

RESEARCH ARTICLE

The assessment of pre-school program: The case of Indanan South District

Hudaïda Sabtîrî Juhailî^{1*} and Masnônâ S. Asîrî¹

¹Graduate School, Sulu State College, Jolo, Sulu.

*Corresponding author: sscgspub@sulustatecollege.edu.ph

ABSTRACT. This study is descriptive-exploratory research that aims to determine the impact of the preschool program on teacher respondents' perceptions in the Indanan South District of Sulu. Various statistical tests, such as weighted mean, standard deviation, t-test, one-way ANOVA, and Pearson's r test, were used to analyze the data. The following findings were obtained from the study: The majority of the one hundred teacher respondents are married, between the ages of 26 and 30, female, possess a bachelor's degree, and have worked for less than five years. The method of thinking subcategories pertaining to the influence of preschool programs on a child's primary school performance received an "agree" rating with a weighted mean score of 3.71 and a standard deviation of 0.79174. The teacher respondents in the Indanan South District, on the other hand, rated the behavior-related subcategory as "moderately agree," with a weighted mean score of 2.90 and a standard deviation of 0.85952. Regarding the perceived impact of the preschool program, age, gender, duration of service, civil status, and educational attainment did not correlate significantly. This finding indicates that, notwithstanding their demographic characteristics, the teacher participants held comparable perspectives regarding the influence of the preschool program in the Indanan South District. Moreover, a robust interdependence was observed among the subcategories pertaining to the magnitude of the influence of preschool programs in the Indanan South District, as evidenced by the high correlations between them.

KEYWORDS: *Preschool Program, Assessment Of Preschool Program*

ARTICLE DETAILS

JEAS-00023; Received: March 20, 2024; Accepted: April 15, 2024; April 28, 2024

CITATION:

Juhaili, Hudaïda S. and Asiri, Masnônâ S. (2024). The Assessment of Preschool Program: The case of Indanan South District. *Journal of Education and Academic Settings*. DOI: 10.62596/je3na507

COPYRIGHT

Copyright © 2024 by author(s). *Journal of Education and Academic Settings* is published by Stratworks Research Inc. This is an Open Access article distributed under the terms of the Creative Commons Attribution License (<https://creativecommons.org/licenses/by/4.0/>), allowing redistribution and reproduction in any format or medium, provided the original work is cited or recognized.

Introduction

Preschools provide educational services to children ranging from infancy to six years of age. There is significant variation in the preschool education system, with various approaches, philosophies, and practices across different school jurisdictions. The term "preschool education" encompasses various institutions, including nursery schools, day care centers, and kindergartens, which are occasionally employed interchangeably. Early childhood education (ECE) is a specialized field within educational theory that focuses on the instruction and guidance of young children from birth to the age of eight. The focus of this study lies in the examination of developmental education preceding the introduction of compulsory education. Preschool education is a comprehensive educational approach that encompasses a range of activities and tuition, aimed at fostering the

physical, cognitive, and social development of children. UNESCO (2017) conducted a study on preschool education gained popularity in the 20th century as a result of advancements in developmental psychology. Jean Piaget's research shed light on the psychological development that takes place during early childhood. Educators like Froebel also recognized the importance of early stimulation, especially through play and role playing, for children to reach their full potential.

Further contributing significantly were the expectations of employed mothers who were responsible for providing a nurturing atmosphere for their young children during their work hours. The primary function of each preschool environment determines its nature. Some are dedicated to child care, like a daycare program, which goes beyond the family and helps children prepare for school. Some programs are specifically tailored to provide early educational opportunities for young children, such as kindergarten. Infancy's initial phases have a crucial impact on molding children's cognitive development.

External variables have been found to have a major impact on the acquisition of a range of abilities and skills, including language, motor skills, psychosocial cognitive capacities, and learning. The educational setting that a child experiences between the ages of 6 to 8 years old has a significant impact on shaping their developmental processes. The foundation of early childhood education lies in the research and philosophy of Jean Piaget, with a primary emphasis on the play-based learning of children. This meets the various needs of children, including their physical, intellectual, verbal, emotional, and social needs.

