECS Order No. 107, S. of 1989).

As for the physical environment (school site, building, classroom size and facilities), it is made explicit that it should be free from hazards and provided with equipment which conform to the anthropometric size of children. The classrooms should contain centers of interests or its equivalent (personal care and grooming corner, house and garden care corner, communication skills corner; motor development and creative development corner, music corner, sensory-perceptual and numeracy skills corner) to provide a developmentally appropriate environment for children (Streets, 1982; Sciarra and Dorsey, 1990).

Conceptual Framework

Clarkson (1987) mentioned that assessment or evaluation is indispensable in order to acquire fundamental knowledge about the program that will provide basis for making decisions, forming judgments, and drawing conclusions. Assessment determines if the program objectives are attained, identifies the weaknesses of program aspects that need improvement, and examines if the program inputs and processes are effective and efficient in achieving the objectives.

In the context of the educational program, assessment checks and determines the parts, areas, or facets of the program to see whether they are adequate or inadequate, appropriate or inappropriate, particularly with reference to the program's objectives or standards deemed applicable (Stufflebeam, 1988).

The component parts of the kindergarten education program as mandated by Department of Education in DECS Order No. 107, S. 1989 are illustrated in Figure 1. These parts or areas are the personnel requirements, philosophy, objectives, curriculum and physical environment upon which this research probed in order to come up with a clear picture of the status of the kindergarten education program being offered by private and church-based preschools in the Municipality of La Trinidad. The status is determined and measured in terms of the findings on personnel profile and the levels of

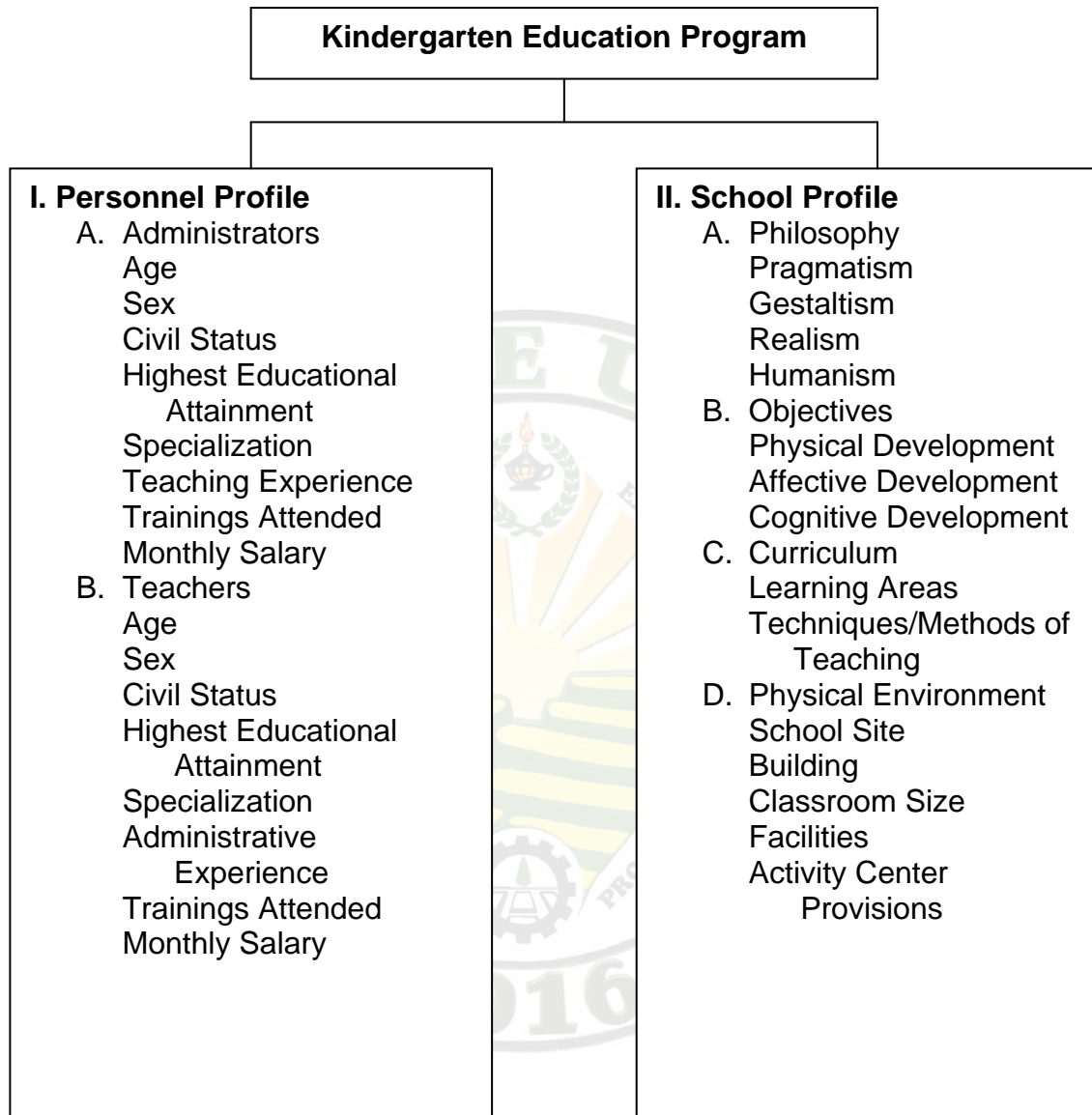


Figure 1. The components of the kindergarten education program as mandated by DepEd (DECS Order No. 107, S. 1989).

philosophy emphasis, objective attainment, curriculum implementation and physical environment adequacy.

Figure 2 sets forth the paradigm of variables in the study. As depicted, the findings on personnel profile and the levels of philosophy emphasis, objective attainment, curriculum implementation and physical environment adequacy are the dependent variables. They are determined largely by the observations and perceptions of the respondents along the five areas of the kindergarten education program, which are the independent variables. It is also hypothesized that the findings on personnel profile and the levels of philosophy emphasis, objective attainment, curriculum implementation and physical environment adequacy differ or vary from private to church-based preschools as influenced by types of preschool, which are the intervening variables.

Information generated concerning the status of the kindergarten education program along the five areas serve as the basis for policy recommendations towards program improvement.

Operational Definition of Terms

The following terms are defined as they are used in this study:

Assessment. This is the process of determining and acquiring information on the current status of the kindergarten education program in

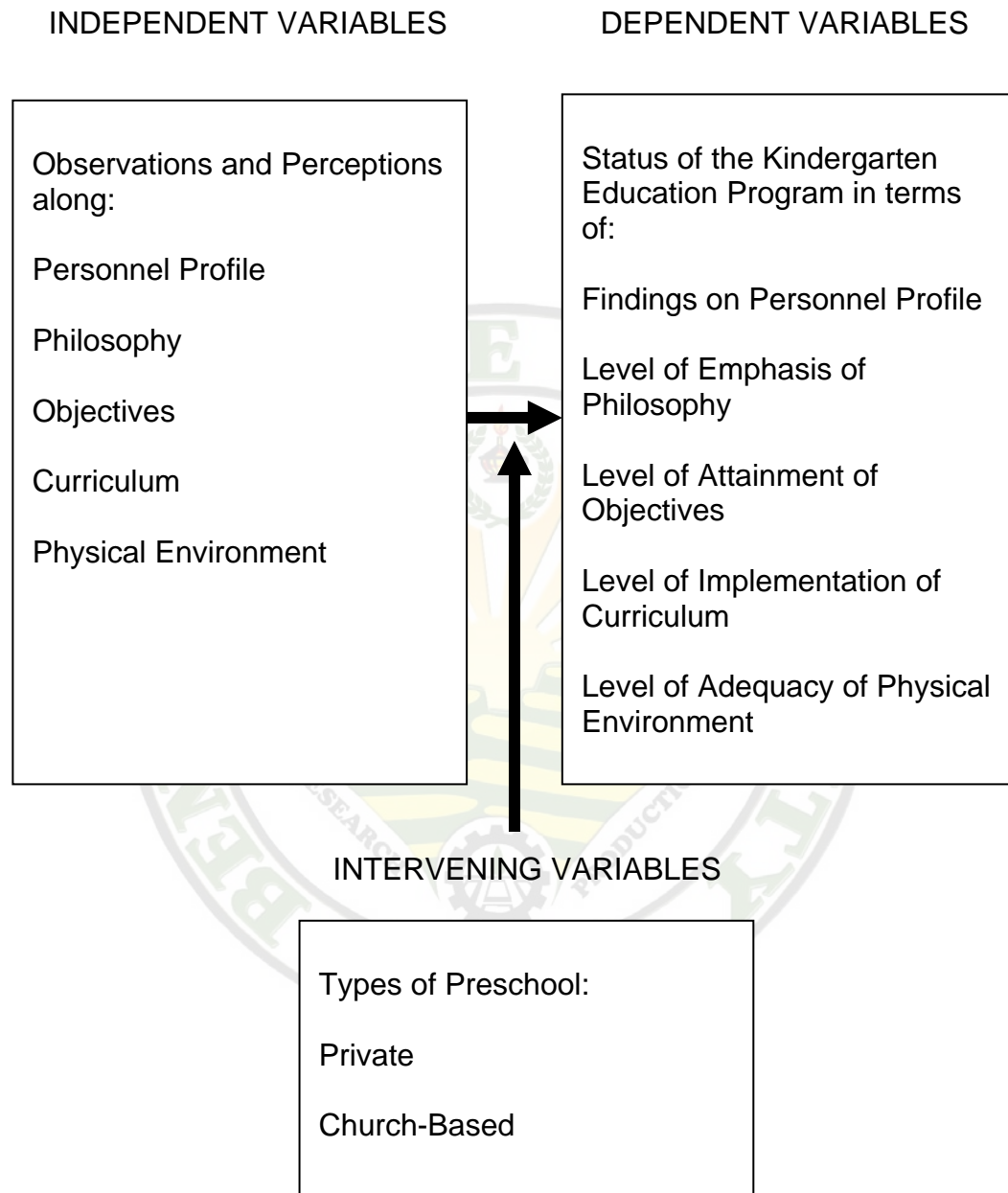


Figure 2. The paradigm of the study.

private and church-based preschools in light of the standards of the Department of Education (DECS Order No. 107, S. 1989) along the five areas of concern. These areas were personnel requirements, philosophy, objectives, curriculum and physical environment.

Kindergarten education program. This refers to the formal course of study that aims to train young children in their pre-elementary age. In this study, kindergarten and preschool are used to mean the same thing.

Status. This means the condition of the kindergarten education program being offered in the private and church-based preschools as assessed by the respondents. It is defined as the findings on personnel profile and the levels of philosophy emphasis, objective attainment, curriculum implementation and physical environment adequacy

Private kindergarten preschool. This applies to the kindergarten school put up by private individuals, recognized by DepEd, and is solely a kindergarten school and/or part of a school system such as elementary, secondary, college and university.

Church-based kindergarten preschool. This is the kindergarten school established by religious group, recognized by DepEd, and may be part of the school system such as elementary, secondary, college and university.

Administrator. This relates to the chief executive officer of the preschool such as principal, school head, supervisor or sometimes owner of

the school who has the responsibility in the operation and management of the kindergarten education program.

Kindergarten teacher. This is the person who actually performs classroom teaching in the kindergarten school.

Profile. This refers to the age, sex, civil status, highest educational attainment, specialization, schoolwork experience in years, trainings attended and monthly salary of the administrator or teacher.

Age. This pertains to the age of the administrator or teacher at his/her last birthday at the time of the study.

Sex. This reflects whether the administrator or teacher is male or female.

Civil status. This indicates whether the administrator or teacher is single, married and/or widower/widow at the time of the study.

Highest educational attainment. It implies the highest degree finished or obtained by the administrator or teacher such as bachelor's degree, master's degree and doctoral degree.

Specialization or major. This is the area of concentration in the highest degree received by the administrator or teacher.

Schoolwork experience in years. This suggests the total number of years of work experience as administrator or teacher. For the administrator, it

is his/her administrative experience quantified in years; teaching experience for the teacher.

Trainings attended. This denotes the frequency of participation by the administrator or teacher in seminars or workshops in the different levels such as school, district, division, regional, national and international. It will be analyzed according to the following scale:

3 – always

2 – sometimes

1 – never

Monthly salary. This means the monthly income earned by the administrator or teacher from working in such capacity. It is rated on a three-point scale as follows:

3 – adequate

2 – moderately adequate

1 – inadequate

Philosophy. This relates to the general belief that guides the kindergarten's operation and management. These philosophies are:

Pragmatism. The philosophy that stresses learning activities that are useful, life-like, from which the child learns by actually doing the activity.

Gestaltism. The philosophy that places importance in unifying the behavior of the child. It regards the child as a whole person who needs learning experiences designed to contribute to his her holistic development.

Realism. The philosophy that emphasizes the school activities wherein the child gets equipped with the right headstart for the child's formal school attendance. It also views education as providing assistance to the child in seeking for what is true.

Humanism. The philosophy that underscores the acceptance of the child for what he/she is as he/she comes to the kindergarten.

In this study, the respondents will be asked to identify which philosophy they adhere to and rate it as to its extent of being emphasized using the scale below:

3 – very much emphasized

2 – much emphasized

1 – not much emphasized

Objectives of the kindergarten education program. These suggest the general competencies that the child should develop at the end of the kindergarten term. These general competencies are grouped as physical development, affective development and cognitive development. For the purpose of this research, the objectives will be assessed in terms of the level of their realization based on the following scale:

1 – very much attained

2 – much attained

3 – not much attained

Curriculum of the preschool. The set of learning areas of the kindergarten education, such as communication/language arts, social living, art, music, science and math. Inclusive in the curriculum are the techniques of teaching commonly used by teachers.

Techniques of teaching. These relate to the methods of teaching used by the kindergarten teachers such as story telling, dialogue, guessing game, role playing, use of radio and tape cassette, filmstrips, field trips, observing and describing and/or a combination of these methods of teaching. In this study, techniques and methods are used interchangeably.

Implementation of curriculum and techniques of teaching. This signifies the degree or level of operationalization of the learning areas together with the teaching methods. It is measured using the three-point scale below:

3 – very much implemented

2 – much implemented

1 – not much implemented

Physical environment. This pertains to the physical make-up of the preschool which includes the school site, building, classroom size, facilities and activity center provisions.

School site. It indicates the number of square meters that the school area occupies.

Building. It refers to the kindergarten school infrastructure where kindergarten class/es is/are held.

Classroom size. This signifies the number of square meters that a classroom occupies.

Facilities. The physical structures, which include fixtures, equipment, furniture, materials and supplies. These facilities are grouped under the following categories: classroom, playground and garden, health and safety, library and office.

Activity centers. The learning corners found in the classroom. Usually, these centers are the personal care and grooming, house and garden care, communication skills/language arts, motor and creative development, music, science and mathematics corners.

Adequacy of facilities and activity center provisions. This connotes the extent or degree of sufficiency of the existing physical provisions. It is rated on a three-point scale as follows:

3 – very much adequate

2 – much adequate

1 – not much adequate

Hypotheses of the Study

This study tested the following hypotheses:

1. There is significant difference in the profile of the administrators and teachers in private and church-based preschools in the Municipality of La Trinidad as to: age, sex, civil status, highest educational attainment, specialization, schoolwork experience in years, trainings attended and monthly salary.

2. There is significant difference in the kindergarten education program between private and church-based preschools in the Municipality of La Trinidad in terms of the levels of philosophy emphasis, objective attainment, curriculum implementation and physical environment adequacy.

METHODOLOGY

Locale and Time of the Study

The study was conducted from June to October, 2005, covering a period of five months, among the DepEd-recognized preschools in the Municipality of La Trinidad. However, only the private and church-based preschools were included. This is a deviation from the original plan to have all the private, church-based and public preschools involved in the study. The reason behind was that there is only one public preschool, whose number of administrator and teachers could not provide sufficient observations to come up with valid findings about the status of kindergarten education offered by the public sector. Also, of the 20 private and church-based preschools currently operating in La Trinidad, only 16 participated in the study. Three of those preschools which were not involved in the study refused to have the questionnaire administered to their administrators and teachers. The other one was not included since it had voluntarily shut off its operation due to zero enrolment at the time the survey was conducted.

The 16 private and church-based kindergartens which cooperated in the study are as follows:

1. Benguet Learning Center, PA 154 Wangal, La Trinidad
2. Brilliant Child Christian Academy, IC 113 Betag, La Trinidad
3. Cordillera Career Development College, Buyagan, La Trinidad

4. Epiphany Learning Center, Betag, La Trinidad
5. Glad Tidings Learning Center, Km. 5, La Trinidad
6. God's Lamb Academy, IB 82 Laoyan St., Betag, La Trinidad
7. Hope Christian Academy, Km. 5, La Trinidad
8. La Trinidad Nazarene Learners Center, Pico, La Trinidad
9. Little Flower Children's Home Foundation, 264 Km. 4, Balili, La Trinidad
10. Rainbow Mission International Academy, AE 13-E Buyagan, La Trinidad
11. Saint Francis School, Sitio Longlong, Puguis, La Trinidad
12. San Jose Preschool, Poblacion, La Trinidad
13. Shekinah Learning Center, JB 132 Pico, La Trinidad
14. Star Educational Christian Foundation, 156 Pico, La Trinidad
15. Sunbeam Learning Center, 196 Pico, La Trinidad
16. Superkids Learning Center, Puguis, La Trinidad

Respondents of the Study

From those DepEd recognized preschools were the administrators and teachers who served as the respondents of the study. Since the number of administrators and teachers are limited, total enumeration was considered. Table 1 shows the number of respondents per institution.

Table 1. Distribution of respondents per institution

PRESCHOOL	ADMINIS-TRATOR		TEACHER		TOTAL	
	N	P	N	P	N	P
Private						
Benguet Learning Center	1	10.0	1	5.0	2	3.6
Brilliant Child Christian Academy	1	10.0	1	5.0	2	3.6
Cordillera Career Development College	1	10.0	1	5.0	2	3.6
Hope Christian Academy	1	10.0	4	20.0	5	9.0
Little Flower Children's Home Foundation	1	10.0	3	15.0	4	7.3
Saint Francis School	1	10.0	2	10.0	3	5.5
Star Educational Christian Foundation	3	30.0	6	30.0	9	16.3
Sunbeam Learning Center	1	10.0	2	10.0	3	5.5
Sub-total	10	100.0	20	100.0	30	54.4
Church-Based						
Epiphany Learning Center	1	12.5	2	11.7	3	5.5
Glad Tidings Learning Center	1	12.5	1	5.9	2	3.6
God's Lamb Academy	1	12.5	1	5.9	2	3.6
La Trinidad Nazarene Learners Center	1	12.5	3	17.7	4	7.3
Rainbow Mission International Academy	1	12.5	3	17.7	4	7.3
San Jose Preschool	1	12.5	2	11.7	3	5.5
Shekinah Learning Center	1	12.5	2	11.7	3	5.5
Superkids Learning Center	1	12.5	3	17.7	4	7.3
Sub-total	8	100.0	17	100.0	25	45.6
Grand Total	18	32.7	37	67.3	55	100.0

Legend: N – Number P – Percent

Instrumentation

The researcher-made questionnaire (Appendix B) was utilized as the tool to gather relevant data for this research. Developed in accordance with the objectives of the study, it is composed of two sets, one for administrators and another for teachers, and has two major parts.

