

**Early Childhood Experiences Program (ECEP):
Success or Failure?**

782000

A Thesis

Presented to

The Faculty of the Graduate School of Education

Arts and Sciences

De La Salle University - Dasmariñas

Dasmariñas, Cavite



In Partial Fulfillment

of the Requirements for the Degree

Master of Arts in Education

Major in Educational Management

Luzviminda Marquina Belen

March 1997

25 JUN 1997

AKLATANG EMILIO AGUINALDO

ABSTRACT

Name of Institution : De La Salle University-Dasmariñas
Address : Dasmariñas, Cavite
TITLE : Early Childhood Experiences Program (ECEP):
Success or Failure?
Author : Luzviminda Marquina Belen
Degree : Master of Arts in Education
Specialization : Educational Management
Date Started : October 1996
Date Completed : March 1997

OBJECTIVES OF THE STUDY:

General:

Find out if the integration of Early Childhood Experiences Program (ECEP) in Grade I curriculum is a success or failure.

Specific:

1. Find out the achievement level of Grade I pupils in terms of cognitive, affective, and psychomotor development S Y 1996-1997.
2. Find out the problems encountered by the teachers in the implementation of the program.
3. Determine if ECEP is a success or a failure.

Methodology

The subjects of the study were the 727 or 39.5% of the 1,842 Grade I pupils from selected schools of the District of Silang I in the Division of Cavite. There were 94 Grade I pupils from Litlit Elementary School, 62 from Batas Elementary School, 218 or 30% from Bagong Buhay Elementary School, and

259 or 30% from Bulihan Sites and Services Project Elementary School. Thirty-one or 100% of the teachers in the District of Silang I were involved in this investigation. Subjects of the study were selected by pure random sampling.

In the analyses of data gathered, frequency count, percentage, average weighted mean, and mean were used.

Summary of Findings

1. The achievement level of Grade 1 pupils in terms of cognitive skills is 2.61; affective development skills is 2.62; and motor skills is 2.59 which were all rated Fair.

2. The very serious problems/constraints encountered by the teachers in the implementation of the program were: inadequate instructional materials (books, workbooks, etc.) with an average weighted mean of 2.96 ranked No. 1; inadequate equipment is 2.90 ranked No. 2; large classes is 2.67 ranked No. 3; inadequate classroom is 2.61 ranked No.4; poor study habits among six-year-old is 2.29 ranked No. 5; poverty is 2.19 ranked No. 6; unsupportive parents is 2.3 which ranked No. 7; and the not serious problem is poor health which ranked No. 8. The average area mean is 2.58 which means there were serious problems that existed in the implementation of the program.

3. As to the summary ratings of cognitive, affective, and motor skills of Grade I pupils the average mean is 2.61 which is rated Fair. Thirty-one or 100% of the teacher respondents answered No as to the implementation of the ECEP.

As to the suggested solutions of the teachers for the implementation of the program, 31 or 100% suggested that another teacher should be assigned to

teach the six-year-olds and there must be available number of textbooks; 30 or 97% suggested separation of six-year-olds from the seven-year-olds; 28 or 90% suggested that additional teachers and enough rooms should be provided. Based from the data presented, generally, ECEP is not as successful as expected.

Conclusions

Based on the findings of this study, the following conclusions were drawn:

1. The achievement level of the Grade I pupils in terms of cognitive, affective, and psychomotor skill development is Fair which means that the pupils achieved below average. They did not achieve much as expected.

2. Problems and constraints met by the teachers in the course of the implementation of the program affected the achievement of the pupils.

The very serious problem encountered by the teachers in the implementation of the program are inadequate instructional materials, large classes (more than 30 pupils), and inadequate classrooms.

These proved unpreparedness in the implementation of the program, no monitoring in the adequacy of the instructional materials, equipment, and sizes of classes which had greatly affected its success.

3. The mean did not come up to the expectation of the policy makers because of the many problems encountered which is common to any program at its early stage of implementation.

Recommendations

Based on the findings and conclusions, the following recommendations are presented:

1. There is a need of strengthening the cooperative efforts of the teachers and administrators concerned to raise the achievement level of Grade I pupils in terms of cognitive, affective, and psychomotor skills development.
2. Since the achievement level was not as high as expected, DECS officials should look into its strengths and weaknesses.
3. The period of eight-week curriculum should be extended to give enough time to develop required skills for Grade I pupils to achieve better results.
4. The very serious problems encountered by the teachers in the implementation of the program should be given priority by the authorities concerned for immediate remedial measures to attain effective and profitable results.
5. In the implementation of any program, budgetary allotment should be considered for the provision of all the needs of the learners and the teachers involved to ensure success.
6. Honest evaluation of the program should be given emphasis to determine the extent and effectiveness of the program.
7. Another research study should be conducted to investigate further the success or failure of the ECEP.

TABLE OF CONTENTS

	Page
TITLE PAGE	1
ABSTRACT.....	2
APPROVAL SHEET	6
ACKNOWLEDGMENT.....	7
TABLE OF CONTENTS	9
LIST OF TABLES	11
LIST OF FIGURES	12
CHAPTER	
1 THE PROBLEM AND ITS SETTING	
Introduction.....	13
Conceptual Framework	16
Statement of the Problem	17
Assumptions.....	18
Scope and Delimitation of the Study	18
Significance of the Study	19
Definition of Terms	20
2 REVIEW OF RELATED LITERATURE	
Conceptual Literature	23
Research Literature	42
3 METHODOLOGY	
Research Design	50
Population.....	50
Instrumentation Data Gathering Technique	51

	Statistical Treatment of Data	55
4	PRESENTATION, ANALYSES, AND INTERPRETATION OF DATA	
	Specific Problem 1	56
	Specific Problem 2	66
	Specific Problem 3	68
5	SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	
	Summary.....	71
	Conclusions.....	73
	Recommendations.....	74
	REFERENCES	75
	APPENDICES	
	A. Letter of Request	79
	B. Superintendent's 1st Endorsement	80
	C. Questionnaire for the Teacher	81
	D. Questionnaire for the Pupils	84
	E. Curriculum Vitae	87

LIST OF TABLES

TABLE	PAGE
1 Readiness of Communication Skills in English by Grade I Pupils	57
2 Readiness in Communication Skills in Filipino	58
3 Numeracy Skills	59
4 Sensory-Perceptual Skills	60
5 Level of the Cognitive Skills of the Grade I Pupils	61
6 Socio-Emotional Development of the Grade I Pupils	63
7 Social Skills of the Grade I Pupils	64
8 Affective Development Skills of the Subjects	65
9 Motor Skills of the Grade I Pupils	66
10 Problems Encountered by the Teachers in the Implementation of the Program	68
11 Summary Ratings of the Cognitive, Affective, and Motor Skills of the Grade I Pupils	69
12 Responses of the Teachers as to the Implementation of the ECEP	70
13 Suggested Solutions of the Teachers for the Implementation of the Program	71

FIGURE

Figure

Page

1 The Variables and their Relationships 17