The primary objective of this study is to ascertain the methodologies, techniques, and strategies employed by preschool educators. By identifying the prevailing methods, techniques, and strategies, this research aims to establish a solid groundwork for comprehending the influence of preschool programs on the academic achievements of primary school children. Based on the aforementioned information, the present study was formulated with the objective of examining the influence of a preschool program on a child's academic achievement in primary school, specifically focusing on the Indanan South District.

Research Questions

The study ascertained impact of preschool program to child's performance in primary school: the case of Indanan South District.

Specifically, it provided corresponding answers to the posited queries below:

1. What is the demographic profile of the teacher-respondents in terms of:
 - 1.1. Age;
 - 1.2. Gender;
 - 1.3. Civil Status;
 - 1.4. Educational Attainment; and
 - 1.5. Length of Service?
2. What is the extent of the level of impact of preschool program to child's performance in primary school: the case of Indanan South District in the context of:
 - 2.1. Way of Thinking; and
 - 2.2. Behavior?
3. Is there a significant difference in the extent of impact of preschool program to child's performance in primary school: the case of Indanan South District when data are grouped according to their demographic profile in terms of:
 - 3.1. Age;
 - 3.2. Gender;
 - 3.3. Civil Status;

- 3.4. Educational Attainment; and
- 3.5. Length of Service?
- 4. Is there a significant correlation among the sub-categories subsumed under the extent of impact of preschool program to child's performance in primary school: the case of Indanan South District in the context of way of thinking, and behavior?

Literature

This chapter reviews studies directly related to teacher motivation elements to assist this researcher in clearly and precisely conceptualizing the research topic, as well as determining the relationship between her research challenges and the principles in this area.

Preschool Education

Preschool education, encompassing programs like nursery school, day care, and kindergarten, is a branch of early childhood education (ECE) that focuses on teaching children from infancy to six years old, focusing on developmental education before compulsory education. It involves daily activities, tuition, and enhancing physical, cognitive, and social development. Preschool education, encompassing programs like nursery school, day care, and kindergarten, is a comprehensive approach to early childhood education, providing children with the necessary skills and knowledge before starting statutory education.

The rise of preschool education in the 20th century is linked to developmental psychology, educators like Jean Piaget and Froebel, and the needs of working mothers. Preschool environments vary, focusing on child care, socialization, or early educational experiences like kindergarten. Daycare programs provide socialization and prepare children for school, while kindergartens provide early education.

Early childhood is crucial for children's mental function development, influenced by exogenous factors like educational environment. Early childhood education, based on Jean Piaget's philosophy, focuses on play and meets physical, intellectual, language, emotional, and social needs, enhancing children's abilities and skills.

Executive Functions and Cognitive Interventions

Executive processes, which include attention, inhibitory control, working memory, cognitive flexibility, and planning, can be defined as a complex set of abilities involved in the regulation of emotions, thoughts, and behaviors during an objective-oriented action, such as those found in learning contexts [1,2]. The impact of early experiences on emotional, cognitive, and social processing is linked to a child's chances for social and educational inclusion during the first two decades of life [3,4,5,6]. Each child's sensitivity to material and symbolic qualities and resources in their developmental environments varies significantly [7]. As a result, attention, inhibitory control, working memory, and flexibility processes differ between individuals from a very early stage of development [8, 9, 10, 11]. In particular, the Relational Developmental Systems (RDS) perspective conceptualizes these individual differences in a complex way, in which development implies bidirectional and interdependent associations between events at various levels of organization (i.e., genetic, epigenetic, cellular, neural, cognitive, behavioral, and contextual) [12]. Experimental and applied research in this field revealed that negative experiences associated with poverty in the early stages of development were linked to changes in various areas of cognitive processes [10,13,14]. Research on newborns, preschoolers, and school-aged children found links between family socioeconomic status (SES) and performance in tasks requiring attention,

inhibitory control, working memory, flexibility, and planning [15,16,17,18]. Furthermore, this research demonstrated that SES is typically related with inferior performance in language and mathematics [13,19,20], and that executive functions mediate such correlations [21].

