



ABSTRACT

Name of Institution: Elizabeth Seton School-South
Address: Anabu II-D, Imus, Cavite
Title: The Pre-school Program of Elizabeth Seton School-South: An Assessment
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STATEMENT OF THE PROBLEM:

The following questions were answered in the study:

1. What is the pre-school program (PSP) of Elizabeth Seton School-South (ESS-South), Pre-school Department in terms of rationale and basic assumptions of the program, physical plant, teachers rendering the program, time management scheme, classroom management procedures, and evaluation processes?
2. What is the level of achievement of the pre-school pupils in terms of cognitive, affective and psychomotor development as shown in their report card?



3. What are the perceptions of the parents and the teachers as to the adequacy of the physical plant and effectiveness of the teachers rendering the program, time management scheme, classroom management procedures, and evaluation process of the PSP?

4. Are there significant differences in the perceptions of the two groups of respondents of the PSP as to the adequacy of physical plant, effectiveness of the teachers rendering the program, time management scheme, classroom management procedures and evaluation processes?

5. Based on the findings of the study, what strategies can be formulated to improve the implementation of the PSP?

SCOPE AND COVERAGE:

This study was conducted in Elizabeth Seton School at Anabu II-D, mus, Cavite school year 2001-2002. This study was limited on the assessment of the pre-school program of ESS-South, school year 2001-2002 as perceived by teachers and parents. The respondents of the study were 6 or 100% of teachers in the pre-school department of Elizabeth Seton School-South and 142 parents or 44% of the parents of the preschoolers. The subjects of the study were the 162 or 50% of the total enrolment of pupils in the pre-school.



METHODOLOGY:

The qualitative-descriptive research design was used employing documentary analysis and questionnaire to gather the necessary data for the study. Descriptive statistical tools were employed in the study.

FINDINGS:

Based from the data gathered the following findings were presented: (a) rationale shows that PSP of ESS-South is based on the concept of change, relatedness and responsiveness on the present conditions of the learners and their needs, (b) that the basic assumptions of ESS-South regarding their PSP is child-centered considering their affective, cognitive and psychomotor development, (c) physical plant includes the prescribed facilities of the Department of Education and other modern technologies to enhance learning, (d) pre-school teachers meet standard criteria and demonstrate Information Technology and Telecommunication skills, (e) Time management scheme and classroom management practices focuses on activities that develop a wholistic learner, (f) Evaluation procedures were geared towards a wholistic assessment of the learner.

As to the level of achievement of 162 preschoolers in cognitive, affective and psychomotor development, all were interpreted as Very Good. As to the teachers and parents perceptions regarding teachers



rendering the program, time management scheme, classroom management procedures, and evaluation process, it was interpreted as very effective. As to physical plant, it was interpreted as Very Effective as perceived by the teachers and Effective only as perceived by the parents. Using the computed t-value, it was concluded that no significant differences were found among perceptions of teachers and parents regarding the teachers rendering the program and time management scheme. On the other hand, computed t-values from the perceptions of teachers and parents regarding physical plant, classroom management procedures and evaluation process were interpreted to have significant differences.

CONCLUSIONS:

1. The pre-school program.

(a) The program of ESS-South Pre-school Department has its own rationale of establishing an effective and well-rounded program for social, emotional, aesthetics, and physical development of the child along with his cognitive development. Its basic assumptions have something to do with change, instructions, people participation, pupils' interests, theory of brain dominance and values integration. (b) Physical plant consists of classrooms, facilities, and equipment which cater to the needs of pupils. (c) Teachers rendering the program are



educationally qualified and most of them are on the right age to handle preschoolers. (d) There is flexibility of class schedule and activities. (e) Classroom management procedures stress on pupils' interest and a caring, encouraging, and humane atmosphere. (f) Evaluation includes pupils' achievement on various phases of class activities and ratings are shown in the report card.

2. Generally, pupils had very good level of achievement on the cognitive, affective, and psychomotor development. However, there are plenty of rooms for improvement.

3. As to physical plant, teachers perceived it as very adequate while the parents found it adequate only. Parents believed there are still points to be improved. As to teachers rendering the services, time management, classroom management, and evaluation process, the teachers and the parents perceived them as very effective, however, there are points in which the parents have to be oriented.

4. With regard to the comparison of the perceptions of the teachers and parents regarding the adequacy/effectiveness of pre-school program, the teachers and parents differed in terms of physical plant, classroom management, and evaluation process, but both groups agreed on the effectiveness of the pre-school program in terms of teachers rendering the program and time management scheme.



RECOMMENDATIONS:

1. Components of physical plants as classrooms should be increased in size or restructure to allow ease of movements for preschoolers.

2. Teachers should be highly computer-literate to ensure proper delivery of instructions and to facilitate the lessons with ease and mastery.

3. Parents should be properly oriented as to classroom management and evaluation process at the beginning of the school to acquaint them of the teaching-learning process/ technique/ strategies, to gain their utmost support and cooperation regarding the program.

4. Improved classroom strategies/ technique/ approaches should be used to further enhance learning using the pre-school program in teaching preschoolers.

5. Teachers rendering the program should be trained on Information Technology (IT) through formal schooling or seminar-workshops to further enhance their skills in handling the pre-school program.

6. Implementation of the proposed modification and improvement of the program in this study is highly recommended.

7. Other schools are encouraged to assess their pre-school



programs and determine which points should be improved, maintained and changed for the advancement of the program which is considered very important in the educational scenario.

8. Further studies of the same nature are highly recommended to involve more respondents and other variables not included in this study to substantiate the applicability of the present findings.

