



De La Salle University – Dasmariñas

GRADUATE PROGRAM

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**THE EARLY CHILDHOOD EXPERIENCES PROGRAM (ECEP) AT THE
CENTER III IN THE DISTRICT OF SILANG I**

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the Faculty of the Graduate School of Education Arts and Sciences
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Major in Educational Management

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ABSTRACT

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STATEMENT OF THE PROBLEMS:

The study determined the Early Childhood Experiences Program (ECEP) at the Center III in the District of Silang I, District of Cavite, school year 2004-2005.

Specifically, this study sought to answer the following problems:

1. What are the strategies and learning activities used by the teacher-respondents?
2. What are the available resources for ECEP at the Center III in the District of Silang I?



3. What is the achievement level of grade one pupils in the three domains of development: cognitive, affective, and psychomotor after the ECEP?
4. What is the analysis of the school heads and teachers of the ECEP in terms of the following criteria: appropriateness, attainment, validity and effectiveness?
5. What are the problems encountered by the administrators, teachers, and learners in the implementation of the program?

SCOPE AND COVERAGE

This study determined the Early Childhood Experiences Program at the Center III in the District of Silang I, Division of Cavite for school year 2004-2005. It involved 615 or 100 percent grade one pupils, 15 or 100 percent grade one teachers, and 8 or 100 percent of the school heads in eight elementary schools namely; Batas Elementary School, Iba Elementary School, Kalubkob Elementary School, Kasuyan Elementary School, Litlit Elementary School, Lucsuhin Elementary School, Tatiao Elementary School, and West Central Elementary School.

METHODOLOGY:

This study employed the descriptive method of research since it deals with the ECEP in terms of its appropriateness, validity, attainment, and effectiveness, and its effect on cognitive, affective, and psychomotor development of grade one pupils. The data gathered were statistically treated



using percentage, average weighted mean, mean, and ranking. Questionnaire was the main instrument of the study supplemented by interviews and observations.

MAJOR FINDINGS:

1. The teaching strategies mostly used were games, contests, and songs. Learning activities used were those prescribed in the ECEP Manual such as meeting time and big and small group activities excluding outdoor types.

2. The most available resources were storybooks, picture books, educational toys and mini-library.

3. Achievement level of the grade one pupils after the ECEP implementation as to Cognitive development is Moderately Extensive with the mean of 3.25, Affective development at 3.16, Social Skills at 3.25, and Psychomotor skills at 3.33 which are all interpreted as “Moderately Extensive.”

4. With regard to the analysis of the school heads and teachers, as to appropriateness the teachers had an overall mean of 4.50 and the school heads at 4.27. Both are interpreted as “Very Highly Observable.”

As to attainment the overall mean for the teacher and school head are 3.56 (Highly Observable) and 3.46 (Moderately Observable) respectively.

As to validity, the obtained overall mean are 4.30 (Very Highly Observable) and 3.67 (Highly Observable) for the teachers and school heads, respectively.



As to effectiveness, the obtained overall means of the teachers and school heads are 3.42 and 3.76 interpreted as Highly Observable.

5. As to the problem encountered in the implementation of ECEP by the administrators, financial constraint had weighted mean of 4.12 and organizations of classes had 4.09. Both are interpreted as serious.

On the part of the teachers, the Very Serious problems were on the equipment at (4.74) and instructional materials at (4.13) all considered as serious.

Among the learners, the study habits with a weighted mean of 3.96 is considered Serious.

Conclusions

Based on the findings the following conclusions were drawn:

1. The most used teaching strategies were games, contests, and songs, while drama and role playing were not used. Learning activities in the ECEP manual were followed during meeting time and small and big groups activities etc., excluding outdoor activities.

2. The most available resources were the story and picture books, educational toys, and mini-library.

3. Grade one pupils achieved satisfactorily even in their cognitive development especially in sensory-perceptual and numeracy skills but did poorly in Communication Arts in English.



ECEP developed satisfactorily the affective, social, and psychomotor skills of the grade one pupils. However, there are some points that need to be improved as to the attitude of the pupils toward their environment and classmates.

4. Both the teachers and school heads view the curricular offerings of ECEP as very appropriate in terms of its objectives as preparing the child socially and adapted to his environment; effective in terms of teachers factors ; valid and complete as to the experiences to be developed, however, there are still points to be improved.

5. Administrators considered financial constraint to support the program, organizations of classes and teachers' assignment as serious problems encountered in the implementation of ECEP.

Teachers considered equipment, instructional materials, preparation of materials, large number of students and classroom as their problems in the implementation of ECEP.

Recommendations

1. Lessons in Communication Arts in English should be made interesting. Role playing and drama should be used to developed pupils' communication skills in English. Attractive and interesting instructional materials should also be prepared to enhance instruction.

2. More manipulative and hands on activities are recommended in teaching mathematics to visualize concepts being taught.



3. Integration of values should be emphasized so that pupils' behavior and proper attitude like sharing, caring for the environment, and good manners can be developed at this stage. Ready-made lesson plans prepared by the regions are highly recommended.

4. Grade one teachers should have taken subjects regarding early childhood education and be relieved of ancillary services so they can prepare their lessons and support instructional materials (SIMs) for effective instruction.

5. Contents of ECEP should be reviewed from time to time to adapt them to the present trend of societal conditions and nature of the child. Varied evaluative instruments should be used to serve as bases for improvement.

6. Communication with and presentation to the proper authorities should be made regarding the problems of the school heads and teachers on ECEP so that they could look into these problems.

7. Similar study is highly recommended which should include other variables not included in this study.



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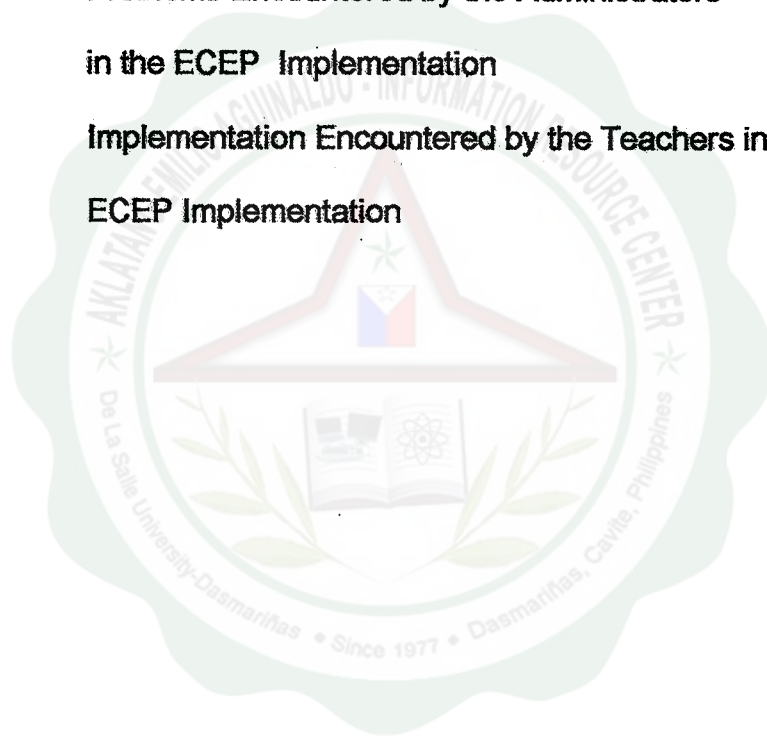


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