Over the last few decades, various forms of interventions have been proven to be successful in improving cognitive performance in activities with executive demands in preschoolers from low-income families. Some interventions were derived from multimodular intervention programs [22,23,24,25], while other experimental approaches evaluated the impact of cognitive training activities embedded in school curricula [26,27,28] and parenting interventions [29,30], with only a few involving individual manual or computerized activities in which inhibitory control and attentional processes were trained [31,32]. However, the findings demonstrated that not all children in the intervention groups improved their performance levels equally, which might be attributed to individual and contextual factor variability [32,33].

One of the most powerful tools for forming, guiding, transforming, and evolving people and society is education. The pre-school years, when the brain develops at its fastest rate, provide a solid foundation for a child's cognitive, linguistic, physical, social, and emotional growth (Helvacı, Ayhan. 2015). Preschool programs are important for a variety of reasons, including the rapid brain growth that occurs in preschoolers, the long-standing differences in school preparation between children from wealthy and poorer households, and the significant rise in maternal employment over the past few decades. However, what is known about the effectiveness of preschool education? (Yoshikawa, H., Weiland, C., & Brooks-Gunn, J. 2016). Development and assessment of early childhood education (ECCE) programs heavily rely on the assessment of children's developmental outcomes and program environmental features. The creation of high-quality programs for early children care and education requires methodical planning, carrying out, and overseeing via the application of superior assessment and evaluation techniques (Özdoğru, Asil. 2019).

In recent years, there has been a growing prevalence of using dynamic assessment methodologies to evaluate individuals, both adults and children, who are struggling with learning (Samuels, M.T., Killip, S.M., MacKenzie, H., Fagan, J. 1992). Preschool classrooms demonstrated a substantial relationship between caregiver and child outcomes and several areas of the administration, organization, and operation of classroom environments (Dunst, C. J., McWilliam, R. A., & Holbert, K. 1986). Preschool children's cognitive, school readiness, and social play scores would be much higher than those of comparison children, and overall quality would be associated with children's outcomes (Frances E. Aboud 2006).

It's possible that systems designed to evaluate early childhood education programs don't accurately capture their effects on learning (Sabol, Terri & Soliday Hong, Sandra & Pianta, R & Burchinal, M. 2013). As a result, in order for evaluations to be valuable, their goal and the larger systems in which they are employed must be carefully considered (Snow, Catherine & Hemel, S.B. & Assessment, Board & Education, Division & Council, National. 2008).

High-quality pre-K and childcare programs have been demonstrated to be effective at increasing school ready abilities (Gormley, William & Phillips, Deborah & Gayer, Ted. 2008). Physical settings at preschools have a big impact on kids' behavior and development (Shaari, Mariam & Ahmad, Sabarinah. 2018).

The rise of the COVID-19 pandemic has led to the overhaul of the conduct of teaching and learning particularly in the assessment of learners during a time of crisis trapped in many structural and practical challenges (Chavez, J., & Lamorinas, D. D. 2023). This guide emphasizes the need to adapt assessment methods in preschool programs to cater to the unique needs of young learners

in online settings. By implementing the advice in this article, educators and policymakers can make educated decisions to improve the assessment process and provide a high-quality educational experience for preschoolers, even in the face of pandemic concerns.

The academic community was ravaged by COVID-19 in many ways, and particularly impacted the lives of the indigent learners in higher education (Chavez, J.V. 2020). It puts emphasis on the difficulties encountered by students, notably those from impoverished homes, during the pandemic. Understanding the impact of these issues can help establish evaluation procedures in preschool programs that take into account students' different needs and situations, resulting in an inclusive and supportive learning environment.

For learners to be encouraged in continuing a productive academic experience, the degree of personal connection, competence, autonomy, or independence should be included in humanized teaching (Chavez, J.V. 2023). Emphasizes the need of evaluating academic integrity and applying humanized teaching methods in preschool programs in order to build an ethical learning environment. Exploring the problems and techniques for measuring online academic integrity can provide educators with insights that can be used to improve assessment practices that promote honesty and fairness in preschool contexts.

