



De La Salle University – Dasmariñas

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**The Status of Pre – School Education
in Selected Public Schools
in Cavite**

An Undergraduate Thesis

Presented to

the Faculty of the College of Education,

De La Salle University – Dasmariñas

Dasmariñas, Cavite

In Partial Fulfillment

of the Requirements for the Degree

Bachelor of Elementary Education

With area of concentration in Early Childhood Education

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March 2007

**ABSTRACT**

Name of Institution: **De La Salle University - Dasmariñas**

Address: Dasmariñas, Cavite

Title: **The Status of Pre - School Education in Selected Public Schools in Cavite**

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FUNDING SOURCE: Parents COST: 7,000

DATE STARTED: June 2006 DATE COMPLETED: March 2007

OBJECTIVES OF THE STUDY:**A. GENERAL:**

Analyze and determine the status of Pre-school education in selected Public Schools in Cavite.

B. SPECIFIC:

1. Determine and analyze the status of pre - school education in selected public schools in Cavite with regard as to the curriculum, staff requirements and physical environment.

SCOPE AND COVERAGE:

This study covered the status of pre - school education in selected public schools in Cavite. The three (3) schools are Bacoor Central School in Bacoor, Cavite, Rosario Central School in Rosario,



Cavite and Tanza Central School in Tanza, Cavite. It was limited in determining of the curriculum, staff requirements and physical environment.

METHODOLOGY:

The study made use of descriptive method of research, specifically, documentary analysis was used.

The available sources of data were DECS Order No 107 s. 1989 entitled STANDARDS FOR THE ORGANIZATION AND OPERATION OF PRE – SCHOOLS (KINDERGARTEN LEVEL), and the data and information gathered from the selected schools.

FINDINGS:

1. The Bacoor Central School in Bacoor, Cavite, Rosario Central School in Rosario, Cavite and Tanza Central School followed the curriculum given by the Department of Education in the DECS Order No. 107 s. 1989. It is focused on the following areas of development: physical, personal, social, affective, cognitive and creative – aesthetic. The curriculum also covers learning areas such as communication skills like developing skills in listening, speaking, reading and writing; Numeracy skills which include classifying and separating objects according to size color and shape; sensory perceptual skills dealt more on the development of the five senses;



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socio - emotional development like developing the values of independence, friendship and self - help skills; and motor and creative development which includes art, music and physical education.

2. The status of Pre - school education in Bacoor Central School in Bacoor, Cavite, Rosario Central School in Rosario, Cavite and Tanza Central School in Tanza, Cavite in terms of the staff requirements is that Owner / Operator of the Pre - elementary school is supported by the PTCA which stands for Parents, Teachers, and Community Associations and monitored by the School Principal as deducted to the salary of the Pre- School teachers. For Bacoor Central School, they have 1 Pre - school teacher which is a graduate of BS EE with 18 units in Early Childhood Education and they have 1 Para - Professional which is a high school graduate with 20 hours Pre - school training with certificate. For Rosario Central School, they have 1 Pre - school teacher which was a graduate of Commerce with 39 units in Early Childhood Education. For Tanza Central School, they have 3 Pre - school teachers which two of them are graduates of BS EE with 18 units in Pre- school Education and the head teacher is a graduate of BS SE with 39 units in Early Childhood Education.



3. The status of Pre - school in Bacoor Central School in Bacoor, Cavite, Rosario Central School in Rosario, Cavite, and Tanza Central School in Tanza, Cavite in terms of the physical environment was they only occupied a space inside the premises of the school, the classroom size was not followed since this type of settings are only applicable to private schools said the pre - school teachers. For Bacoor Central School their classroom was under renovation so much so that they only occupy a room from another building few steps away from the school and their pre - school name is Maliksi Elementary School. For Rosario Central School they have only 1 classroom and 3 sessions per day from nursery, kindergarten and preparatory levels. For Tanza Central School they have 3 classrooms and 3 sessions of classes per day from nursery, kindergarten and preparatory per pre - school teacher.

CONCLUSIONS:

1. For the curriculum of the selected schools, Bacoor Central School in Bacoor, Cavite, Rosario Central School in Rosario, Cavite and Tanza Central School in Tanza, Cavite they have followed the requirements of the Department of Education in the DECS Order No. 107 s. 1989 entitled Standards for the Organization and Operation of Pre - Schools (Kindergarten level).



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2. In terms of the staff requirements, the pre – schools of three selected schools were supported by the PTCA or the Parents, Teachers, Community Associations and monitored by the principals of the said schools. They have pre – schools teachers who were graduates of education with units in pre – school education and only with units in pre – school education.

3. In terms of the physical environment, the three respective pre – schools occupies a space within the premises of the said schools that is why the prescribed area for the pre – school is not followed. They also don't have playground equipment and gardening tools.

RECOMMENDATIONS:

1. For the curriculum, computer subjects maybe added to. It should also be focused on developing the communication skills both English and Filipino. Livelihood or practicality in life should also be given emphasis on the curriculum and for the physical growth both the fine and motor skills.

2. For the staff requirements, strengthen the qualifications for the staff requirements especially with the pre – school teacher and hire more - good pre – school teachers.

3. For the physical environment, improve on the structure of



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the environment, attain what is being prescribed, minimize the class size limit it to 30 per teacher. Have washing facilities. Have playground equipment so much so that physical development will be given emphasis. Have tools for gardening. Provide more reading materials especially books for the children to read and enjoy with. Have music instruments and use them for effective teaching.

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