Part I is the profile of the personnel. It covers data on age, sex, civil status, highest educational attainment, specialization, schoolwork experience in years, trainings attended and monthly salary.

Part II contains pertinent information about the kindergarten school. It includes the program's philosophy, objectives, curriculum, and physical environment (school site, building, classroom size, facilities and activity center provisions).

With the help of trained assistants, the researcher conducted a dry run to validate the content of the instrument and to test its reliability in a preschool, which is not included in the study. Question or item that did not elicit the required information was either improved or deleted.

Data Gathering Procedure

Names and addresses of the preschools recognized by DepEd in the Municipality of La Trinidad were obtained from the DepEd Division Office of Benguet.

Prior to the administration of the questionnaire, letter requesting for permit to solicit data from the respondents of the study (Appendix A) was sent to the owners/school heads/principals of the preschools. Upon approval, the researcher, together with the trained assistants, personally distributed the instrument to the respondents in their respective schools. Arrangement with the respondents was also made that the researcher or the trained assistant/s will come after three to four days to get the accomplished questionnaire.

Statistical Treatment of Data

In light of the objectives of the research, the data gathered were analyzed using the statistical tools below:

1. To determine the profile of the administrators and teachers of the preschools, the frequency count and percentage were used;
2. Mean was employed to describe the status of kindergarten education program along its philosophy, objectives, curriculum and physical environment; and,
3. Chi-square test and t-test were performed as the case may be to find the differences in the kindergarten education program between private and church-based preschools.

In processing the data for statistical analysis, this study employed the Statistical Package for Social Sciences (SPSS) Version 11 computer

software. The level of significance for the statistical tests performed was set at one and five percents.



RESULTS AND DISCUSSION

This part of the research presents the findings on the profile of the administrators and teachers in private and church-based preschools in La Trinidad and their assessment of the kindergarten education program along philosophy, objectives, curriculum and physical environment.

The comparison of the kindergarten education program in terms of administrator and teacher profile, philosophy, objectives, curriculum and physical environment between private and church-based is likewise discussed.

Profile of Kindergarten Administrators

The profile of administrators is described in terms of age, sex, civil status, highest educational attainment, specialization, administrative experience, trainings attended and monthly salary received. Table 2 presents the profile of administrators by types of preschool.

In sum, seven (7) out of eighteen (18) administrators belong to the young adult group having an age ranging from 32 to 39 years old. There are fifteen (15) female and eleven (11) married. Ten (10) of them are bachelor's degree holders. Six (6) have elementary education as their specialization and seven (7) have been working in such capacity as administrator for a

Table 2. Profile of administrators of private and church-based preschools

PROFILE	PRIVATE		CHURCH-BASED		CHI-SQUARE VALUE
	F	P	F	P	
Age					
24 – 31 years old	2	20.0	4	50.0	
32 – 39 years old	5	50.0	2	25.0	
40 – 47 years old	2	20.0	0	0	
48 – 55 years old	1	10.0	0	0	
56 – 63 years old	0	0	2	25.0	
Total	10	100.0	8	100.0	6.81 ^{ns}
Sex					
Male	2	20.0	1	12.5	
Female	8	80.0	7	87.5	
Total	10	100.0	8	100.0	0.18 ^{ns}
Civil status					
Single	4	40.0	3	37.5	
Married	6	60.0	5	62.5	
Total	10	100.0	8	100.0	1.01 ^{ns}
Highest Educational Attainment					
Bachelor's degree	4	40.0	6	75.0	
Master's degree	4	40.0	2	25.0	
Doctorate degree	2	20.0	0	0	
Total	10	100.0	8	100.0	2.88 ^{ns}
Specialization					
Early childhood education	1	10.0	0	0	
Elementary education	3	30.0	3	37.5	
Educational management	4	40.0	1	12.5	
Mathematics	0	0	2	25.0	
English	1	10.0	1	12.5	
Music	0	0	1	12.5	
Family life/child development	1	10.0	0	0	
Total	10	100.0	8	100.0	6.66 ^{ns}
Administrative Experience					
1 – 4 years	1	10.0	5	62.5	
5 – 8 years	5	50.0	2	25.0	
9 – 12 years	1	10.0	0	0	
13 – 16 years	2	20.0	0	0	
17 – 20 years	1	10.0	1	12.5	
Total	10	100.0	8	100.0	6.81 ^{ns}

Table 2. Continued ...

PROFILE	PRIVATE		CHURCH-BASED		CHI-SQUARE VALUE
	F	P	F	P	
Trainings Attended					
School level					
Never	0	0	3	37.5	8.33*
Sometimes	1	10.0	3	37.5	
Always	9	90.0	2	25.0	
Total	10	100.0	8	100.0	
District level					
Never	1	10.0	4	50.0	3.89 ^{ns}
Sometimes	8	80.0	3	37.5	
Always	1	10.0	1	12.5	
Total	10	100.0	8	100.0	
Division level					
Never	3	30.0	1	12.5	2.20 ^{ns}
Sometimes	6	60.0	4	50.0	
Always	1	10.0	3	37.5	
Total	10	100.0	8	100	
Regional level					
Never	2	20.0	2	25.0	0.06 ^{ns}
Sometimes	4	40.0	3	37.5	
Always	4	40.0	3	37.5	
Total	10	100.0	8	100.0	
National level					
Never	1	10.0	4	50.0	4.41 ^{ns}
Sometimes	7	70.0	2	25.0	
Always	2	20.0	2	25.0	
Total	10	100.0	8	100.0	
International level					
Never	7	70.0	6	75.0	2.21 ^{ns}
Sometimes	1	10.0	2	25.0	
Always	2	20.0	0	0	
Total	10	100.0	8	100.0	
Monthly Salary					
Inadequate	0	0	1	12.5	2.92 ^{ns}
Moderately adequate	4	40.0	5	62.5	
Adequate	6	60.0	2	25.0	
Total	10	100.0	8	100.0	

Legend: F – Frequency
P – Percentage

* Significant ($p \leq 0.05$)
^{ns} Not significant

period of five to eight years. As regards to trainings, eleven (11) of the eighteen (18) administrators have either regular attendance in school level or irregular attendance in district level. Nine (9) administrators never attended training in international level. On the other hand, ten (10) of them have irregular attendance in division level. Irregularity in attendance by nine (9) administrators is also observed in national level. Seven (7) administrators have either regular or irregular attendance in regional level. The data show further that nine (9) administrators receive moderately adequate monthly salary (Appendix D).

Age

Five (5) out of ten (10) private preschool administrators range in age from 32 to 39 years and two (2) are either 24 to 31 years or 40 to 47 years. A different trend is observed in church-based preschools, where four (4) out of eight (8) administrators are 24 to 31 years of age and two (2) of them are either 32 to 29 years or 56 to 63 years. However, it can be noted that no one among the private preschool administrators has an age falling within a range of 56 to 63 years. This indicates that the ages of church-based preschool administrators are relatively scattered.

Nevertheless, administrators in both types of preschool are in their early adulthood. They have the vigor and dynamics to administer efficiently and manage the preschools. This is corroborated by Robbins (1991) who

asserted that job performance declines with increasing age. Similarly, Sameon (2002), by citing Magan (1986), stressed that advanced age negatively affects body functions and appearance.

Sex

In both private and church-based preschools, the administrators are predominantly female. This phenomenon is not only true to the present study but also to the whole Philippine basic educational system which is female dominated. According to Domingo (1999), there are more females than males in the teaching service. Naturally, the greater the number of women in the teaching pool, the higher the probability that a woman will get promoted in school principalship.

However, this does not jibe with the finding of Yurachai (1987) in which majority of administrators of kindergartens in Thailand were male. The reason behind is the strong patriarchal orientation of Thai culture which treats leadership and administrative position as exclusively man's domain.

Civil Status

As shown, six (6) out of ten (10) administrators and five (5) out of eight (8) administrators are married in private and church-based preschools, respectively. This suggests that majority of the administrators in both preschools have families to take care and support; hence, they can

understand the needs of their primary clientele – the parents and the pupils. Mayari (1994) claimed that status as non-single serves as impetus in establishing good human relations with the public. Being married helps administrators empathize readily with parents leading to mutualness of feelings.

The result is similar to those of Yurachai (1987) and Baliton (1995) who revealed that almost all kindergarten administrators in their studies were married.

Highest Educational Attainment

Data indicated that four (4) out of ten (10) private preschool administrators have either bachelor's degree or master's degree and two (2) possess doctorate degree. In the case of church-based preschools, the contrary is shown since six (6) out of eight (8) administrators have bachelor's degree and two (2) are with master's degree. None among church-based preschool administrators obtained a doctorate degree. This outcome points out that private preschool administrators can better afford further education more than their church-based counterparts can. This may be attributed to the level of salary they receive; those who get higher pay have the greater opportunity to pursue advanced education than those whose salaries are much lower.

Domingo (1999) underscored the importance of higher educational attainment by stressing that school principals should not remain stagnant educationally to avoid professional deterioration and mental obsolescence. School administrators must seek to continuously equip themselves with the innovative tools in managing educational institutions. Likewise, Mayari (1994) deplored the fact that higher educational attainment is associated with school effectiveness. It is known and accepted that education makes an individual productive and receptive to challenges and opportunities.

Specialization

Four (4) of the ten (10) private preschool administrators specialized in educational management and three (3) concentrated on elementary education. Educational management is taken up by private preschool administrators as major most probably in their master's degree, since it is not offered in the undergraduate program. In the church-based preschools, however, three (3) out of eight (8) administrators have elementary education as their major and two (2) specialized in mathematics.

The result discloses that both private and church-based preschool administrators satisfy the standard of DepEd (DECS Order No. 107, S. 1989) that kindergarten administrators should have a college degree in education. However, they are found wanting as to the requirement of having background on kindergarten in addition to possession of an education degree. This is

also true in the finding of Baliton (1995) in which most preschool administrators in Nueva Ecija did not specialize in early childhood development.

The lack of needed specialization in early childhood by those who are involved in pre-elementary education, according to Banatao (1997), is brought about by the fact that there are very few teacher education institutions which offer either an early childhood education degree or an elementary education degree with early childhood education as area of concentration. It is only in the late nineties when more teacher education institutions offered degree programs or specialization in pre-elementary education.

Another factor is that there is no direct link which has been established between having a specialization in early childhood education and one's performance in preschool administration. This is evident, as pointed out by Banatao (1997), in the present reality where administrators of private schools providing preschool education successfully manage their institutions even when they are without a background on early childhood development. Researches (Menguito, 1990; Manalo, 1992; Mayari, 1994) also showed that factors which are commonly and significantly related to job performance of the principals include sex, educational attainment, trainings attended, salary

and administrative experience. Specialization is rarely found to be connected to the principals' task performance.

Administrative Experience

Five (5) out of ten (10) private preschool administrators have been assuming administrative functions for a period of five to eight years and two (2) have administrative experience ranging from 13 to 16 years. On the other hand, five (5) out of eight (8) church-based preschool administrators have been in the managerial position for a period of one to four years, two (2) assume administrative functions for a period of five to eight years. This result connotes that both private and church-based preschool administrators are neophytes in school management.

Studies on administrative experience showed that principals' length of service had a positive influence on their management performance and clientele's confidence in the school's credibility (Mayari, 1994). Their broadened experience has provided them with the necessary repertoire in making judicious decisions concerning efficient enrollment procedures, pupils' accommodation, school programming and deployment of teachers.

Furthermore, DepEd (DECS Order No. 107, S. 1989) requires that preschool principals must have at least satisfactory administrative experience in a kindergarten set-up.

Trainings Attended

As set forth in the table, nine (9) out of ten (10) private preschool administrators have regular training attendance in school level and eight (8) have irregular training attendance in district level. Much more, six (6) of them have had training attendance in the division level and seven (7) have had training attendance in national level both falling under the category of “sometimes.” There are also seven (7) administrators who had zero training attendance in international level. In the regional level, however, four (4) have had either regular or irregular attendance.

In church-based preschools, on the contrary, three (3) out of eight (8) administrators, have had either irregular or zero training attendance in school level and regular or irregular training attendance in regional level. Also, four (4) of them registered zero attendance in both district and national levels and irregular attendance in division level. Furthermore, six (6) have zero attendance in international level.

Looking carefully into the frequency of training attendance, it can be inferred that both private and church-based preschool administrators are trying their best to attend trainings in the different levels although irregular. This outcome is in line with the recommendation of Reyes (1981), Lasala (1985) and Ruiz (1990) that kindergarten school administrators should

upgrade their personal and professional development through attendance in in-service education and off-the-job training sessions.

Attendance to training, as recognized by Gargabite (1998), complements the professional development of the school managers. It improves one's knowledge and skills thereby effecting higher productivity. Also, it was delineated that through in-service trainings, principals are not only expected to be abreast with knowledge and skills but also to be updated of what is going on beyond the scope of their working areas (Manalo, 1992).

Monthly Salary

Six (6) out of ten (10) private preschool administrators receive adequate salary and four (4) have moderately adequate salary. On the other hand, five (5) of the eight (8) church-based preschool administrators are being paid with moderately adequate salary. Two (2) receive salary that is adequate. For this reason, it can be said that there is a seeming discrepancy in salary between administrators in private and those in church-based preschools. The private preschool administrators receive more pay than what the church-based administrators get. This result may be alluded to the differing salary scales for administrative personnel being enforced in the two types of preschool. It is also possible that private preschools provide higher pay since they, as found out by the researcher, charge their enrollees relatively higher school fee than their church-based counterparts require.

As proven by many studies, the amount of salary is a key factor in job satisfaction and performance. It has a motivating effect on the employees for them to stay longer in the firm and to do their best in their work (Gargabite, 1998). In the same footing, O'Brien (1986) noted that economic deterioration due to poor income carries with it an incalculable change in the mood and psychological state due to anxiety, distress and poor diet. These effects have an unquestionable bearing on the work performance of the individual.

Comparison of Administrator Profile by Types of Preschool

The comparison of profile of the administrators between private and church-based preschools using Chi-square in Table 2 reveals that administrators in private and church-based preschools do not significantly differ in age, sex, civil status, highest educational attainment, specialization, administrative experience, training attendance in district, division, regional, national and international levels, and monthly salary. In terms of personal profile, it is only in training attendance in school level that there is a significant difference among administrators as evidenced by a computed X^2 value of 8.33 being higher than the tabular X^2 value of 5.99 at five percent level of significance. Therefore, the hypothesis that there is significant difference in the profile of administrators in private and church-based preschools as to training attendance in school level is accepted. This reveals

that administrators in private and church-based preschools do not have the same frequency of training attendance in school level. The result is expected since almost all private preschool administrators have regular training attendance in school level, whereas many of those in the church-based have either irregular or zero attendance. This regularity of training attendance may be a consequence of the extensive in-house seminars and training sessions conducted by private preschools and their greater financial capability to provide their administrators with training opportunities

Profile of Kindergarten Teachers

The profile of preschool teachers furnishes the data regarding age, sex, civil status, highest educational attainment, specialization, teaching experience, trainings attended and monthly salary received. Table 3 reflects the profile of teachers in private and church-based preschools.

On the whole, twenty-one (21) out of thirty-seven (37) preschool teachers belongs to the age range from 20 to 25 years old. There were thirty-six (36) female and one (1) male. Unlike the administrators, twenty-five (25) of the teachers were single. They were unanimous in terms of highest educational attainment since all of them possess bachelor's degree. Similar to that of the administrators as to specialization, sixteen (16) teachers majored in elementary education. Twenty-seven (27) have been in the

Table 3. Profile of teachers of private and church-based preschools

PROFILE	PRIVATE		CHURCH-BASED		CHI-SQUARE VALUE
	F	P	F	P	
Age					
20 – 25 years old	14	70.0	7	41.2	
26 – 31 years old	3	15.0	5	29.4	
32 – 37 years old	2	10.0	2	11.8	
38 – 43 years old	0	0	3	17.6	
44 – 49 years old	1	5.0	0	0	
Total	20	100.0	17	100.0	6.63 ^{ns}
Sex					
Male	1	5.0	0	0	
Female	19	95.0	17	100.0	
Total	20	100.0	17	100.0	0.87 ^{ns}
Civil Status					
Single	15	75.0	10	58.8	
Married	5	25.0	7	41.2	
Total	20	100.0	17	100.0	1.09 ^{ns}
Highest Educational Attainment					
Bachelor's degree	20	100.0	17	100.0	
Total	20	100.0	17	100.0	0
Specialization					
Early childhood education	4	20.0	6	35.3	
Elementary education	10	50.0	6	35.3	
Religious education	0	0	1	5.9	
Educational communication	0	0	1	5.9	
Mathematics	2	10.0	0	0	
Social studies	1	5.0	0	0	
English	0	0	1	5.9	
Commerce	1	5.0	1	5.9	
Music	1	5.0	0	0	
Biology	1	5.0	1	5.9	
Total	20	100.0	17	100.0	8.21 ^{ns}
Teaching Experience					
1 – 4 years	15	75.0	12	70.6	
5 – 8 years	3	15.0	2	11.8	
9 – 12 years	1	5.0	1	5.9	
13 – 16 years	1	5.0	2	11.8	
Total	20	100.0	17	100.0	0.62 ^{ns}

Table 3. Continued ...

PROFILE	PRIVATE		CHURCH-BASED		CHI-SQUARE VALUE
	F	P	F	P	
Trainings Attended					
School level					
Never	0	0	4	23.5	5.75 ^{ns}
Sometimes	4	20.0	4	23.5	
Always	16	80.0	9	52.9	
Total	20	100.0	17	100.0	
District level					
Never	5	25.0	7	41.2	3.44 ^{ns}
Sometimes	14	70.0	7	41.2	
Always	1	5.0	3	17.6	
Total	20	100.0	17	100.0	
Division level					
Never	6	30.0	10	58.8	6.56*
Sometimes	13	65.0	4	23.5	
Always	1	5.0	3	17.6	
Total	20	100.0	17	100.0	
Regional level					
Never	4	20.0	13	76.5	17.88*
Sometimes	15	75.0	1	5.9	
Always	1	5.0	3	17.6	
Total	20	100.0	17	100.0	
National level					
Never	6	30.0	15	88.2	15.98*
Sometimes	14	70.0	1	5.9	
Always	0	0	1	5.9	
Total	20	100.0	17	100.0	
International level					
Never	19	95.0	17	100.0	0.87 ^{ns}
Sometimes	1	5.0	0	0	
Total	20	100.0	17	100.0	
Monthly Salary					
Inadequate	2	10.0	1	5.9	2.00 ^{ns}
Moderately adequate	14	70.0	9	52.9	
Adequate	4	20.0	7	41.2	
Total	20	100.0	17	100.0	

Legend: F – Frequency * Significant (p ≤ 0.05)
P – Percentage ^{ns} Not significant

teaching profession for a period between one and four years. Concerning training, twenty-one (21) of the teachers have had either irregular attendance in district level or zero attendance in national level. Seventeen (17) have had either irregular attendance in division level or zero attendance in regional level. Zero training attendance by thirty-six (36) teachers is recorded in international level. On the other hand, a regular training attendance by twenty-five (25) teachers is reflected in school level. In addition, it is set forth that twenty-three (23) teachers are being paid with a monthly salary that is moderately adequate (Appendix E).