AI chat models grow popularity among students because of its accessibility and convenience (Duhaylungsod, A.V. and Chavez, J.V. 2023). It emphasizes the inventive and creative use of AI technology, which may have ramifications for evaluation processes in preschool programs. Exploring the possible applications of artificial intelligence in education, especially assessment, can provide insights into how technology can improve the assessment process while also supporting preschool students' learning and development.

A significant role was played by the parents of the students, who had to become homeschoolers within a few days without prior training upon the suspension of face-to-face education (Murro RA, Lobo JG, Inso ARC, Chavez JV. 2023). Implications for preschool program evaluation arise from these results, which stress the need of tailoring evaluation tactics to the specific situations and requirements of parents with lower levels of education. To ensure that all children have equal chances for learning and growth, preschool educators must establish evaluation methods that are accessible, inclusive, and helpful. This can only be achieved by knowing the issues these parents experience.

Assessment plays an unavoidable and necessary part in the development of quality education in any community (Odumbo, Odunayo, & Ibukun, & Oludele, Okewole, & Ikuomola, Emmanuel & Extension, Kiu Publication. 2023). Preschool teachers understand the need of child evaluation but lack the knowledge and skills to plan and implement it (Gözüm, Ali Ibrahim Can, Gungor, Sabri, & Altinkaynak, Senay. 2021). School preparedness is acknowledged as one of the most important beginning points for children's future success in school and in their careers (Milková, Eva & Pekarkova, Simona & Azim, Muhammad & Jabin, Bushra, 2020).

The current pre-school education curriculum assessment and evaluation mechanism is easily influenced by other elements in the implementation process, resulting in poor evaluation outcomes and affecting evaluation efficiency (Zhan, Jing. 2023). Preschool assessment is a hard procedure that determines whether children are eligible for special education services (Appl, Dolores. 2000).

Methodology

This chapter goes into the scientific inquiry by discussing research design, research locale, study respondents, sample design, data collection technique, research instrument, validity and reliability, and statistical data treatment.

1. Research Design

The research was intended for a descriptive-exploratory study that describes and analyzes teachers' perceptions of teacher motivational elements utilizing the teacher motivation survey among the selected teachers at Indanan South District, as a result of a hypothesis that has been validated in this study.

2. Research Locale

Mukammali Elementary School, Langpas Elementary School, Poblacion Elementary School, Bunot Elementary School, Panglima Misuari Elementary School, Sapie Elementary School, Central Indanan Elementary School, Lugmah Elementary School, Commander Bara Elementary School, and Ahajan Elementary School were the public elementary schools that made up the Indanan South District and were required to provide elementary education in the province of Sulu.

The Division of Sulu serves as the research location. Sulu is a province in the Philippine archipelago that is part of the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM). Jolo, on the same-named island, serves as its capital. Sulu is located on the southern border of the Sulu Sea and the northern limit of the Celebes Sea. This is the research environment chosen because the researcher is a native of this location.

3. Respondents Of The Study

The study's respondents were one hundred (100) teachers from Indanan South District's public elementary schools, which included Mukammali Elementary School, Langpas Elementary School, Poblacion Elementary School, Bunot Elementary School, Panglima Misuari Elementary School, Sapie Elementary School, Central Indanan Elementary School, Lugmah Elementary School, Commander Bara Elementary School, and Ahajan Elementary. Teachers were selected as representative samples from each school in Indnan South District. Table-I displays the distribution of respondents according on school.

Distribution Of Respondents According To School

Indanan South Disstrict Schools	Number of Teacher Respondents
Mukammali Elementary School	10
Langpas Elementary School	10
Poblacion Elementary School	10
Bunot Elementary School	10
Panglima Misuari Elementary School	10
Lugmah Elementary School	10
Commander Bara Elementary School	10
Sapie Elementary School	10
Ahajan Elementary School	10
Central Indanan Elementary School	10
Total	10

4. Sampling Design

In this study, a purposive sampling strategy was employed to select the one hundred (100) teacher respondents. The researcher purposefully chose them and assured equitable representation by selecting 10 participants from each primary school in Indanan South District, Division of Sulu, as representative samples. This study will take place between the school years 2023 and 2024.