Age

Fourteen (14) out of twenty (20) private preschool teachers were in the age bracket between 20 and 25 years and three (3) are 26 to 31 years. This is quite similar in the case of church-based preschools, where seven (7) of the seventeen (17) teachers were 20 to 25 years of age, five (5) were within a range of 26 to 31 years and three (3) were either 38 to 43 years. With this information, one may infer that preschool teachers in both private and church-based are very young. This means that the pre-elementary teaching profession in La Trinidad has people who are energetic and can contribute more to the development of preschool education. As such, the preschool teachers have the better chance for personal and professional enhancement and improvement (Korga, 2001). Conversely, while young age

has its positive effects, it has also its negative results. Villorente (2000) characterized young age in four ways: valuing physical make up more than wisdom, sexualizing more than socializing, emotional impoverishment more than emotional flexibility, and mental rigidity more than cognitive adaptability. The same author also described individuals in this stage to be in the process of psychological maturity.

The saturation of the Philippine educational system by a massive number of younger teachers, as reported by Galang (1991), is due to the fact that most of those who are hired into the practice of teaching come from the cadre of fresh graduates of teacher education program. This is the logical outcome of fast graduation rate in teacher education institutions.

Sex

Nineteen (19) private preschool teachers were female. In church-based preschools, all seventeen (17) teachers were female. Thus, preschool teachers in La Trinidad are principally female. This is expected since, as Baliton (1995) observed, females have natural maternal instincts of which caring for the young is one of them. Such caring connotes a special kind of relationship to the young. This is corroborated by Yurachai (1987) who considered kindergarten teaching as an extension of child rearing and development; hence, it appeals to women both married and single.

Similarly, Domingo (1999) noted that the dominance of female teachers in the Philippines is the natural result of the greater percentage of female young people who enroll in and graduate from teacher education institutions. Moreover, it is integral in the Filipino idiosyncrasy that teaching is monopolistically a feminine task as strongly influenced by the Philippine home education model in which the child's basic learning occurred in the home under the tutelage of the mother (Lardizabal, 1988).

Civil Status

Fifteen (15) of the twenty (20) private preschool teachers were single and five (5) of them were married. A similar trend is seen in church-based preschools in which ten (10) out of seventeen (17) teachers were single and seven (7) were married. This numerous number of single preschool teachers in both private and church-based is anticipated since majority of them are in their early twenties. They are too young to get married.

According to Alicias, et al. (1992), single persons do not usually have familial responsibilities. That is why they enjoy more freedom in disposition and decision with regard to the performance of their job. Besides, Robbins (1991) claimed that there are not enough studies to draw any conclusions as to the effect of marital status on productivity. Mayari (1994) also cited that civil status of teachers is not contributory to the promotion of better achievement of pupils.

Highest Educational Attainment

All thirty-seven (37) preschool teachers in both private and church-based only obtained bachelor's degree. This is anticipated since all of them have just graduated from college as evidenced by their very young age and extremely minimal years of teaching experience. Nevertheless, they fulfill the minimum DepEd requirement (DECS Order No. 107, S. 1989) that a preschool teacher must possess a baccalaureate degree in education.

Though the preschool teachers have satisfied the minimum educational qualification, it does not mean that they have to stop in their professional growth. Echaluse (1998) discovered that educational attainment of teachers has an effect on the success or failure of the endeavor they undertake. Teaching competence and educational attainment are interdependent. This implies that the higher the educational attainment of the teacher, the better his/her delivery of instruction to the learners.

Specialization

Ten (10) out of twenty (20) private preschool teachers specialized in elementary education. Four (4) had early childhood education as their concentration. In the case of church-based preschool teachers, six (6) out of seventeen (17) majored either in early childhood education or elementary education. In light of DepEd standard (DECS Order No. 107, S. 1989), most

preschool teachers in La Trinidad are therefore lacking the needed expertise to teach the pre-elementary children. This is tantamount to saying that they do not have sufficient working knowledge on the unique nature and needs of preschool children as well as the best principles and practices in early childhood education.

Perhaps the above result is an indication that teachers whose specialization is in early childhood education are scarce since the number of teacher education institutions offering degree program or major in pre-elementary education is very limited (Banatao, 1997). This holds true even in the research of Baliton (1991) which showed that preschool teachers in Nueva Ecija fell short of the required concentration on early childhood education in their baccalaureate degrees.

Teaching Experience

Fifteen (15) out of twenty (20) private preschool teachers have been in the teaching profession for a period of one to four years; three (3) ranged in teaching experience from five to eight years; one (1) had either from 9 to 12 or 13 to 16 years of teaching. The same is true to church-based preschool teachers, where twelve (12) out of seventeen (17) have been teaching under a bracket between one to four years and two (2) have had either five to eight years or 13 to 16 years of teaching experience. This lays bare that preschool

teachers in both private and church-based are just commencing in their teaching career.

The finding is imputable to the fact that most preschool teachers in La Trinidad are newly hired. In an interview made by the researcher, it was disclosed that some of the preschool teachers were just appointed to teach during when the research questionnaire was floated, while others were teaching in the preschools for almost a year at the time of the study. This suggests that a fast turnover of teachers is taking place among the preschools under investigation.

According to Korga (2001), some of the reasons why teachers in most private schools do not stay longer in the service include low salary and few benefits as compared to their public school counterparts, lack of security of tenure, overloaded work, and apparent personalism in superior-subordinate relation. He also revealed that teachers, especially the beginners in teaching profession, stay short in private schools only to acquire experience, which they use as one of their credentials in applying for a teaching item or position in public schools.

Trainings Attended

Sixteen (16) out of twenty (20) private preschool teachers have regular training attendance in school level. Fourteen (14) of them have had irregular training attendance either in district or national level. Irregular

attendance by thirteen (13) in division level and by other fifteen (15) in regional level is also recorded. Nineteen (19) have had zero training attendance in international level.

Conversely, in church-based preschools, nine (9) out of seventeen (17) have had regular training attendance in school level. Seven (7) have had either irregular or zero attendance in district level. A pattern of zero training attendance is noted in division level by ten (10), regional level by thirteen (13), national level by fifteen (15) and international level by seventeen (17).

On the basis of the above finding, preschool teachers in La Trinidad are said to have afforded with trainings though not extensively. The very reason for this was that the number of participants to trainings or seminars was limited, but with the responsibility of echoing things learnt to other teachers. This arrangement was resorted to by most preschools probably due to financial constraints. It is also possible that no preschool teachers can substitute for those on training, since most of them are fully occupied with their teaching loads, which is usually the plight of teachers in private schools.

However, both private and church-based preschools should still seek to provide their teachers with relevant training. Sameon (2002) stressed that continuing education is necessary to build up the capability of the teachers as they carry out the complex task of teaching. It makes them more skillful,

knowledgeable, flexible, critical, innovative and creative in their instructional performance.

Monthly Salary

In private preschools, fourteen (14) out of twenty (20) teachers were being paid with moderately adequate salary; four (4) received adequate salary and two (2) received inadequate salary. In contrast, nine (9) out of seventeen (17) church-based preschool teachers had moderately adequate salary. Seven (7) received monthly pay that is adequate and one (1) received inadequate salary. This implies that preschool teachers in both private and church-based have comparable satisfaction as to the adequacy of the monthly compensation they receive.

The foregoing outcome can be ascribed to the relatively similar salary scales that are currently implemented in both types of preschool.

As explained by Echaluse (1998), since teachers require the same basic necessities of life and have the same desires as all other normal people, it is possible for them to render maximum service, regardless of ability and preparation, if their income is sufficient for them to feel economically secure. Monetary income such as salary has the psychological effect of giving added power, prestige and passion on the teachers to perform well above the ordinary level.

In the same manner, Gargabite (1998) stated that a teacher needs adequate salary in order to continue in professional study, to travel and discover more of the world, to meet his cultural, recreational and civic needs, and to have a quality living – which are all contributory in bringing to the classroom an increasingly richer experience.

Comparison of Teacher Profile by Types of Preschool

A glance at Table 2 demonstrates that no remarkable difference is established in the characteristics of preschool teachers like age, sex, civil status, highest educational attainment, teaching experience, training attendance in school, district and international levels, and monthly salary.

However, significant disparity is observed among teachers by types of preschools as regards their training attendance in division, regional and national levels. This is so since the computed X^2 value in each training level is higher than the tabular X^2 value of 5.99 at five percent level of significance. Hence, the hypothesis that there is significant difference in the profile of teachers in private and church-based preschools as to training attendance in division, regional and national levels is accepted. This indicates that preschool teachers in private and church-based vary as to the frequency of their training attendance in division, regional and national levels. The outcome is best explained by the fact that a great majority of private

preschool teachers at least attend trainings in division, regional and national levels as opposite to the majority of church-based preschool teachers whose attendance is zero in such training levels. In this light, it can be deduced that private preschools are more able to send teachers to trainings in division, regional and national levels than church-based preschools.

Philosophy of Kindergarten Education Program

In this study, the respondents were asked to assess as to what extent their kindergarten education programs emphasize the following philosophies: pragmatism, which stresses learning activities that are useful and life-like from which the child learns by actual performance of the activity; gestaltism, which places importance in unifying the behavior of the child and regarding him/her as a whole being who needs learning experiences designed to contribute to his/her all around development; realism, which emphasizes the value of providing right head start for the child's formal school attendance and assistance to him/her as he/she seeks for what is true; and humanism, which places merit in accepting the child for what he/she is. Table 4 displays the level of emphasis of philosophies of the kindergarten education program in private and church-based preschools.

In the over-all picture, it is explicit that all philosophies are very much emphasized by the preschools in La Trinidad as justified by mean scores that

Table 4. Level of emphasis of philosophies of the kindergarten education program in private and church-based preschools

PHILOSOPHY	PRIVATE		CHURCH-BASED		t-TEST VALUE
	M	D	M	D	
Pragmatism. The school stresses learning activities that are useful and life-like from which the child learns by actual performance of the activity.	2.10	ME	2.84	VME	3.62**
Gestaltism. The school places importance in unifying the child's behavior and regarding him/her as a whole being who needs learning experiences designed to contribute to his/her all around development.	2.10	ME	2.80	VME	3.39**
Realism. The school emphasizes the value of providing right head start for the child's formal school attendance and assistance to him/her in the search for truth.	2.13	ME	2.76	VME	2.97**
Humanism. The school places merit in accepting the child for what he/she is.	2.13	ME	2.68	VME	2.48**
Over-all Mean	2.11	ME	2.77	VME	

Legend: Mean (M) Description (D) ** Highly significant ($p \leq 0.01$)
 2.34 – 3.00 Very much emphasized (VME)
 1.67 – 2.33 Much emphasized (ME)
 1.00 – 1.66 Not much emphasized (NME)

are above the category of “much emphasized” (Appendix F). On this account, it can be assumed that administrators and teachers being implementers of kindergarten education program are tending to become balance or holistic in their perspective on child education by emphasizing each of those philosophies in equal degree. This agrees to the finding of Reyes (1981) that

pragmatism, gestaltism, realism and humanism as the philosophies influencing preschool education in La Union.

The above result is confirmed by the researcher's actual inspection of both private and church-based preschools in the municipality.

It was observed that plays, games, simple experiments, constructive and manipulative activities, and outdoor observations are integrated in everything the children do. They are taught through first hand experiences with the use of concrete objects and real things. Besides, the various senses of the pupils like seeing, touching, smelling, tasting and hearing are tapped in the teaching of the different subject areas. This "learning through experiencing" kind of classroom atmosphere abides by pragmatic philosophy.

Pragmatism also finds its expression in the very much attained cognitive objectives of the program such as identifying body parts, distinguishing shapes/forms, naming and distinguishing colors, seeing objects in relation to the position of other objects (in-out, above-under, front-back), identifying right and left of self, discriminating objects according to size, length, color and shape, and recognizing numerals at least one up to ten.

The most often used teaching techniques such as storytelling, role playing, guessing game, use of radio/tape recorder, observing and describing likewise adhere to the pragmatist's philosophy.

Another feature of pragmatism in the kindergarten education program is the inclusion of science and math. Both researcher's observation and respondents' answers reflect that said learning areas are very much implemented

The gestalt philosophy, on the other hand, is perfectly demonstrated by preschool teachers' application of integration. Learning activities or experiences in the different subject areas are integrated either through thematic teaching or through content-based instruction. There is fusion between theoretical and practical learning, active and quiet activity, indoor and outdoor play.

The equal emphasis given to each of the philosophies as well as the uniform level of attainment of the objectives across the three domains are also an indication that preschool education in La Trinidad seeks to realize the gestalt ideal of providing a well-rounded development for the preschool children.

Side by side with this creative and holistic instructional climate is the prevalence of basic, formative and mastery learning, which is typical of realist's philosophy. As seen by the researcher, teachers in both private and church-based preschools decisively impart among kindergarten children the essential knowledge and skills for reading, writing, counting and studying. That's why it is no doubt that learning areas such as Communication Arts

and Mathematics in the kindergarten education program are assessed to be very much implemented.

Such basic competencies, however, are acquired by children in a logical and systematic succession, from simple to complex, one at a time. They are taught until they are thoroughly understood and mastered. Also, in the course of instilling them, repetition and rehearsal are usually employed.

For humanistic philosophy, an indication is seen among preschool teachers providing for learners' differences. Teaching is often individualized in order to cater for the varying needs, capabilities and characteristics of their pupils. According to some preschool teachers interviewed, said mode of instruction requires extra time and effort on their part.

In addition, teachers in both private and church-based preschools appear to be "human" in the fullest sense of the word. They provide genuine concern and care, are patient, considerate, empathetic, more democratic than autocratic, and apparently are more able to relate easily and naturally to pupils on either a one-to-one or group basis. They often employ motivation of any form to spark children's curiosity and inspire them to learn.

It was noted also that most of the preschools provide pre-instructional assessment at the start of the school year to determine each child's background on which the intra-class grouping of pupils in terms of readiness and ability is based.

Furthermore, the very much attained objectives under the affective domain and the very much implemented learning areas like Social Living, Art and Music are a full embodiment of humanism in the kindergarten education program.

However, the table shows that there is dissimilarity as to the level of emphasis of all philosophies as brought about by the wide gap in mean ratings of the two preschools.

Private preschools moderately emphasize pragmatism, gestaltism, realism and humanism, whereas church-based preschools stress very much said philosophies. This condition is most likely the effect of greater awareness and deeper appreciation of the philosophies the church-based preschool administrators and teachers have than those which the private preschool administrators and teachers possess. That's why it is no doubt that church-based preschool administrators and teachers are so strenuous in impressing pragmatism, gestaltism, realism and humanism that they have a "very much" level of emphasis all throughout. Bauzon (1994) supports this when he said that values which are clearly understood are ones which are eternally cherished and concretely reaffirmed.

Comparison of the Level of Emphasis of Philosophy by Types of Preschool

Based on the information provided in Table 4, an exceedingly significant discrepancy with respect to the extent of emphasis of philosophies such as pragmatism, gestaltism, realism and humanism is proven between private and church-based preschools. The computed t-value in each philosophy is higher than the tabular t-value of 2.39 at one percent level of significance. Therefore, the hypothesis that there is significant difference in the kindergarten education program between private and church-based preschools in terms of philosophy is accepted.

As already explained, the significant deviation in the level of emphasis of philosophy between the two preschools occurs because administrators and teachers in church-based emerge to be much intensive in emphasizing those philosophies than administrators and teachers in private. This distinct passion is due to the differing awareness, appreciation and valuing of the philosophies by those personnel in the two preschools.

Objectives of the Kindergarten Education Program

The objectives are actually the learning competencies which the kindergarten education program seeks to develop among pre-elementary children. They are grouped under three domains, namely: cognitive, affective and psychomotor. The cognitive competencies include following simple

directions, identifying parts of his/her body, distinguishing shapes/forms, naming and distinguishing colors, speaking clearly in the language he/she brings to school, gaining more vocabulary, seeing objects in relation to the position of other objects, identifying right and left of self, discriminating objects according to size, length, color and shape, classifying objects according to size and length. Affective competencies, on the contrary, consist of caring for his/her own personal needs such as dressing, eating, toileting and grooming, attending to task for increasingly longer period of time, assuming independent responsibility for completing tasks, sharing and taking turn, engaging in discussions and activities that include adults and other children in the classroom, verbalizing feelings related to events in the classroom and home environment, helping in simple tasks such as clean-up and serving snacks, identifying and protecting possessions, demonstrating self-control, getting along well with others and distinguishing right from wrong/good from bad. However, for psychomotor, the competencies entail exhibiting well-coordinated movements, exhibiting pre-writing skills and exhibiting writing skills. Table 5 projects the level of attainment of objectives of the kindergarten education program in private and church-based preschools.

Generally, the objectives of the kindergarten education program among preschools in La Trinidad, regardless of domains, are assessed to be

very much attained (Appendix G). The finding implies that the preschools foster competence in young children relative to all aspects of the self. They aim to develop at the same time and in equal extent the head, the heart and the hand of the kindergartners for life-long learning. This is in conformity to DepEd's expectation that the objectives of the preschool education should develop the children in all aspects so that they will be better prepared to adjust and cope with life situations and the demands of formal schooling (DECS Order No. 107, S. 1989).

It is also in consonance with Laforteza (1982) in her sentiment that the learning objectives of the preschool should be the creation of learning situations that will facilitate growth of the child's intellect as well as his physical, social and emotional abilities.

Furthermore, the assessment of objectives across the types of preschool is very striking the fact that almost all items are given mean ratings described as very much attained. Thus, both private and church-based preschools have similar level of attainment of objectives of the early childhood education program.

However, in the foregoing result, there is one exception. That is the item on gaining more vocabulary. It has been perceived by private preschool administrators and teachers as much attained. This particular case is probably due to the difficulty private preschool teachers encounter in

Table 5. Level of attainment of objectives of the kindergarten education program in private and church-based preschools

OBJECTIVES	PRIVATE		CHURCH-BASED		t-TEST VALUE
	M	D	M	D	
Cognitive Domain					
Follows simple directions	2.86	VMA	2.80	VMA	
Identifies parts of his/her body	2.83	VMA	2.88	VMA	
Distinguishes shapes/forms	2.90	VMA	2.80	VMA	
Names and distinguishes colors	2.80	VMA	2.84	VMA	
Speaks clearly in the language he/she brings to school	2.36	VMA	2.44	VMA	
Gains more vocabulary	2.33	MA	2.64	VMA	
Sees objects in relation to the position of other objects (in-out, above-under, front-back)	2.63	VMA	2.56	VMA	
Identifies right and left of self	2.70	VMA	2.80	VMA	
Discriminates objects according to size, length, color and shape	2.80	VMA	2.64	VMA	
Recognizes numerals at least 1 up to 10	2.83	VMA	2.80	VMA	
Average Mean	2.70	VMA	2.72	VMA	0.15^{ns}
Affective Domain					
Cares for his/her own personal needs such as dressing, eating, toileting and grooming	2.63	VMA	2.60	VMA	
Attends to task for increasingly longer period of time	2.70	VMA	2.44	VMA	
Assumes independent responsibility for completing tasks	2.70	VMA	2.56	VMA	
Shares and takes turn	2.80	VMA	2.68	VMA	
Engages in discussions and activities that include adults and other children in the classroom	2.70	VMA	2.52	VMA	

Table 5. Continued ...