5. Data Gathering Procedure

A official letter of approval to begin the research from the Office of the Dean of Graduate Studies was requested, addressed to the Schools Division Superintendent and District Supervisor. Once

authorization was granted, letters of request were sent to the principals of each of the schools in the Indanan South District. The researcher personally launched and collected the questionnaire checklist from the respondents in the aforementioned district. The researcher carried out the survey herself. Data and replies collected were coded appropriately and subjected to a statistician's skills for suitable statistical treatment and analysis.

Next, the final draft was written.

6. Research Instrument

The survey items were separated into two parts. Part I provides a demographic profile of the Teacher-Respondents, including age, gender, civil status, and greatest educational attainment. Part II is separated into two categories: behavior and way of thinking, based on the research of Susan H. Spence and Gillian Bishop (1998). The researcher made some alterations and modest revisions to this study to make it more acceptable for the current situation, and it was validated by the two (2) Panel of Experts from the School of Graduate Studies.

7. Validity And Reliability

To ensure validity and reliability, the research instrument was reviewed by the two (2) Panel of Experts from the School of Graduate Studies. This was done to ensure that the research instrument was appropriate for the study and that the statements were clear, readable, and understandable.

8. Statistical Treatment

The primary empirical data for this study was gathered using the following statistical tools:

- i. For Research Problem 1, frequency and percentage are statistical measures used to determine the profile of students based on gender, age, civil status, educational attainment, and duration of service.
- ii. For Research Problem 2, the weighted mean and standard deviation were used to estimate the extent of the impact of the preschool program on children's primary school performance: the case of Indanan South District in terms of thinking and conduct.
- iii. For Research Problem 3, when grouping data according to gender, the T-test for independent variable was used to identify significant differences in the impact of the preschool program on children's performance in primary school; when grouping data according to age, year level, parent's educational attainment, and parent's monthly income, One-way Analysis of Variance (ANOVA) will be used to identify significant differences in the impact of the preschool program on children's performance in primary school.
- iv. In order to ascertain the significant correlation between the subcategories covered by the extent of the preschool program's impact on a child's performance in primary school—the case of Indanan South District in terms of behavior and thought patterns—Pearson Product-Moment Correlation was employed for Research Problem 4.

Results

The results based on the data collected for this study are presented, analyzed, and explained in this chapter. It also illustrates The Assessment of Preschool Program: The Case of Indanan South District in its entirety. Additionally, it shows the demographic profiles of the teacher respondents in terms of age, gender, marital status, level of education, and length of service. It also discusses the impact of the preschool program and the significant correlations and differences that result when data are categorized based on the demographic profiles of the respondents. The presentations, analyses, and interpretations of the findings that follow are based on how the data collected for this study was properly scored and statistically treated in order to address each of the research questions:

Question 1. What is the demographic profile of the teacher-respondents in terms of: Age, Gender, Civil Status, Educational Attainment, and Length of Service?

1.1 In terms of Age

Table 1.1 Demographic profile of pre-school teacher-respondents of Indanan South District in terms of age.

Age	Number of respondents	Percent
25 years old and below	6	6.0%
26-30 years old	47	47.0%
31-40 years old	6	6.0%
41-50 years old	33	33.0%

Table 1.1 displays the demographic profile of teacher responders in terms of age. This table shows that 6 (6.0%) of the 100 teacher-respondents are 25 years old or less, 47 (47.0%) are 26-30 years old, 6 (6.0%) are 31-40 years old, 33 (33.0%) are 41-50 years old, and 8 (8.0%) are 51 years old or older. This study finds that more than one-third of the total teacher respondents are between the ages of 26 and 30. This means that the majority of the teacher-respondents in this survey are in the middle age category, as defined in the study

1.2 In terms of Gender

Table 1.2 Demographic profile of pre-school teacher-respondents of Indanan South District in terms of gender.