OBJECTIVES	PRIVATE		CHURCH-BASED		t-TEST VALUE
	M	D	M	D	
Verbalizes feelings related to events in the classroom and home environment	2.73	VMA	2.72	VMA	
Helps in simple tasks such as clean-up and serving snacks	2.83	VMA	2.60	VMA	
Identifies and protects possessions	2.73	VMA	2.56	VMA	
Demonstrates self-control: anger, fear, sadness and happiness	2.60	VMA	2.48	VMA	
Gets along well with others	2.83	VMA	2.68	VMA	
Distinguishes right from wrong/good from bad	2.83	VMA	2.72	VMA	
Average Mean	2.73	VMA	2.59	VMA	1.26^{ns}
Psychomotor Domain					
Exhibits well-coordinated movements such as walking, kicking, jumping and running	2.90	VMA	2.72	VMA	
Exhibits pre-writing skills such as holding a pencil or crayon, scribbling and coloring	2.86	VMA	2.80	VMA	
Exhibits writing skills such as printing number (with/without model), printing upper case letters (with/without model), printing lower case letters (with/without model), drawing simple shape/pattern, copies part picture (with/without model) and completing name (with/without model)	2.83	VMA	2.73	VMA	
Average Mean	2.86	VMA	2.73	VMA	1.37^{ns}
Over-all Mean	2.76	VMA	2.68	VMA	

Legend: Mean (M) Description (D) ^{ns} Not significant

2.34 – 3.00 Very much attained (VMA)

1.67 – 2.33 Much attained (MA)

1.00 – 1.66 Not much attained (NMA)

inculcating new words to kindergartners. Dembo (1981) recognized this by stating that children under age bracket of two to seven have verbal facility that is limited only to concepts or objects which they directly see in the environment. Although the children make rapid cognitive growth at such age period, they still learn most of the concepts being fed to them without comprehension. The reason for this is that their cognition is more oriented toward the concrete.

Nonetheless, said outcome does not have significant effect on the very favorable, over-all assessment of the program's objectives

Comparison of the Level of Attainment of Objectives by Types of Preschool

A glimpse of Table 5 confirms that the findings do establish congruency in the level of attainment of objectives in three domains between the two types of preschool. The computed t-value in each objective domain is lesser than the tabular t-value of 2.39 at five percent level of significance; therefore, the hypothesis of significant difference is rejected. This manifests that there is no notable discrepancy in the assessment of the kindergarten education program in terms of objectives between private and church-based preschools.

The absence of variance in the level of attainment of objectives is traceable to the equal perception of private and church-based preschool

administrators and teachers. Both groups have the same conviction that learning competencies specified in the present research are highly indispensable to be realized toward the total development of the preschool child. They probably believe also that such objectives are operational of the philosophies which their kindergarten education emphasizes very much.

Curriculum of the Kindergarten Education Program

This study operationally defined the kindergarten education curriculum as comprising of both learning areas taught and techniques used in teaching. These curricular components are treated in relation to the level of their implementation in private and church-based preschools. Table 6 provides for its pertinent data.

Widely, the curriculum of kindergarten education program in the preschools of La Trinidad is perceived to be very much implemented. This is not surprising because learning areas as well as teaching techniques are given mean ratings described as very much implemented (Appendix H).

Learning Areas

In the combined assessment of private and church-based preschools, each of the learning areas is rated to be very much implemented (Appendix H). The same is true per type of preschool.

Table 6. Level of implementation of curriculum in terms of learning areas and techniques of teaching of the kindergarten education program in private and church-based preschools

ASPECT	PRIVATE		CHURCH-BASED		t-TEST VALUE
	M	D	M	D	
Learning Areas					
Communication Arts in English	2.86	VMI	2.84	VMI	0.27 ^{ns}
Communication Arts in Filipino	2.76	VMI	2.00	MI	4.09*
Social Living	2.73	VMI	2.64	VMI	0.73 ^{ns}
Art	2.96	VMI	2.56	VMI	3.61*
Music	2.96	VMI	2.48	VMI	3.60*
Science	2.83	VMI	2.68	VMI	1.11 ^{ns}
Mathematics/Numeracy	2.46	VMI	2.44	VMI	0.14 ^{ns}
Average Mean	2.60	VMI	2.34	VMI	
Techniques of Teaching					
Storytelling	2.90	VMI	2.72	VMI	1.73*
Dialogue	2.70	VMI	2.32	MI	2.29*
Role playing	2.66	VMI	2.20	MI	2.52*
Guessing game	2.83	VMI	2.36	VMI	3.41*
Use of radio/tape recorder	2.66	VMI	2.08	MI	3.32*
Filmstrips	2.26	MI	1.72	MI	2.48*
Fieldtrips	2.60	VMI	1.72	MI	4.80*
Observing and describing	2.83	VMI	2.56	VMI	1.81*
Average Mean	2.68	VMI	2.21	MI	
Over-all Mean	2.64	VMI	2.27	MI	

Legend: Mean (M) Description (D) ^{ns} Not significant
 2.34 – 3.00 Very much implemented (VMI) * Significant (p ≤ 0.05)
 1.67 – 2.33 Much implemented (MI)
 1.00 – 1.66 Not much implemented (NMI)

The private preschool administrators and teachers perceive that they implement very much the various learning areas of the kindergarten education curriculum as indicated by mean ratings ranging from 2.46 to 2.96. In descending order based on means, the learning areas are: Art, Music, Communication Arts in English, Science, Communication Arts in Filipino, Social Living and Mathematics.

Preschool administrators and teachers in church-based, in a similar way, see the curricular learning areas to be very much implemented.

However, Communication Arts in Filipino is just described as much implemented. It is the only one among learning areas offered by the church-based preschools that has the least mean score. This unusual observation can be ascribed to the lesser attention in terms of time allotment and learning activities provided by church-based preschools in teaching Filipino language. Maybe church-based preschool teachers do not prefer to teach in Filipino nor use Filipino as medium of instruction because most of them, being accustomed to talk in different Cordilleran languages, are incapable of speaking in Filipino fluently. The result runs contrary to the study of Baliton (1995) where Language Arts in Filipino subject was allotted much time and taught well in the kindergarten schools in Nueva Ecija.

Besides, albeit Art and Music are assessed to be very much implemented, comparing their actual mean scores assigned by private and

church-based administrators and teachers shows that there is still a difference. This is virtually the cause of uneven time and learning experiences being allocated in said subjects by the two preschools.

Nonetheless, the all-inclusive offering of such learning areas as Communication Arts in English and Filipino, Social Living, Art, Music, Science and Mathematics and their extraordinary implementation in equal degree across preschools unfold the reality that kindergarten education program in La Trinidad is multidisciplinary consistent to its very strongly exhibited philosophies and objectives. Through Communication Arts, the preschool children will be helped to express what they think and feel, interact with their peers and understand the school activities in which they are engaged (Eliason and Jenkins, 1986). Social Living, on the other hand, provides them stimulating social experiences among individuals within and outside their own group and of background different from theirs. This subject assists the kindergartners to adjust confidently and comfortably with other people (Baliton, 1995). Creativity, self-expression, imaginative thinking, aesthetic appreciation and good listening habit are the resultant skills the preschoolers acquire from studying Art and Music (McDonald and Ramsey, 1982). In Mathematics and Science, however, the young children are offered with venues to enhance their sensory-perceptual and numeracy abilities (Baliton, 1995).

Techniques of Teaching

The data show that preschools in La Trinidad have utilized storytelling, dialogue, role playing, guessing game, use of radio/tape recorder, filmstrips, fieldtrips and observing and describing. In other words, they have employed a variety of methods in bringing to life the curricular contents or learning areas. This result is in line with the DepEd standard that varied, carefully selected and meaningful activities on the basis of interests and capabilities should be provided to preschool children (DECS Order No. 107, S. 1989). Hendrick (1996) pointed out that such diversity is necessary if early childhood education is to cater for the individual differences of the learners, discover their multiple intelligences and develop them in all facets.

Regardless of types of preschool, it is indicated that story telling emerges to be the primary technique of teaching used as set forth by its highest mean rating, while fieldtrips and filmstrips are the secondarily applied for having lower mean scores (Appendix H). This fits squarely into the finding of Baliton (1995) who discovered that almost all respondents of her study utilized storytelling and only few employed fieldtrips and filmstrips. According to her, storytelling was commonly used because of the appealing and motivating atmosphere it can provide. Children are very interested and even ask for more stories. The method elicits responses and creates interaction among children and teacher making learning informal and homelike.

On the other hand, fieldtrips were rarely used due to the expenses they incur and filmstrips were least used since most of the preschools investigated did not have educational technology like projector.

An analysis of the different teaching techniques across preschools reveals that storytelling, guessing game, observing and describing are rated as very much implemented and filmstrips as much implemented by both private and church-based preschool administrators and teachers.

However, a clear difference is registered as to the level of implementation of dialogue, role playing, use of radio/tape recorder and fieldtrips. In private preschools, those teaching methods were very much implemented, whereas in church-based preschools, they were just much implemented. This observation may be the cause of the varying methodological preferences of teachers in the two preschools. According to Lardizabal, et al. (1991), what method to use in teaching is determined largely by the extent of teacher's methodological knowledge and proficiency and by the appropriateness of the method itself in relation to learners' needs and characteristics, subject matter, teaching objectives, materials and facilities.

Comparison of the Level of Implementation of Curriculum by Types of Preschool

The comparison of the level of implementation of curriculum in terms of learning areas and teaching techniques between private and church-based preschools using t-test is also presented in Table 6.

Regarding the different learning areas, the private and church-based preschools have symmetrical level of implementation of Communication Arts in English, Social Living, Science and Mathematics. However, they differ significantly in carrying out Communication Arts in Filipino, Art and Music since the computed t-value in each learning area is higher than the tabular t-value of 1.67 at five percent level of significance. Thus, the hypothesis that there is a significant difference in curriculum of the kindergarten education program between private and church-based preschools with respect to learning areas such as Communication Arts in Filipino, Art and Music is accepted.

The result is brought about by the gap in mean ratings assigned to the three learning areas by private and church-based preschool administrators and teachers. In this context, private preschools appear to provide the said curricular subjects time and learning activities more extensive than what church-based preschools furnish.

On the other hand, a consistent trend of remarkable difference between private and church-based preschools is confirmed in all teaching

techniques used. The two groups of preschool vary in the extent of their application of storytelling, dialogue, role playing, guessing game, use of radio/tape recorder, filmstrips, fieldtrips as well as observing and describing as evidenced by the computed t-value in each teaching method that is higher than the tabular t-value of 1.67 at five percent level of significance. Hence, the hypothesis of significant difference is accepted.

A divergence in the level of implementation of teaching techniques between the two preschools occurs because private preschool teachers emerge to be more inclined in employing storytelling, dialogue, role playing, guessing game, radio/tape recorder, filmstrips, fieldtrips as well as observing and describing than church-based preschool teachers. This is probably brought about by their being knowledgeable and skillful in those methods and belief that those methods are relevant to the kind of learning condition they have. That's why private preschools had higher mean scores relative to the implementation of the different teaching techniques than church-based preschools.

Physical Environment of the Kindergarten Education Program

The physical environment of the kindergarten education program consists of school site, building, classroom size, facilities and activity center provisions. In this study, school site, building and classroom size are

assessed on the basis of the frequency of responses of administrators and teachers, while facilities and activity center provisions are gauged in regards to their adequacy through scaled perception of said respondent groups.

School Site, Building and Classroom Size

Table 7 displays the physical environment in terms of school site, building and classroom size of the kindergarten education program in private and church-based preschools.

Area of the school site. In sum, twenty-three (23) of the fifty-five (55) administrators and teachers among preschools in La Trinidad responded that they have either 500 square meters and less or 1000 square meters and more land area. Only nine (9) gave feedback that their land area is 501 to 1000 square meters wide (Appendix I). This result suggests that preschools in La Trinidad, in general, are extremely opposite in terms of land area. They have either large or small school site.

The same tendency is observed in either type of preschool. As shown, in both types of preschool, thirteen (13) administrators and teachers in private and ten (10) administrators and teachers in church-based reported that their land area is 500 square meters and less. Moreover, twelve (12) administrators and teachers in private and eleven (11) administrators and teachers in church-based disclosed that they have 1000 square meters and more land area. Five (5) respondents in private and four (4) respondents in

Table 7. Physical environment in terms of school site, building and classroom size of the kindergarten education program in private and church-based preschools

ASPECT	PRIVATE		CHURCH-BASED		CHI-SQUARE VALUE
	F	P	F	P	
Area of the School Site					0.09 ^{ns}
500 sq m or less	13	43.3	10	40.0	
501 – 1000 sq m	5	16.7	4	16.0	
1000 sq m or more	12	40.0	11	44.0	
Total	30	100.0	25	100.0	
Style/Construction of the Building					8.19*
Single storey	10	33.3	2	8.0	
Double storey	6	20.0	13	52.0	
Triple storey	14	46.7	10	40.0	
Total	30	100.0	25	100.0	
Size of the Classroom					11.32**
10 – 19 sq ft per child	11	36.7	7	28.0	
20 – 29 sq ft per child	19	63.3	10	40.0	
30 – 35 sq ft per child	0	0	8	32.0	
Total	30	100.0	25	100.0	

Legend: F – Frequency
P – Percentage
^{ns} Not significant

* Significant ($p \leq 0.05$)

** Highly significant ($p \leq 0.01$)

church-based answered that their preschools have 501 to 1000 square meters land area.

The above occurrence is validated by the actual visit of the researcher, in which she found out that preschools with sufficiently large or larger school site are kindergartens, which have very significant number of enrollees and consequently have more income to purchase additional portions of land. The preschools with small land area, on the other hand, are

ones which have low enrollment. They are usually in a leasing contract for the site which they occupy.

A comparison between private and church-based preschools, however, reveals that there is no difference existing as to school site. This means that preschools in both groups have land area in equal extent, whether extremely large or small.

Nevertheless, a great number of preschools in La Trinidad regardless of types and extreme variation among them have site area that is within the requirement stipulated by DepEd (DECS Order No. 107, S. 1989).

Style of the building. Regardless of types of preschool, twenty-four (24) of the fifty-five (55) administrators and teachers indicated that they have triple storey building, nineteen (19) reported that they have two storey building; and twelve (12) revealed that they are being housed in a single storey building (Appendix I). This shows that a great number of preschools in La Trinidad are maximizing their school site by having multiple storey building either because they have small land area or due to their exceedingly high enrollment. However, it does not necessarily mean that preschool classes occupy the second and third floors since ocular inspection by the researcher reveals that preschool classes are being held in ground floor as usually done in most places. The result therefore agrees with Sciarra and Dorsey (1990) and Taylor (1989) that preschool building should be free from

hazards to meet the needs of children, staff as well as parents and should facilitate assistance to children in case of an emergency.

Analysis per type of preschool indicates that fourteen (14) of the total administrators and teachers in private claim that their building is triple storey, ten (10) answered that they have single storey and six (6) responded that they are staying in double storey building. On the other hand, thirteen (13) of the total church-based preschool administrators and teachers answered that they have two storey building, ten (10) disclosed that they are being housed in triple storey and two (2) gave feed back that they occupy single storey building. Thus, private and church-based preschools differ in terms of building style. This is rooted as mentioned in the preceding paragraph in their varying land area and enrollment size.

Classroom size. On the whole, twenty-nine (29) of the fifty-five (55) administrators and teachers of preschools in La Trinidad acknowledge that their classroom ranges in size from 20 to 29 square feet per child, eighteen (18) indicate that their classroom is 10 to 19 square feet per child and eight (8) respond that the size of their classroom is within the bracket between 30 and 35 square feet per child (Appendix I). This lays bare that almost all preschools in La Trinidad have classroom size which falls short of the specification that in a preschool classroom, each child must have at least 35

square feet of space for extra movement and stimulation of social and cognitive learning opportunities (Taylor, 1989).

Data across preschools, however, reveal that nineteen (19) of the thirty (30) private preschool administrators and teachers claimed that their classroom is 20 to 29 square feet in size and eleven (11) of them answered that their classroom size ranges from 10 to 19 square feet per child. No one among them responded that they have classroom size of 30 to 35 square feet per child. In contrast, ten (10) of the twenty-five (25) administrators and teachers in church-based preschools noted that the size of their classroom is 20 to 29 square feet per child, eight (8) indicated that their classroom ranges in size from 30 to 35 square feet per child and seven (7) revealed that they have classroom size of 10 to 19 square feet per child.

The aforementioned finding demonstrates that private and church-based preschools are dissimilar in their classroom size. This deviation can be attributed either to the contrasting number of pupils accommodated per classroom or to the varying natural physical make up of the classroom itself. It was observed by the researcher that classrooms built in both private and church-based preschools are either standard or substandard in their size.

Comparison of School Site, Building and Classroom Size by Types of Preschool

The comparative analysis using Chi-square in Table 7 shows that there is no significant difference between private and church-based preschools with respect to the area of their school site. The computed X^2 value of 0.09 is lesser than tabular X^2 value of 5.99 at five percent level of significance; therefore, the hypothesis of significant difference is rejected. This confirms the finding that preschools in both groups are symmetrical in terms of their land area.

On the other hand, private and church-based preschools significantly vary in their building style and classroom size. As explained previously, this difference in building style is attributed to the wide gap in their land area and enrollment size. However, the disparity in classroom size is believed to be the consequence of unevenness in the number of pupils accommodated per classroom and irregularity in the actual physical make up of the classroom itself in the two types of preschool.

Facilities

The level of adequacy of physical environment in terms of facilities of the kindergarten education program in private and church-based preschools is set forth in Table 8.

Table 8. Level of adequacy of physical environment in terms of facilities of the kindergarten education program in private and church-based preschools

FACILITY	PRIVATE		CHURCH-BASED		t-TEST VALUE
	M	D	M	D	
Classroom Equipment and Fixtures	2.76	VMA	2.41	VMA	3.44**
Playground and Garden Equipment	2.07	MA	1.60	MA	2.46**
Health Facilities and Provisions for Safety	2.74	VMA	2.30	MA	4.04**
Library Furniture and Materials	2.63	VMA	2.06	MA	4.53**
Office Equipment and Supplies	2.72	VMA	2.18	MA	4.46**
Over-all Mean	2.58	VMA	2.11	MA	

Legend: Mean (M) Description (D) ** Highly significant ($p \leq 0.01$)
 2.34 – 3.00 Very much adequate (VMA)
 1.67 – 2.33 Much adequate (MA)
 1.00 – 1.66 Not much adequate (NMA)

The over-all mean suggests that preschools in La Trinidad have very adequate facilities (Appendix J). In a descending order according to mean ratings, the facilities include: classroom equipment and fixtures, health facilities and provisions for safety, office supplies and library equipment, library furniture and materials and playground garden and equipment. This result is incompatible to that of Yurachai (1987) in which kindergartens in Thailand were assessed to have adequate and functional facilities. The same is true to Baliton (1995) who reported that most preschools in Nueva Ecija were desperately in need of additional physical provisions.

Looking carefully into the assessment by types of preschool, the private preschools are seen to be very much adequate in facilities. Administrators and teachers assign mean ratings falling under the category of very much adequate to classroom equipment and fixture, health facilities and provisions for safety, office supplies and equipment, and library furniture and materials. Only the item on playground and garden equipment gets a mean score described as much adequate.

Contrariwise, the church-based preschools are perceived to have much adequate facilities. This is evident in the low mean scores they obtain in health facilities and provisions for safety, office supplies and equipment, library furniture and materials and playground and garden equipment. Classroom equipment is an exemption since it is rated as very much adequate.

In view of the foregoing outcome, it can be concluded that private and church-based preschools are varied as to the adequacy of their facilities. The reason for this is that private kindergartens, as opposite to church-based preschools, have extensively more of the following facilities as indicated by higher mean scores (Appendix J): classroom equipment and fixtures – shelf; playground and garden equipment – merry-go-round, slide, sand box, tunnel, wheeled vehicle, wooden train, rocking boat, balance beam, tire, tree house, pet cage and aquarium; health facilities and provisions for safety – force

pump, lavatory, bathroom, first aid kit, rest area, bed, mat and electric fan; library furniture and materials – reading table, card catalogue, bookshelf, dictionary stand, shelf list card cabinet, reference book, professional book and leisure and fiction book; and, office equipment and supplies – intercom model, typewriter/computer with printer, filing cabinet, telephone and calculator/auditing machine. Another cause for this very satisfactory assessment on the part of private preschools is their stronger financial capability. They have more funds to provide for such physical facilities than church-based kindergartens. The third contributory factor is that private preschools had been established earlier than church-based preschools and they were able to accumulate and put up better and more facilities.

Comparison of Facilities by Types of Preschool

The comparison of the level of adequacy of facilities across preschools using t-test is further exhibited in Table 8.

It is noteworthy that in the five categories of facility such as classroom equipment and fixtures, playground and garden equipment, health facilities and provisions for safety, library furniture and materials and office equipment and supplies, an incongruity between private and church-based preschools is observed. This is evidenced by the computed t-value being higher than the tabular t-value of 2.39 at one percent level of significance. Hence, the hypothesis that there is significant difference in physical environment of the

kindergarten education program between private and church-based preschools as to facilities is accepted.

The above result suggests that private preschools have more sufficient facilities than church-based preschools. This competitive advantage of private kindergartens in terms of facilities is due to their stronger monetary capability and their earlier establishment, which enabled them to improve their physical provisions through the years.

Activity Center Provisions

Table 9 presents the level of adequacy of physical environment in terms classroom activity center provisions of the kindergarten education program in private and church-based preschools.

Generally, both private and church-based preschools are assessed to be very much adequate in their classroom activity center provisions (Appendix K). This finding suggests that, with such overtly sufficient resources, preschoolers in La Trinidad have the stimulating and conducive learning environment which they really need in this early stage of their lives. Laforteza (1982) stressed that a child learns best when given the opportunity to explore and discover what he/she is capable of doing. In the preschool, according to her, the child can express his/her thoughts and feelings without being shy. This helps him/her grow and mature as a well-rounded individual. In the same manner, Schiller and Schiller (1991) stated that kindergartners,

Table 9. Level of adequacy of physical environment in terms of activity center provisions of the kindergarten education program in private and church-based preschools

ACTIVITY CENTER PROVISION	PRIVATE		CHURCH-BASED		t-TEST VALUE
	M	D	M	D	
Personal Care and Grooming	2.66	VMA	2.12	MA	3.98**
House and Garden Care	2.61	VMA	2.12	MA	3.56**
Communication Skills/Language Arts	2.80	VMA	2.46	VMA	3.13**
Motor and Creative Development	2.86	VMA	2.33	MA	5.16**
Music	2.23	MA	1.75	MA	2.54**
Sensory-Perceptual and Numeracy Skills	2.70	VMA	2.70	VMA	4.76**
Over-all Mean	2.64	VMA	2.13	MA	

Legend: Mean (M) Description (D) ** Highly significant ($p \leq 0.01$)
 2.34 – 3.00 Very much adequate (VMA)
 1.67 – 2.33 Much adequate (MA)
 1.00 – 1.66 Not much adequate (NMA)

being very curious and imaginative, should be given the chance to optimize and enjoy learning and developing.

However, comparing data between the two types of preschool reveals that a difference exists. This is anticipated since private preschools are perceived as having very much adequate classroom activity provisions, whereas church-based preschools are assessed to be much adequate in said aspects.

In private preschools, provisions for motor and creative development, communication skills/language arts, sensory-perceptual and numeracy skills,

personal care and grooming and house and care garden are seen to be very much adequate, except provisions for music, which are assessed as much adequate. On the other hand, church-based preschools are given a rating of much adequate in provisions for music, personal care and grooming, house and garden care and motor and creative development. Only the provisions for communication skills/language arts and sensory-perceptual and numeracy skills are described as very much adequate.

The above-mentioned disparity between the two preschools is the by-product of private preschools having in greater number the following provisions as indicated by higher mean ratings (Appendix K): personal care and grooming – mirror, dresser and toothbrush; house and garden care – shovel, spade, pail, mop, sand table, ironing board, wooden iron, toy stove/oven, hammer and saw; communication skills/language arts – reading chart and comic/magazine; motor and creative development – color chart, coloring book, rough/course surface, fine/smooth surface, paint/crayon and paint brush; music – castanet, organ, guitar, phonograph/karaoke, radio, bamboo maracas, coconut maracas and xylophone; and, sensory-perceptual and numeracy skills – counter, bead, number table, weighing scale and set of weights. This only shows that private preschools have more budget to provide their clientele with such learning resources in classroom. Their earlier

establishment is another ground why they acquired and have so much activity center provisions.

Comparison of Physical Environment by Types of Preschool

A glimpse of Table 9 reveals that private and church-based preschools differ in the quantity of their provisions in all activity centers for personal care and grooming, house and garden care, communications skills/language arts, motor and creative development, music and sensory-perceptual and numeracy skills. This is so since the computed t-value is higher than the tabular t-value of 2.39 at one percent level of significance.

The foregoing finding unveils that private preschools are with so much resources for learning activities in contrary to church-based preschools which have sufficient enough provisions. This tells that they are better and more able in providing motivating and interactive teaching-learning climate. The reason behind is the private schools' better financial status and older existence.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This research delved on assessing the kindergarten education program in private and church-based preschools in the Municipality of La Trinidad during the school year 2005-2006. The assessment probed into the profile of administrators and teachers, philosophy, objectives, curriculum and physical environment of the program in light of the standards of the Department of Education. Likewise, this study compared the assessment of the kindergarten education program between the two types of preschool along the said five areas.

A total of sixteen (16) government-recognized preschools were included in this study: eight (8) from the private sector and another eight (8) from the church-based. From these preschools came the eighteen (18) administrators and thirty-seven (37) teachers who served as the respondents.

Data needed for the study were generated using survey and researcher-made questionnaire as the data-gathering method and tool, respectively. Descriptive statistics, Chi-square and t-test were used in the analysis of data.

The salient findings of the study are as follows:

1. Seven (7) out of eighteen (18) preschool administrators belong to the young adult group having an age ranging from 32 to 39 years old. Fifteen (15) were female and eleven (11) were married. Ten (10) of them were bachelor's degree holders. Six (6) had elementary education as their specialization and seven (7) have been working in such capacity as administrator for a period of one to eight years. As regards to trainings, eleven (11) of the administrators have had either regular attendance in school level or irregular attendance in district level. Nine (9) never attended training in international level. On the other hand, ten (10) of them have had irregular attendance in division level. Irregularity in attendance by nine (9) administrators is also observed in national level. Seven (7) administrators have either regular or irregular attendance in regional level. In terms of salary, nine (9) administrators received moderately adequate monthly pay.

Administrators in private and church-based preschools do not differ significantly in age, sex, civil status, highest educational attainment, specialization, administrative experience, training attendance in district, division, regional, national and international levels, and monthly salary. However, a remarkable disparity exists among them in their training attendance in school level.

2. Twenty-one (21) out of thirty-seven (37) preschool teachers ranged in age from 20 to 25 years old. Thirty-six (36) were female and twenty-five

(25) were single. They were unanimous in terms of highest educational attainment since every one possesses a bachelor's degree. Sixteen (16) of them majored in elementary education. Twenty-seven (27) have been in the teaching profession for a period between one and four years. Concerning training, twenty-one (21) of the teachers have either irregular attendance in district level or zero attendance in national level. Seventeen (17) have either irregular attendance in division level or zero attendance in regional level. Zero training attendance by thirty-six (36) teachers is recorded in international level. On the other hand, a regular training attendance by twenty-five (25) teachers is reflected in school level. For monthly remuneration, twenty-three (23) are being paid with a salary that is moderately adequate.

Comparison of teacher profile between private and church-based preschools reveals that there is no significant difference among teachers in their characteristics like age, sex, civil status, highest educational attainment, teaching experience, training attendance in school, district and international levels, and monthly salary. Only in their training attendance in division, regional and national levels, the preschool teachers in private and church-based differ significantly.

3. Philosophies such as pragmatism, gestaltism, realism and humanism are very much emphasized by the preschools in La Trinidad.

Analysis per type of preschool shows that a highly significant discrepancy with respect to the extent of emphasis of the four philosophies is proven between private and church-based preschools. It appears that private preschools emphasize pragmatism, gestaltism, realism and humanism much, whereas church-based preschools emphasize said philosophies very much.

4. Objectives of the kindergarten education program categorized under cognitive, affective and psychomotor domains are assessed to be very much attained among preschools in La Trinidad.

The t-test, notwithstanding, establishes congruency in the level of attainment of objectives under the three domains between private and church-based preschools.

5. The curriculum of kindergarten education program in the preschools of La Trinidad is perceived to be very much implemented. Its component aspects such as learning areas and teaching techniques are described as very much implemented.

Private and church-based preschools have symmetrical level of implementation of Communication Arts in English, Social Living, Science and Mathematics. However, they differ significantly in carrying out Communication Arts in Filipino, Art and Music.

On the other hand, a consistent trend of remarkable difference between private and church-based preschools is confirmed in all teaching

techniques used. The two groups of preschool vary in the extent of their application of storytelling, dialogue, role playing, guessing game, use of radio/tape recorder, filmstrips, fieldtrips as well as observing and describing.

6. The physical environment of the kindergarten education program consists of school site, building style, classroom size, facilities and activity center provisions.

Preschools in La Trinidad have either large or small school site since twenty-three (23) of the fifty-five (55) administrators and teachers respond that they have either 500 square meters and less or 1000 square meters and more land area; nine (9) indicate that their land area is 501 to 1000 square meters wide.

However, there is no significant difference established between private and church-based preschools as to their school site.

Regarding building style, it is noted that twenty-four (24) administrators and teachers across preschools claim that they have triple storey, nineteen (19) have two storey building and twelve (12) reveal that they are being housed in a single storey building.

On the other hand, twenty-nine (29) of the administrators and teachers of preschools in La Trinidad acknowledge that their classroom ranges in size from 20 to 29 square feet per child, eighteen (18) indicate that their classroom is 10 to 19 square feet per child and eight (8) admit that the size of

their classroom is within the bracket between 30 and 35 square feet per child.

In terms of facilities, it is found out that preschools in La Trinidad are appraised to have very much adequate classroom equipment and fixtures, playground and garden equipment, health facilities and provisions for safety, library furniture and materials and office equipment and supplies.

The same as true in the aspect of activity center provisions, where the preschools are perceived to be very much adequate. They have exceedingly sufficient materials and supplies for personal care and grooming, house and garden care, communication skills/language arts, motor and creative development, music and sensory-perceptual and numeracy skills.

In the four aspects of physical environment such as building style, classroom size, facilities and activity center provisions, private and church-based preschools are remarkably diverse.

Conclusions

In light of the results of the study, the following conclusions are deduced:

1. Primarily, administrators in private and church-based preschools are young, female, married, bachelor's degree holders and less experienced in administrative work. They have elementary education as their specialization. They receive moderately adequate salary. Concerning

trainings, they have regular attendance in school and regional levels, irregular attendance in division and national levels and zero attendance in international level. They do not differ in their profile, except in training attendance in school level.

2. In general, private and church-based kindergarten teachers are very young, female, single, bachelor's degree holders and neophytes in the teaching profession. They have elementary education as their major and receive monthly salary that is moderately adequate. They have regular attendance in school and regional trainings, irregular attendance in district and division trainings and zero attendance in national and international trainings. In most personal characteristics, they are similar. However, they are diverse in terms of attendance in school, district and international trainings.

3. The philosophies of the kindergarten education program in the preschools, on the whole, are very much emphasized. However, there is significant difference existing between the two types of preschool since the private preschools emphasize the philosophies much, whereas the church-based preschools stress said philosophies very much.

4. The objectives of the kindergarten education program among preschools are very much attained. Private and church-based preschools in this area are significantly different.

5. The learning areas and teaching techniques as curricular components of the kindergarten education program are very much implemented. Private and church-based preschools implement in equal manner all the learning areas except Communication Arts in Filipino, Art and Music. Nevertheless, they are dissimilar in their implementation of the teaching techniques.

6. In terms of physical environment of the kindergarten education program, private and church-based preschools vary in building style, classroom size, facilities and activity center provisions. Only in school site, the two types of preschool are congruent.

Recommendations

Below are the recommendations drawn on the basis of the findings and conclusions of the study:

1. Additional male teachers should be hired by the preschools. This will serve as deterrent to the feminization of kindergartens and will provide preschoolers with a venue for wholistic development especially in the areas of sex-role behavior and cognitive functioning. This is thought since researches (Prestone, 1962; Johnson 1972; Brophy and Good, 1974) had established that boys who are inclined to see the school as a female-oriented institution would naturally be less interested in classroom routines, which eventually lead to poorer academic success. Much more, the finding of

Doyle, Hancock and Kifer (1972) showed that female teachers overestimate the achievement potential and intelligence of girls, underestimate the abilities of boys, and hold lower expectations for boys than for girls of equal ability.

2. Relevance or appropriateness of degree and specialization should be considered by the preschools in the recruitment of kindergarten teachers. Applicants with educational background on early childhood education, child psychology or family life and child development must be preferred.

3. Both private and church-based preschools must initiate personnel capability building program that will enable administrators and teachers to pursue graduate or post graduate education or attend in-service trainings in various levels relative to early childhood education. The said program will be responsible in scheduling educational leaves, rationalizing workloads and allocating financial assistance to the recipients of such professional advancement privilege.

4. The salaries of preschool administrators and teachers, including fringe benefits, need to be increased to attract a cadre of competent personnel and to accelerate the quality of work performance.

5. The preschools, especially those which are church-based, should improve and expand their physical plant. Relevant educational equipment, facilities and resources, which are insufficient and are not available, should

be procured and provided in greater quantity for a more stimulating learning environment.

6. Since the realization of the above mentioned recommendations are obstructed by budgetary constraint, a sustainable financing scheme must be initiated. Putting up income generating projects like canteen, bookstore and individualized tutorial clinic and leasing out of facilities for camps, conferences and other functions by outsiders are options to be considered.

7. The preschools need to forge strong partnership among themselves and with other educational institutions and to engage in a network with other agencies which share with them same interests for mutual sharing and sourcing out of resources.

8. To improve kindergarten education program, the Department of Education should conduct regular ocular visitation, monitoring and supervision among preschools.

9. For further study, it is suggested that a: a) follow-up of the present research including a wider scope be made for a more valid result; b) study on the support systems for the early childhood education of young children and its social benefits be initiated; c) research on teacher-pupil relationship at the preschool level and its effect on kindergartners' personality traits and academic performance be conducted; and finally, d) scholarly work on

learning readiness of young children and its impact on preschool education
be done.



LITERATURE CITED

- ABC KINDERGARTEN GUIDELINES. 1990. The United Methodist Church Kindergartens. Pp. 28-35.
- AGAN, Z. 1989. Status of Kindergarten Activities in the City of Cavite: An Exploratory Study. Unpublished master thesis, Polytechnic University of the Philippines, Manila. Pp. 89-92.
- ALICIAS, E. R. Jr., et al. 1992. Administrator Behavior and Teacher Professionalism. Unpublished research, University of the Philippines, Quezon City.
- AUSTIN, G. 1976. Early Childhood Education: An International Perspective. New York: Academic Press. P. 123.
- AQUINO, G. V. 1986. Curriculum Planning for Better Schools. Manila: Rex Book Store. Pp. 319-323.
- BALITON, J. B. 1995. Kindergarten Education in the Division of Nueva Ecija. Unpublished doctoral dissertation, Central Luzon State University, Science City of Munoz.
- BANATAO, A. B. 1997. Factors Related to Achievement and Adjustment in Grade One and the Status of Pre-education Schools in Cabanatuan City. Unpublished master thesis, Central Luzon Polytechnic College, Cabanatuan City.
- BAUZON, P. T. 1994. Essentials of Values Education. Mandaluyong: National Bookstore. Pp. 44-45.
- BLOOM, B. S. 1964. Stability and Change in Human Characteristics. New York: B. S. Wiley. Pp. 134-136.
- BROPHY, J. E. and T. L. GOOD. 1974. Teachers' Communication of Differential Expectation for Children's Classroom Performance: Some Behavioral Data in Journal of Educational Psychology. 61:365-370.
- BROTONEL, R. M. 1969. Curriculum Guide for Kindergarten Schools in the Philippines. Unpublished doctoral dissertation, Centro Escolar University, Manila. P. 87.

- CLARKSON, Q. D. 1987. Readings in Program Evaluation. Portland State University. Pp. 13-16.
- CONSTITUTION OF THE REPUBLIC OF THE PHILIPPINES. 1987. Manila. P. 11.
- CORTES, J. R. 1987. Education and National Development: The Philippine Experience and Future Possibilities. Quezon City, Philippines: Publishers Printing Press. P. 112.
- CUSAY, C. 1973. An Evaluation of Curricular Experiences in the 3R's of 30 Selected Kindergarten Schools in the Greater Manila Area. Unpublished doctoral dissertation, Centro Escolar University, Manila. P. 162.
- DEMBO, M. H. 1981. Teaching for Learning, 2nd ed. California: Goodyear Publishing Co. Pp. 339-345.
- DEPARTMENT OF EDUCATION, CULTURE AND SPORTS ORDER NO. 107, SERIES OF 1989.
- DE SIVA, L. 1994. New Zealand Study Shows Character Established by Age Three. Philippine Daily Inquirer. (August).
- DOMINGO, V. C. 1999. Elementary School Principals Administrative Behavior and Managerial Skills: Their Correlates and Impact on School Performance. Unpublished doctoral dissertation, Wesleyan University, Cabanatuan City. Pp. 87-91.
- DOYLE, W., HANCOCK, G. and E. KIFER. 1972. Teachers' Perceptions: Do They Make a Difference? in Journal of the Association for the Study of Perception. 7:25-30.
- DUKA, C. D. 1999. Historical, Philosophical and Legal Foundations of Education. Quezon City, Philippines: Phoenix Publishing House, Inc. Pp. 31-34, 41-45.
- ECHALUSE, A. G. 1998. Public Elementary School Teachers' Involvement in Extra Curricular Activities in the Division of Zambales. Unpublished master thesis, Central Luzon State University, Science City of Munoz. Pp. 35-40.

- ELIASON, C. F. and L. T. JENKINS. 1986. *As Practical Guide to Early Childhood Curriculum*, 3rd ed. Columbus, Ohio: Merrill Publishing Company. P. 27.
- ERIKSON, E. H. 1963. *Childhood and Society*, 3rd ed. New York: W. W. Norton. Pp. 107-122.
- ERIKSON, E. H. 1964. *A Healthy Personality for Every Child in As the Twig is Bent: Readings in Early Childhood Education*. Boston: Houghton Mifflin Co.
- ESTOLAS, J. V. and D. NUNEZ. 1974. *Kindergarten Education in the Philippines*. Navotas, Manila: Navotas Press. Pp. 74, 77.
- GALANG, J. B. 1991. *Implementation of Values Education Program in Selected Public High Schools in the Division of Nueva Ecija*. Unpublished master thesis, Central Luzon State University, Science City of Munoz. Pp. 42-49.
- GARGABITE, B. A. 1998. *The Administrators Management Competence and Teachers Performance in the District of Munoz*. Unpublished master thesis, Central Luzon State University, Science City of Munoz.
- JOHNSON, D. 1972. *An Investigation of Sex Difference in Reading in Four English-speaking Nations*. Madison: University of Wisconsin.
- HAMACHEK, D. E. 1977. *Humanistic Psychology: Theoretical-Philosophical Framework and Implications for Teaching in Handbook on Teaching Educational Psychology*. New York: Academic Press.
- HENDRICK, J. 1996. *Total Learning: Curriculum for the Young Child*, 2nd ed. Columbus: Merrill Publishing Company. Pp. 30-31.
- HURLOCK, E. 1978. *Child Development*, 6th ed. New York: McGraw-Hill Book Company. P. 201.
- KAGAN, S. 1992. *Readiness Past, Present and Future: Shaping the Agenda in Young Children Journal of the National Association for Education of the Young Children*. 48:1.

- KOHLBERG, L. 1981. Revision in the Theory and Practice of Moral Development in New Directions for Child Development: Moral Development, Vol. 2. San Francisco: Jossey-Bass, Inc.
- KORGA, A. 2001. Assessment of Beginning Teachers' Needs in the State Universities of Region III Towards the Development of a Model Assistance Program. Unpublished doctoral dissertation, Central Luzon State University, Science City of Munoz. Pp. 69-72, 74-76.
- LAFORTEZA, P. G. 1982. Creative Kindergarten Teaching. Quezon City, Philippines: New Day Publisher. P. 63.
- LARDIZABAL, A. S. 1988. Foundations of Education. Quezon City, Philippines: Rex Printing Company, Inc. Pp. 93-96.
- LARDIZABAL, A. S., et al. 1991. Principles and Methods of Teaching. Quezon City, Philippines: Phoenix Publishing House, Inc. P. 23.
- LASALA, L. L. 1985. The Kindergarten Schools in the Province of Sorsogon: An Appraisal. Unpublished master thesis, Bicol University, Legaspi City. Pp. 66, 69-70.
- LUAN GRAB, Y. 1991. Academic Performance Across Years in Mathematics and Thai Language of Pupils With and Without Preschool Training in Petchaboon, Thailand. Unpublished master thesis, Central Luzon State University, Munoz, Nueva Ecija. Pp. 133-135.
- MAGAN, 1986. As cited by SAMEON II, S. B. 2002. Competence and Performance of Instructors of Theological Schools of Baguio-Benguet and Metro Cebu: A Comparative Study. Unpublished doctoral dissertation, Benguet State University, La Trinidad, Benguet. P. 68.
- MANALO, E. T. 1992. Principals' Instructional Leadership Behaviors, Teachers' Job Satisfaction and Performance and Pupils' Academic Achievement. Unpublished doctoral dissertation, University of the Philippines.
- MARGOLIN, E. 1976. Young Children: Their Curriculum and Learning Process. New York: McMillan Publishing Co., Inc. P. 15.

- MAYARI, F. R. 1994. Principals' Managerial Skills, Task Performance and School Effectiveness. Unpublished doctoral dissertation, University of the Philippines, Quezon City.
- MCDONALD, D. and J. RAMSEY. 1982. *Awakening the Artist: Music for Young Children*. Washington, D. C.: NAEYC.
- MENGUIITO, P. B. 1990. Job Satisfaction and Job Performance of Public Elementary School Principals in the NCR. Unpublished doctoral Dissertation, University of the Philippines, Quezon City.
- MITCHELLE, G. 1989. *The Day Care Book*. New York: Stein and Day Publishers.
- O'BRIEN, G. E. 1986. *Psychology of Work and Employment*. Singapore: John Wiley and Sons.
- PIAGET, J. As cited by DEMBO, M. H. 1981. *Teaching for Learning*, 2nd ed. California: Goodyear Publishing Co. Pp. 339-345.
- PRADO, A. A. 1999. *Theories of Learning*. A class report, Central Luzon State University, Science City of Munoz.
- PRESTONE, R. 1962. Reading Achievement of German and American Children in School and Society. 90:350-354.
- REYES, M. 1981. Pre-elementary Education in the Province of La Union. Unpublished master thesis, University of the Philippines, Quezon City. Pp. 50-51, 67.
- ROBBINS, S. P. 1991. *Organizational Behavior*. New Jersey: Prentice Hall.
- RUIZ, C. S. 1990. Role Conflicts in Principalship: Its Antecedents and Relationships to Administrative Performance. University of the Philippines, Quezon City. P. 82.
- SADKER, M. P. and D. M. Sadker (2000). *Teachers, Schools, and Society*, 5th ed. Boston: McGraw Hill Companies, Inc. Pp. 390-411.
- SAN JOSE-PANGAN, M. T. 1972. *Kindergarten Education in Philippine Schools*. Cubao, Quezon City, Philippines: National Bookstore.

- SAMEON II, S. B. 2002. Competence and Performance of Instructors of Theological Schools of Baguio-Benguet and Metro Cebu: A Comparative Study. Unpublished doctoral dissertation, Benguet State University, La Trinidad, Benguet. P. 68.
- SCIARRA, D. J. and A. G. DORSEY. 1990. Developing and Administering A Child Care Center, 2nd ed. New York: Delmar Publishers, Inc. Pp. 59, 74-76.
- SCHILLER, J. L. and C. D. SCHILLER. 1991. Childhood and Adolescence: A Psychology of the Growing Person, 4th ed. New York: Random House. Pp. 103-104.
- SCHWEINHART, I. J. 1989. Policy Options for Preschool Programs. Miami: Early Childhood Policy Papers No. 5.
- STREETS, D. T. 1982. Administering Day Care and Preschool Programs. Boston: Allyn and Bacon, Inc. Pp. 69, 70-74, 78.
- STUFFLEBEAM, D. L. 1988. System Evaluation. Boston: KluwerNijhoff Publishing. Pp. 76-78.
- TANNER, D. and L. TANNER. 1987. Supervision in Education: Problems and Practices. New York: McMillan Publishing Company. P. 11.
- TAYLOR, B. J. 1989. Early Childhood Program Management: People and Procedures. Columbus, Ohio: Merrill Publishing Company. Pp. 34-42.
- VILLORENTE, M. S. 2000. Morality and Spirituality: Their Correlations to Commitment in Teaching in Higher Education Institutions. Unpublished doctoral dissertation, Benguet State University, La Trinidad, Benguet. Pp. 63-66.
- YURACHAI, S. 1987. Trisectoral Perceptions on Kindergarten Education in Khonkaen, Thailand. Unpublished doctoral dissertation, Central Luzon State University, Munoz, Nueva Ecija. P. 95.

Appendix A

Letter of Request to Administer Questionnaire

P. O. Box 14
2600 Baguio City
19 July 2005

The School Head

Dear Sir/Madam:

Christian greetings!

I am a graduate student of the Benguet State University conducting a research on "KINDERGARTEN EDUCATION IN THE MUNICIPALITY OF LA TRINIDAD: AN ASSESSMENT."

In connection with this pursuit, I am seeking your most kind approval to allow me to administer my questionnaire in your institution. The respondents of this study are the teachers and the administrator, principal, department head, supervisor or teacher-in-charge, as the case may be, of your pre-elementary school.

Rest assured, the information to be generated will be treated with strictest confidentiality.

I would be profoundly grateful for granting me this request, and I pray that God would richly bless you.

Very respectfully yours,

(Sgd.) MILAGROS C. PRADO

Appendix B

Sample Questionnaire

KINDERGARTEN EDUCATION IN THE MUNICIPALITY OF LA TRINIDAD: AN ASSESSMENT

PRESCHOOL ADMINISTRATOR'S QUESTIONNAIRE

Dear Sir/Madam:

Grace and peace to you!

I am Milagros C. Prado, a master's student of the Graduate School of the Benguet State University. I am presently conducting a study entitled "KINDEGARTEN EDUCATION IN THE MUNICIPALITY OF LA TRINIDAD: AN ASSESSMENT," which is in partial fulfillment of the requirements for my degree Master of Arts in Education with major in Administration and Supervision.

With the approval of your School Head, I am requesting your cooperation in filling up this questionnaire as honestly as possible for the said study. The information which shall be elicited from the questions/items below can be availed of from documents, records/brochures, interview and observation whenever necessary.

Rest assured that your responses shall be treated with strictest confidentiality.

I would appreciate it very much your cooperation and full support. May God continually bless you!

Very respectfully yours,

(Sgd.) MILAGROS C. PRADO
Researcher

SCHOOL'S NAME (Optional): _____

Please check if the school is: ___ Privately Owned ___ Church Based

PART I. PERSONNEL PROFILE

A. Position/Designation _____

B. Personal Characteristics

_____ Age _____ Sex _____ Civil Status

C. Highest Educational Attainment

Please check the highest degree you have finished.

B.S./B. A. _____

M.S./M. A. _____

Ph.D./Ed.D. _____

Others (please specify) _____

D. Specialization in the highest degree you have finished _____

E. Administrative Experience in Years _____

F. Trainings Attended

Indicate how frequent is your attendance in trainings/seminars in each level for the last three years by using the scale below:

3 – Always

2 – Sometimes

1 – Never

Levels of Training	3	2	1
1. School level			
2. District level			
3. Division level			
4. Regional level			
5. National level			
6. International level			

G. Monthly Salary

Please evaluate the adequacy of your salary by using the following scale:

3 – Adequate

2 – Moderately Adequate

1 – Inadequate

	3	2	1
Monthly Salary			

PART II. SCHOOL PROFILE

A. Philosophy

What is/are the educational philosophies emphasized by your kindergarten education program? Check the level of emphasis on the following philosophies using this scale:

3 – very much emphasized

2 – much emphasized

1 – not much emphasized

Philosophy	3	2	1
1. Pragmatism. The school stresses learning activities that are useful and life-like from which the child learns by actual performance of the activity.			
2. Gestaltism. The school places importance in unifying the behavior of the child and regarding him/her as a whole being who needs learning experiences designed to contribute to his/her all around development.			
3. Realism. The school emphasizes the value of providing right head start for the child's formal school attendance and assistance to him/her in the search for truth.			
4. Humanism. The school places merit in accepting the child for what he/she is.			
5. Others (please specify)			

B. Objectives

What are the objectives being sought to realize by your kindergarten education program in terms of the domains to be attained by the preschoolers at the end of the kindergarten term? This is a multiple response item. Please check the level of attainment using this scale:

3 – very much attained

2 – much attained

1 – not much attained

Cognitive Domain	3	2	1
1. Follows simple directions			
2. Identifies parts of his/her body			
3. Distinguishes shapes/forms			
4. Names and distinguishes colors			
5. Speaks clearly in the language he/she brings to school			
6. Gains more vocabulary			
7. Sees objects in relation to the position of other objects (in-out,			

above-under, front-back)			
8. Identifies right and left of self			
9. Discriminates objects according to size, length, color and shape			
10. Recognizes numerals at least up to 10			
11. Others (please specify)			
Affective Domain	3	2	1
1. Cares for his own personal needs such as dressing, eating, toileting and grooming			
2. Attends to task for increasingly longer period of time			
3. Assumes independent responsibility for completing tasks			
4. Shares and takes turn			
5. Engages in discussions and activities that include adults and other children in the classroom			
6. Verbalizes feelings related to events in the classroom and home environment			
7. Helps in simple tasks such as clean-up and serving snacks			
8. Identifies and protects possessions			
9. Demonstrates self-control: anger, fear, sadness and happiness			
10. Gets along well with others			
11. Distinguishes right from wrong/good from bad			
12. Others (please specify)			
Psychomotor Domain	3	2	1
1. Exhibits well-coordinated movements such as walking, kicking, jumping and running			
2. Exhibits pre-writing skills such as holding a pencil or crayon, scribbling and coloring			
3. Exhibits writing skills such as printing number (with/without model), prints upper case letters (with/without model), prints lower case letters (with/without model), draws simple shape/pattern, copies part picture (with/without model), completes name (with/without model)			
4. Others (please specify)			

C. Curriculum

C.1 Learning Areas

Please check the level of implementation of the following learning areas by using this scale:

- 3 – very much implemented
 2 – much implemented
 1 – not much implemented.

Learning Areas	3	2	1
1. Communication Arts in English			
2. Communication Arts in Filipino			
3. Social Living			
4. Art			
5. Music			
6. Science			
7. Mathematics/Numeracy			
8. Others (please specify)			

C.2 Techniques of Teaching

Please check the level of implementation of the following techniques of teaching by using this scale:

- 3 – very much implemented
 2 – much implemented
 1 – not much implemented.

Techniques of Teaching	3	2	1
1. Storytelling			
2. Dialogue			
3. Role playing			
4. Guessing game			
5. Use of radio/tape recorder			
6. Filmstrips			
7. Fieldtrips			
8. Observing and describing			
9. Others (please specify)			

D. Physical Environment

D.1 School Site

What is the total area of the school site? Put a check on the space provided.

- _____ 500 sq m and less
 _____ 501 – 1000 sq m
 _____ 1000 sq m and more

D.2 Building

What is the style/construction of the kindergarten building?

- _____ single storey
 _____ double storey
 _____ others (please specify) _____

D.3 Classroom Size

What is the size of the kindergarten classroom in sq. meters?

- 10 – 19 sq ft per child
 20 – 29 sq ft per child
 30 – 39 sq ft per child

Direction: Item numbers D.4 and D.5 and their sub-items will be analyzed using the following scale:

- 3 – very much adequate
 2 – much adequate
 1 – not much adequate

D.4 Facilities**D.4.a Classroom Equipment and Fixtures**

Please assess the adequacy of classroom equipment and fixtures by referring to the scale.

Facility	3	2	1
1. Locker			
2. Shelf			
3. Chair			
4. Table			
5. Blackboard			
6. Easel board			
7. Cabinet			
8. Bulletin board			
9. Others (please specify)			

D.4.b Playground and Garden Equipment

Please assess the adequacy of playground and garden equipment by referring to the scale.

Facility	3	2	1
1. Swing			
2. Seesaw			
3. Merry-go-round			
4. Slide			
5. Wading pool			
6. Sandbox			
7. Tunnel			
8. Wheeled vehicle			
9. Wooden train			

10. Rocking boat			
11. Balance beam			
12. Tire			
13. Tree house			
14. Drinking fountain			
15. Pet cage			
16. Aquarium			
17. Others (please specify)			

D.4.c Health Facilities and Provisions for Safety

Please assess the adequacy of health facilities and provisions for safety by referring to the scale.

Facility	3	2	1
1. Comfort room			
2. Faucet			
3. Force pump			
4. Lavatory			
5. Bathroom			
6. Trashcan			
7. First aid kit			
8. Rest area			
9. Bed			
10. Mat			
11. Fluorescent lamp			
12. Electric bulb			
13. Window			
14. Electric fan			
15. Others (please specify)			

D.4.d Library Furniture and Materials

Please assess the adequacy of library furniture and materials by referring to the scale.

Facility	3	2	1
1. Reading table			
2. Armless chair			
3. Card catalog			
4. Filing cabinet			
5. Bookshelf			
6. Magazine and newspaper display rack			
7. Librarian's desk and table			
8. Typewriter/Computer with printer			

9. Dictionary stand			
10. Shelf list card cabinet			
11. Reference book			
12. Professional book for teachers and staff			
13. leisure and fiction book			
14. Magazine and newspaper			
15. Others (please specify)			

D.4.e Office Equipment and Supplies

Please assess the adequacy of office equipment and supplies by referring to the scale.

Facility	3	2	1
1. Business form			
2. Check writer			
3. Intercom model			
4. Typewriter/Computer with printer			
5. Filing cabinet			
6. Dictating machine			
7. Indexing equipment			
8. Telephone			
9. Table and chair			
10. Calculator/Auditing machine			
11. Others (please specify)			

D.5 Activity Center Provisions

By referring to the scale, please assess the adequacy of provisions found in the following classroom's activity centers/corners:

D.5.a Personal Care and Grooming

Provision	3	2	1
1. Mirror			
2. Dresser			
3. Towel			
4. Soap			
5. Toothbrush			
6. Toiletry			
7. Others (please specify)			

D.5.b House and Garden Care

Provision	3	2	1
1. Shovel			
2. Spade			
3. Pail			
4. Sprinkler			
5. Basin			
6. Mop			
7. Sand table			
8. Ironing board			
9. Wooden iron			
10. Broom			
11. Plate			
12. Spoon			
13. Fork			
14. Knife			
15. Pitcher			
16. Glass			
17. Cup			
18. Toy stove/oven			
19. Nail			
20. Hammer			
21. Saw			
22. Scissor			
23. Others (please specify)			

D.5.c Communication Skills/Language Arts

Provision	3	2	1
1. Letter of the alphabet			
2. Story book			
3. Reading chart			
4. Comic/Magazine			
5. Others (please specify)			

D.5.d Motor and Creative Development

Provision	3	2	1
1. Color chart			
2. Coloring book			
3. Rough /course surface			
4. Fine/smooth surface			
5. Paint/Crayon			

6. Paint brush			
7. Art paper			
8. Paste			
9. Others (please specify)			

D.5.e Music

Provision	3	2	1
1. Castanet			
2. Tambourine			
3. Piano			
4. Organ			
5. Guitar			
6. Phonograph/Karaoke			
7. Radio			
8. Cassette tape recorder			
9. Bamboo maracas			
10. Coconut maracas			
11. Xylophone			
12. Others (please specify)			

D.5.f Sensory-perceptual and Numeracy Skills

Provision	3	2	1
1. Counter			
2. Bead			
3. Shape/Geometric figure			
4. Number card			
5. Nature table			
6. Weighing scale			
7. Set of weights			
8. Others (please specify)			

APPENDIX C**DECS Order No. 107, S. 1989**

Republika ng Pilipinas
(Republic of the Philippines)
KAGAWARAN NG EDUKASYON, KULTURA AT ISPORTS
(DEPARTMENT OF EDUCATION, CULTURE AND SPORTS)

November 10, 1989

DECS ORDER
No. 107, S. 1989

STANDARDS FOR THE ORGANIZATION AND OPERATION
OF PRESCHOOLS (KINDERGARTEN LEVEL)

TO: Bureau Directors
Regional Directors
Chiefs of Services and Heads of Units
Schools Division Superintendents
Presidents, State Colleges and Universities
Heads of Private Schools, Colleges and Universities

1. Enclosed are the Standards for the Organization and Operation of Preschools (Kindergarten Level). Enclosure No. 1 discusses the philosophy, goals and objectives as well as the legal bases for the operation of preschools. The Standards come in three parts: Part I – The Curriculum, Part II – Staff Requirements and Part III – Physical Environment. Enclosure No. 2 discusses the General Competencies of Five and Six Year Old Children.
2. While preschool is not yet a part of the educational ladder, the need for early childhood development has long been felt. The present standards for preschool education consider the child, the teacher and the school with the support of the family in maximizing the child's potentials and his capacity for learning. The stimulating and meaningful experiences provided for in the different learning areas will help the child in all aspects that will make him a socially sensitive, independent, spiritual and rational

individual. The teacher is therefore expected to come up with class program suited to the needs of the children in that particular school.

3. This Order supercedes MECS Order No. 8, S. 1989 "Standards for the Operation and Organization of Kindergarten Schools." However, MECS Order No. 24, S. 1978 "Standards for the Operation of Nursery Classes" remains enforced.

Immediate dissemination of this Order is desired.

(SGD.) LOURDES R. QUISUMBING
Secretary

Incls.: As stated

References: MEC Order: (No. 24, S. 1978)

MEC Order: (No. 8, S. 1986)

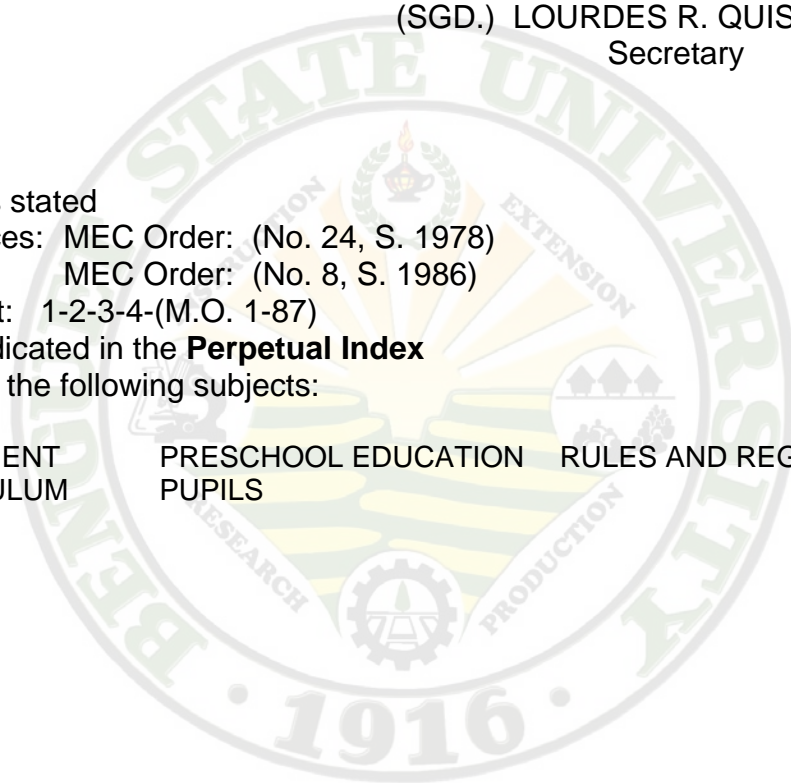
Allotment: 1-2-3-4-(M.O. 1-87)

To be indicated in the **Perpetual Index**
under the following subjects:

AMENDMENT
CURRICULUM

PRESCHOOL EDUCATION
PUPILS

RULES AND REGULATION



(Enclosure No. 1 to DECS Order No. 107, S. 1989)

STANDARDS FOR THE ORGANIZATION AND OPERATION OF PRESCHOOLS (KINDERGARTEN LEVEL)

Philosophy and Goals

Preschool education is based on the knowledge that each child is a unique individual with his own biological make-up, interests, capabilities and ways of viewing the world. He has tremendous capacities for learning. He is active and understands the world differently from that of an adult. His language has developed with the acquisition of a wide vocabulary, making him capable of communicating his ideas and feelings. Motor coordination is more refined. His value system has become more defined. The preschool child is always in the process of becoming and therefore, if properly developed, can become a critical thinker and a socially sensitive, self-directed, creative, responsible, and caring individual.

With this knowledge about children, preschool should provide a safe environment where children can explore a variety of actual materials, equipment and learning experiences suited to their level, for them to effectively learn. Preschool should recognize individual differences, thus, respect for the child's views. The process of learning and the relevance of learning experiences should be given importance. Realizing that the home, the school, and the community are important in the child's education, the school should coordinate with these institutions so that there is consistency in their effort of developing the child to the fullest.

The teacher in the preschool should be knowledgeable about children and how they learn. She should be equipped with necessary knowledge and attitudes to effectively develop children in all aspects – physical, personal-social, cognitive and affective.

Preschool education, which includes kindergarten (5-6 years old) must aim to develop children in all aspects (physical, social, emotional and cognitive) that they will be better prepared to adjust and cope with life situations and the demands of formal schooling. By so doing, learning gaps and dropouts may be avoided or reduced to the minimum.

Objectives

1. To develop the child in all aspects (physical, social, moral, spiritual, emotional and cognitive) so that he may be better prepared to adjust and cope with life situations within the context of his experience.
2. To maximize the child's potential through a variety of carefully selected and meaningful experiences considering his interests and capabilities.
3. To develop the child in all aspects so that he becomes a self-propelling, thinking and contributing individual, able to make decisions which will prepare him for the more complex demands of future life.

Legal Bases

Universal Declaration of the Rights of the Child

The child shall enjoy special protection and shall be given opportunities and facilities, by law and by other means, to enable him to develop physically, mentally, spiritually, morally and socially in a healthy and normal manner and in a condition of freedom and dignity. In the enactment of laws for this purpose, the best interest of the child shall be the paramount consideration.

The Constitution of the Philippines

The Philippine Constitution (1987) Article XIV, Section 1 provides that "The State will protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make education accessible to all."

Batas Pambansa Blg. 232 (The Education Act of 1982)

Elementary education refers to the first stage of compulsory, formal education primarily concerned with providing basic education and usually corresponding to six or seven grades, including preschool programs.

Child and Youth Welfare Code (Presidential Decree 603)

The child is one of the most important assets of the nation. Every effort shall be exerted to promote his welfare and enhance his opportunities for a useful and happy life.

PART I - THE CURRICULUM

The curriculum focuses on the following areas of development:

Physical Development. This includes gross and fine motor coordination through play and manipulative activities like games, simple work and those that develop physical fitness.

Personal-Social Development. This involves skills and behaviors pertaining to independence and social behavior. It includes development of health habits and independence in dressing, eating, sleeping and toileting, relating with teachers, peers and other people through group play/or interaction. It also deals with the development of the ability to follow rules and routines.

Learning about the family and other people like the community helpers is part of the concerns in the area.

Affective Development. This includes experiences that help children develop love for God, self, others and community.

This also helps the children develop awareness of their feelings and sense of right and wrong.

Cognitive Development. This includes development in the areas of communication skills and sensory-perceptual and numeracy concepts and skills.

Communication skills refer to competencies in expressing one's ideas and feelings in both English and Filipino. It includes facility for oral expression and basic readiness skills of listening, pre-reading and writing.

Sensory-perceptual and numeracy skills includes development of concepts through the ability to observe, discriminate and see details, similarities and differences, and to understand, count, read and write numbers. Development of numeracy involves the development of skills in describing, pairing, comparing, classifying and ordering (sequencing). Money value and telling time may be introduced.

Creative-Aesthetic Development. Development in this area includes exploration of sounds, music and rhythm such as listening to music, creating songs, singing and creative movements: art activities like exploring the use of art media such as crayons and paints and drawing fall under this area. Communication skills activities such as creation of poems, stories and dramatization are also included here.

Learning Areas: A Brief Description

Communication Skills (English and Filipino). These areas provide carefully selected activities that develop beginning competencies in listening, speaking, reading and writing.

Listening activities include auditory discrimination and comprehension such as identifying sounds of animals and things, distinguishing similar from dissimilar sounds, identifying words that rhyme and noting details in short selections listened to.

The speaking activities center on the use of simple expressions and grammatical structures that are necessary for the child to be able to talk about himself, his family, his personal belongings, things and places and people in school and his community in 2-3 short sentences. The child is also expected to recite simple rhymes, jingles and riddles.

Reading includes exercises that develop reading readiness, recognition of the letters of the alphabet and three-letter words having the consonant-vowel-consonant pattern through pictures and answering simple comprehension questions.

Activities for writing include exercises, writing one's name in block form.

Numeracy Skills. This learning area provides for the development of skills like classifying and seriating objects according to size, color and shape. It also includes activities to develop number concepts from 0 to 20 and understanding simple addition and subtraction such as:

- adding one-digit numbers with sums not more than 10 using concrete objects
- subtracting one-digit numbers with minuends not more than using concrete objects

Sensory-Perceptual Skills. This area provides for the development of the child's competency in perceiving characteristics of concrete objects and events in his immediate environment through the use of the senses (seeing, hearing, smelling, tasting and feeling). In this curriculum, the perceptual competencies to be emphasized are the basic skills in observing, describing (simple), comparing and classifying (one-step). The lessons designed to develop these skills use simple science and health concepts as content.

Socio-Emotional Development. This learning area provides activities that will contribute to the development of the wholesome personality of the preschool child. He will be exposed to actual situations and vicarious

experiences that will help him develop a sense of responsibility and awareness of right and wrong, concern for others and desirable behavior toward the Supreme Being, self, others and the community.

It also involves skills and behavior towards the development of health habits and independence in dressing, eating, sleeping and toileting as well as experiences that deal with the ability to follow simple rules and routine.

Motor and Creative Development. As a learning area, Motor and Creative Development includes Art, Music and Physical Education. Rather than being taught separately, the activities for these subjects are integrated to help strengthen, enliven, enrich and support other learning areas. The schedule for Music, Art and movement expression in the classroom need not be reserved only for scheduled times. Creative and meaningful use of these activities can be taken up any time of the day.

Art Education is concerned mostly in developing the creative expression of the child through drawing, painting and manipulative activities. Alongside with creative expression, aesthetic sense, visual and tactile perceptions are also developed.

In Music, children's songs, rhymes and other musical activities are used to help children enjoy various forms of music and develop their listening skills. The activities provide opportunities for musical expression of feelings and learning as well as for appreciation and creativity.

Lessons in Physical Education include movement exploration and creativity. Games, action, songs, story plays, mimetics and rhythmic activities are means for children to use their bodies as a medium for learning.

Program of Activities

In order to attain and ensure the holistic development of a preschooler, a well-planned curriculum and a relative program of activities such as day-to-day scheduling is necessary, although this will vary according to each preschool's approach. What is important is that the expected competencies based on children's abilities at this level (see Enclosure No. 2) are carefully spelled out and that the program is composed of a balance between active and quiet activities in consideration of the child's short attention span at this level and various needs of the body such as rest, Indoor and outdoor play in the preschool are essential whatever approach the preschool follows.

Although the medium of instruction for preschool education may be in English or Filipino or both, the language the child brings to school should be

valued. Concepts may be easily learned in the language one understands and adjustment to school may be facilitated. It may be necessary that such language be used initially, until such time that the children have attained the facility and confidence in expressing themselves in English and Filipino.



Appendix D

Frequency of Private and Church-based Preschool Administrators' Responses According to their Socio-demographic Characteristics

PROFILE	PRIVATE		CHURCH-BASED		TOTAL	
	F	P	F	P	F	P
Age						
24 – 31 years old	2	20.0	4	50.0	6	33.3
32 – 39 years old	5	50.0	2	25.0	7	38.9
40 – 47 years old	2	20.0	0	0	2	11.1
48 – 55 years old	1	10.0	0	0	1	5.6
56 – 63 years old	0	0	2	25.0	2	11.1
Total	10	100.0	8	100.0	18	100.1
Sex						
Male	2	20.0	1	12.5	3	16.7
Female	8	80.0	7	87.5	15	83.7
Total	10	100.0	8	100.0	18	100.0
Civil status						
Single	4	40.0	3	37.5	7	38.9
Married	6	60.0	5	62.5	11	61.1
Total	10	100.0	8	100.0	18	100.0
Highest Educational Attainment						
Bachelor's degree	4	40.0	6	75.0	10	55.6
Master's degree	4	40.0	2	25.0	6	33.3
Doctorate degree	2	20.0	0	0	2	11.1
Total	10	100.0	8	100.0	18	100.0
Specialization						
Early childhood education	1	10.0	0	0	1	5.6
Elementary education	3	30.0	3	37.5	6	33.3
Educational management	4	40.0	1	12.5	5	27.8
Mathematics	0	0	2	25.0	2	11.1
English	1	10.0	1	12.5	2	11.1
Music	0	0	1	12.5	1	5.6
Family life/child development	1	10.0	0	0	1	5.6
Total	10	100.0	8	100.0	18	100.0
Administrative Experience						
1 – 4 years	1	10.0	5	62.5	6	33.3
5 – 8 years	5	50.0	2	25.0	7	38.9
9 – 12 years	1	10.0	0	0	1	5.6
13 – 16 years	2	20.0	0	0	2	11.1
17 – 20 years	1	10.0	1	12.5	2	11.1
Total	10	100.0	8	100.0	18	100.0

PROFILE	PRIVATE		CHURCH-BASED		TOTAL	
	F	P	F	P	F	P
Trainings Attended						
School level						
Never	0	0	3	37.5	3	16.7
Sometimes	1	10.0	3	37.5	4	22.2
Always	9	90.0	2	25.0	11	61.1
Total	10	100.0	8	100.0	18	100.0
District level						
Never	1	10.0	4	50.0	5	27.8
Sometimes	8	80.0	3	37.5	11	61.1
Always	1	10.0	1	12.5	2	11.1
Total	10	100.0	8	100.0	18	100.0
Division level						
Never	3	30.0	1	12.5	4	22.2
Sometimes	6	60.0	4	50.0	10	55.6
Always	1	10.0	3	37.5	4	22.2
Total	10	100.0	8	100	18	100.0
Regional level						
Never	2	20.0	2	25.0	4	22.2
Sometimes	4	40.0	3	37.5	7	38.9
Always	4	40.0	3	37.5	7	38.9
Total	10	100.0	8	100.0	18	100.0
National level						
Never	1	10.0	4	50.0	5	27.8
Sometimes	7	70.0	2	25.0	9	50.0
Always	2	20.0	2	25.0	4	22.2
Total	10	100.0	8	100.0	18	100.0
International level						
Never	7	70.0	6	75.0	9	72.2
Sometimes	1	10.0	2	25.0	3	16.7
Always	2	20.0	0	0	2	11.1
Total	10	100.0	8	100.0	18	100.0
Monthly Salary						
Inadequate	0	0	1	12.5	1	5.6
Moderately adequate	4	40.0	5	62.5	9	50.0
Adequate	6	60.0	2	25.0	8	44.4
Total	10	100.0	8	100.0	18	100.0

Legend: F – Frequency P – Percentage

Appendix E

Frequency of Private and Church-based Preschool Teachers' Responses According to their Socio-demographic Characteristics

PROFILE	PRIVATE		CHURCH-BASED		TOTAL	
	F	P	F	P	F	P
Age						
20 – 25 years old	14	70.0	7	41.2	21	56.8
26 – 31 years old	3	15.0	5	29.4	8	21.6
32 – 37 years old	2	10.0	2	11.8	4	10.8
38 – 43 years old	0	0	3	17.6	3	8.1
44 – 49 years old	1	5.0	0	0	1	2.7
Total	20	100.0	17	100.0	37	100.0
Sex						
Male	1	5.0	0	0	1	2.7
Female	19	95.0	17	100.0	36	97.3
Total	20	100.0	17	100.0	37	100.0
Civil Status						
Single	15	75.0	10	58.8	25	67.6
Married	5	25.0	7	41.2	12	32.4
Total	20	100.0	17	100.0	37	100.0
Highest Educational Attainment						
Bachelor's degree	20	100.0	17	100.0	37	100.0
Total	20	100.0	17	100.0	37	100.0
Specialization						
Early childhood education	4	20.0	6	35.3	10	27.0
Elementary education	10	50.0	6	35.3	16	43.2
Religious education	0	0	1	5.9	1	2.7
Educational communication	0	0	1	5.9	1	2.7
Mathematics	2	10.0	0	0	2	5.4
Social studies	1	5.0	0	0	1	2.7
English	0	0	1	5.9	1	2.7
Commerce	1	5.0	1	5.9	2	5.4
Music	1	5.0	0	0	1	2.7
Biology	1	5.0	1	5.9	2	5.4
Total	20	100.0	17	100.0	37	100.0
Teaching Experience						
1 – 4 years	15	75.0	12	70.6	27	73.0
5 – 8 years	3	15.0	2	11.8	5	13.5
9 – 12 years	1	5.0	1	5.9	2	5.4
13 – 16 years	1	5.0	2	11.8	3	8.1
Total	20	100.0	17	100.0	37	100.0

PROFILE	PRIVATE		CHURCH-BASED		TOTAL	
	F	P	F	P	F	P
Trainings Attended						
School level						
Never	0	0	4	23.5	4	10.8
Sometimes	4	20.0	4	23.5	8	21.6
Always	16	80.0	9	52.9	25	67.6
Total	20	100.0	17	100.0	37	100.0
District level						
Never	5	25.0	7	41.2	12	32.4
Sometimes	14	70.0	7	41.2	21	56.8
Always	1	5.0	3	17.6	4	10.8
Total	20	100.0	17	100.0	37	100.0
Division level						
Never	6	30.0	10	58.8	16	32.4
Sometimes	13	65.0	4	23.5	17	56.8
Always	1	5.0	3	17.6	4	10.8
Total	20	100.0	17	100.0	37	100.0
Regional level						
Never	4	20.0	13	76.5	17	45.9
Sometimes	15	75.0	1	5.9	16	43.2
Always	1	5.0	3	17.6	4	10.8
Total	20	100.0	17	100.0	37	100.0
National level						
Never	6	30.0	15	88.2	21	56.8
Sometimes	14	70.0	1	5.9	15	40.5
Always	0	0	1	5.9	1	2.7
Total	20	100.0	17	100.0	37	100.0
International level						
Never	19	95.0	17	100.0	36	97.3
Sometimes	1	5.0	0	0	1	2.7
Total	20	100.0	17	100.0	37	100.0
Monthly Salary						
Inadequate	2	10.0	1	5.9	3	8.1
Moderately adequate	14	70.0	9	52.9	23	62.2
Adequate	4	20.0	7	41.2	11	29.7
Total	20	100.0	17	100.0	37	100.0

Legend: F – Frequency P – Percentage

Appendix F

Mean Ratings of Philosophies of the Kindergarten Education Program in Private and Church-based Preschools

PHILOSOPHY	PRIVATE		CHURCH-BASED		TOTAL	
	M	D	M	D	WM	D
Pragmatism. The school stresses learning activities that are useful and life-like from which the child learns by actual performance of the activity.	2.10	ME	2.84	VME	2.43	VME
Gestaltism. The school places importance in unifying the child's behavior and regarding him/her as a whole being who needs learning experiences designed to contribute to his/her all around development.	2.10	ME	2.80	VME	2.41	VME
Realism. The school emphasizes the value of providing the right head start for the child's formal school attendance and assistance to him/her in the search for truth.	2.13	ME	2.76	VME	2.41	VME
Humanism. The school places merit in accepting the child for what he/she is.	2.13	ME	2.68	VME	2.38	VME
Over-all Mean	2.11	ME	2.77	VME	2.41	VME

Legend:

<u>Mean (M)</u>	<u>Description (D)</u>
2.34 – 3.00	Very much emphasized (VME)
1.67 – 2.33	Much emphasized (ME)
1.00 – 1.66	Not much emphasized (NME)

Appendix G

Mean Ratings of Objectives of the Kindergarten Education Program in Private and Church-based Preschools

OBJECTIVES	PRIVATE		CHURCH-BASED		TOTAL	
	M	D	M	D	WM	D
Cognitive Domain	2.70	VMA	2.72	VMA	2.71	VMA
Follows simple directions	2.86	VMA	2.80	VMA	2.83	VMA
Identifies parts of his/her body	2.83	VMA	2.88	VMA	2.85	VMA
Distinguishes shapes/forms	2.90	VMA	2.80	VMA	2.85	VMA
Names and distinguishes colors	2.80	VMA	2.84	VMA	2.81	VMA
Speaks clearly in the language he/she brings to school	2.36	VMA	2.44	VMA	2.40	VMA
Gains more vocabulary	2.33	MA	2.64	VMA	2.47	VMA
Sees objects in relation to the position of other objects (in-out, above-under, front-back)	2.63	VMA	2.56	VMA	2.60	VMA
Identifies right and left of self	2.70	VMA	2.80	VMA	2.74	VMA
Discriminates objects according to size, length, color and shape	2.80	VMA	2.64	VMA	2.72	VMA
Recognizes numerals at least 1 up to 10	2.83	VMA	2.80	VMA	2.81	VMA
Affective Domain	2.73	VMA	2.59	VMA	2.67	VMA
Cares for his own personal needs such as dressing, eating, toileting and grooming	2.63	VMA	2.60	VMA	2.61	VMA
Attends to task for increasingly longer period of time	2.70	VMA	2.44	VMA	2.58	VMA
Assumes independent responsibility for completing tasks	2.70	VMA	2.56	VMA	2.63	VMA
Shares and takes turn	2.80	VMA	2.68	VMA	2.74	VMA
Engages in discussions and activities that include adults and other children in the classroom	2.70	VMA	2.52	VMA	2.61	VMA
Verbalizes feelings related to events in the classroom and home environment	2.73	VMA	2.72	VMA	2.72	VMA
Helps in simple tasks such as clean-up and serving snacks	2.83	VMA	2.60	VMA	2.72	VMA
Identifies and protects possessions	2.73	VMA	2.56	VMA	2.65	VMA

OBJECTIVES	PRIVATE		CHURCH-BASED		TOTAL	
	M	D	M	D	WM	D
Demonstrates self-control: anger, fear, sadness and happiness	2.60	VMA	2.48	VMA	2.54	VMA
Gets along well with others	2.83	VMA	2.68	VMA	2.76	VMA
Distinguishes right from wrong/good from bad	2.83	VMA	2.72	VMA	2.78	VMA
Psychomotor Domain	2.86	VMA	2.73	VMA	2.80	VMA
Exhibits well-coordinated movements such as walking, kicking, jumping and running	2.90	VMA	2.72	VMA	2.81	VMA
Exhibits pre-writing skills such as holding a pencil or crayon, scribbling and coloring	2.86	VMA	2.80	VMA	2.83	VMA
Exhibits writing skills such as printing number (with/without model), prints upper case letters (with/without model), prints lower case letters (with/without model), draws simple shape/pattern, copies part picture (with/without model), completes name (with/without model)	2.83	VMA	2.73	VMA	2.76	VMA
Over-all Mean	2.76	VMA	2.68	VMA	2.73	VMA

Legend:

<u>Mean (M)</u>	<u>Description (D)</u>
2.34 – 3.00	Very much attained (VMA)
1.67 – 2.33	Much attained (MA)
1.00 – 1.66	Not much attained (NMA)

Appendix H

Mean Ratings of Curricular Learning Areas and Teaching Techniques of the Kindergarten Education Program in Private and Church-based Preschools

ASPECT	PRIVATE		CHURCH-BASED		TOTAL	
	M	D	M	D	WM	D
Learning Areas	2.60	VMI	2.34	VMI	2.49	VMI
Communication Arts in English	2.86	VMI	2.84	VMI	2.85	VMI
Communication Arts in Filipino	2.76	VMI	2.00	MI	2.41	VMI
Social Living	2.73	VMI	2.64	VMI	2.69	VMI
Art	2.96	VMI	2.56	VMI	2.78	VMI
Music	2.96	VMI	2.48	VMI	2.74	VMI
Science	2.83	VMI	2.68	VMI	2.76	VMI
Math/Numeracy	2.46	VMI	2.44	VMI	2.45	VMI
Techniques of Teaching	2.68	VMI	2.21	MI	2.46	VMI
Storytelling	2.90	VMI	2.72	VMI	2.81	VMI
Dialogue	2.70	VMI	2.32	MI	2.52	VMI
Role playing	2.66	VMI	2.20	MI	2.45	VMI
Guessing game	2.83	VMI	2.36	VMI	2.61	VMI
Use of radio/tape recorder	2.66	VMI	2.08	MI	2.40	VMI
Filmstrips	2.26	MI	1.72	MI	2.01	MI
Fieldtrips	2.60	VMI	1.72	MI	2.20	MI
Observing and describing	2.83	VMI	2.56	VMI	2.70	VMI
Over-all Mean	2.64	VMI	2.27	MI	2.47	VMI

Legend: Mean (M) Description (D)

2.34 – 3.00	Very much implemented (VMI)
1.67 – 2.33	Much implemented (MI)
1.00 – 1.66	Not much implemented (NMI)

Appendix I

Frequency of Private and Church-based Preschool Administrators' and Teachers' Responses on Site Area, Building and Classroom Size of their Preschools

ASPECT	PRIVATE		CHURCH-BASED		TOTAL	
	F	P	F	P	F	P
Area of the School Site						
500 sq m or less	13	43.3	10	40.0	23	41.8
501 – 1000 sq m	5	16.7	4	16.0	9	16.4
1000 sq m or more	12	40.0	11	44.0	23	41.8
Total	30	100.0	25	100.0	55	100.0
Style/Construction of the Building						
Single storey	10	33.3	2	8.0	12	21.8
Double storey	6	20.0	13	52.0	19	34.5
Triple storey	14	46.7	10	40.0	24	43.6
Total	30	100.0	25	100.0	55	100.0
Size of the Classroom						
10 – 19 sq ft per child	11	36.7	7	28.0	18	32.7
20 – 29 sq ft per child	19	63.3	10	40.0	29	52.7
30 – 35 sq ft per child	0	0	8	32.0	8	14.5
Total	30	100.0	25	100.0	55	100.0

Legend: F – Frequency P – Percentage

Appendix J

Mean Ratings of Facilities of the Kindergarten Education Program in Private and Church-based Preschools

FACILITY	PRIVATE		CHURCH-BASED		TOTAL	
	M	D	M	D	WM	D
Classroom Equipment and Fixtures	2.76	VMA	2.41	VMA	2.60	VMA
Locker	2.20	MA	1.76	MA	2.00	MA
Shelf	2.96	VMA	2.44	VMA	2.72	VMA
Chair	3.00	VMA	2.80	VMA	2.90	VMA
Table	3.00	VMA	2.80	VMA	2.90	VMA
Blackboard	3.00	VMA	2.76	VMA	2.89	VMA
Easel board	2.20	MA	1.92	MA	2.07	MA
Cabinet	2.83	VMA	2.44	VMA	2.65	VMA
Bulletin board	2.93	VMA	2.40	VMA	2.69	VMA
Playground and Garden Equipment	2.07	MA	1.60	NMA	1.86	MA
Swing	2.16	MA	2.12	MA	2.14	MA
Seesaw	2.23	MA	2.08	MA	2.16	MA
Merry-go-round	2.00	MA	1.48	NMA	1.76	MA
Slide	2.63	VMA	2.08	MA	2.38	VMA
Wading pool	1.66	MA	1.44	NMA	1.56	NMA
Sandbox	2.13	MA	1.60	NMA	1.89	MA
Tunnel	2.13	MA	1.52	NMA	1.85	MA
Wheeled vehicle	1.86	MA	1.48	NMA	1.69	MA
Wooden train	1.86	MA	1.44	NMA	1.67	MA
Rocking boat	1.86	MA	1.44	NMA	1.67	MA
Balance beam	2.56	VMA	1.68	MA	2.16	MA
Tire	2.00	MA	1.44	NMA	1.74	MA
Tree house	1.90	MA	1.44	NMA	1.69	MA
Drinking fountain	2.00	MA	1.68	MA	1.85	MA
Pet cage	1.90	MA	1.44	NMA	1.69	MA
Aquarium	2.20	MA	1.48	NMA	1.87	MA
Health Facilities and Provisions for Safety	2.74	VMA	2.30	MA	2.54	VMA
Comfort room	2.96	VMA	2.76	VMA	2.87	VMA
Faucet	2.73	VMA	2.84	VMA	2.78	VMA
Force pump	2.30	MA	1.68	MA	2.01	MA
Lavatory	2.56	VMA	2.32	VMA	2.45	VMA
Bathroom	2.86	VMA	2.28	MA	2.60	VMA
Trashcan	2.90	VMA	2.68	VMA	2.80	VMA

First aid kit	2.80	VMA	2.08	MA	2.47	VMA
Rest area	2.76	VMA	2.00	MA	2.41	VMA
Bed	2.46	VMA	1.88	MA	2.20	MA
Mat	3.00	VMA	2.20	MA	2.63	VMA
Fluorescent lamp	2.96	VMA	2.76	VMA	2.87	VMA
Electric bulb	2.76	VMA	2.44	VMA	2.61	VMA
Window	2.96	VMA	2.60	VMA	2.80	VMA
Electric fan	2.40	VMA	1.68	MA	2.07	MA
Library Furniture and Materials	2.63	VMA	2.06	MA	2.37	VMA
Reading table	2.46	VMA	1.72	MA	2.12	MA
Armless chair	2.33	MA	2.00	MA	2.18	MA
Card catalog	2.63	VMA	1.96	MA	2.37	VMA
Filing cabinet	2.30	MA	1.68	MA	2.01	MA
Bookshelf	2.83	VMA	2.32	MA	2.60	VMA
Magazine and newspaper display rack	2.86	VMA	2.44	VMA	2.67	VMA
Librarian's desk and table	2.83	VMA	2.44	VMA	2.65	VMA
Typewriter/Computer with printer	3.00	VMA	2.56	VMA	2.80	VMA
Dictionary stand	1.90	MA	1.48	NMA	1.70	MA
Shelf list card cabinet	2.43	VMA	1.84	MA	2.16	MA
Reference book	2.73	VMA	1.88	MA	2.34	VMA
Professional book for teachers and staff	2.63	VMA	1.92	MA	2.30	MA
Leisure and fiction book	3.00	VMA	2.20	MA	2.63	VMA
Magazine and newspaper	2.90	VMA	2.44	VMA	2.69	VMA
Office Equipment and Supplies	2.72	VMA	2.18	MA	2.47	VMA
Business form	3.00	VMA	2.56	VMA	2.80	VMA
Check writer	2.33	MA	2.00	MA	2.18	MA
Intercom model	2.83	VMA	2.32	MA	2.60	VMA
Typewriter/Computer with printer	2.43	VMA	1.84	MA	2.16	MA
Filing cabinet	2.63	VMA	1.96	MA	2.32	MA
Dictating machine	2.86	VMA	2.44	VMA	2.67	VMA
Indexing equipment	2.90	VMA	2.44	VMA	2.69	VMA
Telephone	2.73	VMA	1.88	MA	2.34	VMA
Table and chair	2.86	VMA	2.44	VMA	2.67	VMA
Calculator/Auditing machine	2.63	VMA	1.92	MA	2.30	VMA

Legend: Mean (M) Description (D)

2.34 – 3.00 Very much adequate (VMA)
1.67 – 2.33 Much adequate (MA)
1.00 – 1.66 Not much adequate (NMA)

Appendix K

Mean Ratings of Activity Center Provisions of the Kindergarten Education Program in Private and Church-based Preschools

ACTIVITY CENTER PROVISION	PRIVATE		CHURCH-BASED		TOTAL	
	M	D	M	D	WM	D
Personal Care and Grooming	2.66	VMA	2.12	MA	2.42	VMA
Mirror	2.60	VMA	2.20	MA	2.41	VMA
Dresser	2.03	MA	1.56	NMA	1.81	MA
Towel	2.90	VMA	2.44	VMA	2.69	VMA
Soap	2.93	VMA	2.36	VMA	2.67	VMA
Toothbrush	2.63	VMA	1.72	MA	2.21	MA
Toiletry	2.90	VMA	2.48	VMA	2.70	VMA
House and Garden Care	2.61	VMA	2.12	MA	2.39	VMA
Shovel	2.23	MA	1.60	NMA	1.94	MA
Spade	2.30	MA	1.64	NMA	2.00	MA
Pail	2.73	VMA	2.16	MA	2.47	VMA
Sprinkler	2.33	MA	1.68	MA	2.03	MA
Basin	2.66	VMA	2.52	VMA	2.60	VMA
Mop	2.73	VMA	2.28	MA	2.52	VMA
Sand table	2.26	MA	1.60	NMA	1.96	MA
Ironing board	1.93	MA	1.56	NMA	1.76	MA
Wooden iron	2.10	MA	1.56	NMA	1.85	MA
Broom	2.83	VMA	2.72	VMA	2.78	VMA
Plate	2.93	VMA	2.52	VMA	2.74	VMA
Spoon	2.93	VMA	2.52	VMA	2.74	VMA
Fork	2.93	VMA	2.52	VMA	2.74	VMA
Knife	2.86	VMA	2.40	VMA	2.65	VMA
Pitcher	2.86	VMA	2.44	VMA	2.67	VMA
Glass	2.93	VMA	2.36	VMA	2.67	VMA
Cup	2.90	VMA	2.44	VMA	2.69	VMA
Toy stove/oven	2.43	VMA	1.84	MA	2.16	MA
Nail	2.33	MA	2.00	MA	2.18	MA
Hammer	2.73	VMA	1.88	MA	2.34	VMA
Saw	2.66	VMA	1.80	MA	2.27	MA
Scissor	2.86	VMA	2.80	VMA	2.83	VMA
Communication Skills/Language Arts	2.80	VMA	2.46	VMA	2.65	VMA
Letter of the alphabet	2.96	VMA	2.96	VMA	2.96	VMA

Story book	2.96	VMA	2.68	VMA	2.83	VMA
Reading chart	2.96	VMA	2.64	VMA	2.81	VMA
Comic/Magazine	2.53	VMA	2.16	MA	2.36	VMA
Motor and Creative Development	2.86	VMA	2.33	MA	2.62	VMA
Color chart	2.90	VMA	2.08	MA	2.52	VMA
Coloring book	2.83	VMA	2.32	MA	2.60	VMA
Rough /course surface	2.60	VMA	2.08	MA	2.36	VMA
Fine/smooth surface	2.63	VMA	1.96	MA	2.32	MA
Paint/Crayon	2.90	VMA	2.00	MA	2.49	VMA
Paint brush	2.93	VMA	2.28	MA	2.63	VMA
Art paper	3.00	VMA	2.56	VMA	2.80	VMA
Paste	3.00	VMA	2.84	VMA	2.92	VMA
Music	2.23	MA	1.75	MA	2.01	MA
Castanet	1.93	MA	1.40	NMA	1.69	MA
Tambourine	2.23	MA	1.80	MA	2.03	MA
Piano	2.13	MA	1.76	MA	1.96	MA
Organ	2.53	VMA	1.80	MA	2.20	MA
Guitar	2.36	VMA	1.92	MA	2.16	MA
Phonograph/Karaoke	2.00	MA	1.64	NMA	1.83	MA
Radio	2.73	VMA	2.20	MA	2.49	VMA
Cassette tape recorder	2.66	VMA	2.36	VMA	2.52	VMA
Bamboo maracas	1.90	MA	1.48	NMA	1.70	MA
Coconut maracas	1.93	MA	1.40	NMA	1.69	MA
Xylophone	2.10	MA	1.52	NMA	1.83	MA
Sensory-perceptual and Numeracy Skills	2.70	VMA	2.02	MA	2.39	VMA
Counter	2.83	VMA	2.04	MA	2.47	VMA
Bead	2.63	VMA	1.92	MA	2.30	MA
Shape/Geometric figure	2.96	VMA	2.44	VMA	2.72	VMA
Number card	2.93	VMA	2.52	VMA	2.74	VMA
Nature table	2.73	VMA	1.80	MA	2.30	MA
Weighing scale	2.46	VMA	1.72	MA	2.12	MA
Set of weights	2.36	VMA	1.76	MA	2.09	MA

Legend: Mean (M) Description (D)

2.34 – 3.00 Very much adequate (VMA)
1.67 – 2.33 Much adequate (MA)
1.00 – 1.66 Not much adequate (NMA)

BIOGRAPHICAL SKETCH

In a little village of Alipangpang, Pozorrubio, Pangasinan, Milagros Corpuz Prado was born on January 26, 1953 to a couple Juan and Regina Corpuz.

She completed her elementary education at Pozorrubio Central Pilot School in 1966 and her secondary education at Pozorrubio High School in 1970.

To fulfill her call to Christian ministry, the researcher attended the Nazarene Bible College at La Trinidad, Benguet. In 1975, she graduated cum laude with the degree of Bachelor of Religious Education. After graduation, she was appointed to serve as the college secretary in her Alma Mater. While serving in such capacity, she felt the need to further her studies. So, she enrolled in the teacher education program at the University of Baguio, where she was conferred with the degree of Bachelor of Elementary Education in 1993. It was also the second time when she graduated cum laude.

With the strong encouragement of her husband and constant prodding by her friends, she found herself studying again. In 1998, she decided to take up courses leading to Master of Arts in Education. However, her educational pursuit did not end here. Concurrent with her graduate studies, she attended

classes at the Luzon Nazarene Bible College until she finished the Bachelor of Arts in Theology degree in 2001.

This year 2006 marks the researcher's 31st year of faithful service through the educational ministry of the Luzon Nazarene Bible College. She is so privileged to serve the College in various capacities such as secretary, treasurer, bookkeeper, dormitory supervisor and part-time instructor.

At the same time, she and her husband are serving the Lord as pastors of the Church of the Nazarene in Aringay, La Union.