Gender	Number of respondents	Percent
Male	17	17.0%
Female	83	83.0%
Total	100	100%

Table 1.2 illustrates the demographic profile of teacher-respondents by gender. This table shows that 17 (17.0%) of the 100 teachers who responded were male, while 83 (83.0%) were female. This study demonstrates that female teachers make up the vast majority of the overall number of respondents. This means that the vast majority of teacher replies in Indanan South District are female.

1.3 In terms of Civil Status

Table 1.3 Demographic profile of pre-school teacher-respondents of Indanan South District in terms of civil status.

Civil Status	Number of respondents	Percent
Single	27	27.0%
Married	70	70.0%
Separated/Widowed	3	3.0%

Table 1.3 illustrates the demographic profile of teacher responders based on their civil status. This table shows that 27 (27.0%) of the 100 teachers who responded are single, 70 (70.0%) are married, and 3 (3.0%) are separated or widowed. According to this study, more than half of the

teachers who responded are married. This finding implies that married pre-school teachers dominate the Indanan South District population.

1.4 In terms of Educational Attainment

Table 1.4 Demographic profile of pre-school teacher-respondents of Indanan South District in terms of educational attainment.

Educational Attainment	Number of respondents	Percent
Bachelor's Degree	80	80.0%
Bachelor's degree with Master's units	16	16.0%
Master's degree	2	2.0%
Master's degree with Doctorate units	2	2.0%
Total	100	100%

Table 1.4 illustrates the demographic profile of teacher responders in terms of educational attainment. This table shows that 80 (80.0%) of the 100 teacher respondents have a bachelor's degree, 16 (16.0%) have a bachelor's degree with Master's units, 2 (2.0%) have a master's degree, and 2 (2.0%) have a master's degree with Doctorate units. According to this poll, more than half of the teacher respondents hold merely a bachelor's degree. This means that the preponderance of bachelor's degrees among teacher-respondents in Indanan south district indicates a need for continued professional development and possibilities for career progression among the district's pre-school instructors.

1.5 In terms of Length of Service

Table 1.5 Demographic profile of pre-school teacher-respondents of Indanan South District in terms of length of service.

Educational Attainment	Number of respondents	Percent
5 years and below	33	33.0%
6-10 years	38	38.0%
11-20 years	17	17.0%
21-25 years	6	6.0%
26 years and above	6	6.0%
Total	100	100%

Table 1.5 illustrates the demographic profile of teacher respondents based on their length of service. This table shows that out of 100 teacher respondents, 33 (33.0%) have 5 years or less, 38 (38.0%) have 6-10 years, 17 (17.0%) have 11-20 years, 6 (6.0%) have 21-25 years, and 6 (6.0%) have 26 years or more. According to this poll, one-third of all teacher respondents have been in the profession for less than five years. This implies that the large proportion of teachers with short

tenure indicates a possible difficulty in keeping experienced educators, which may have an influence on the continuity and quality of instruction delivered to students. Efforts should be made to provide a supportive work environment that promotes professional growth, job satisfaction, and commitment among pre-school teachers in Indanan South District. Notably, teacher-respondents rated the following items as “Agree”: “Is confident in activities that involve physical challenge (climbing, jumping, etc.)”, “Is independent”, “Quickly adjust to new situations.”, “Plays with objects in a simple manner (ex: The child bangs the toy car over and over on the highchair trays.)”, and “Tries to get adults to do things. (For example, the youngster tries to persuade the teacher to get him or her a gift)” and “Understand the distinction between right and evil actions.”

2. What is the extent of the level of impact of preschool program: the case of Indanan South District in the context of: Way of Thinking and Behavior?

2.1 In the context of Way of Thinking

Table 2.1 Extent of the level of impact of preschool program: the case of Indanan South District in the context of way of thinking.

	Statements	Mean	S.D	Rating
1	Is confidence in activities that involves physical challenge (Climbing, Jumping, etc.)	4.36	.969	Agree
2	Is independent.	3.84	.950	Agree
3	Quickly adjust to new situations.	3.69	.884	Agree
4	Tries to complete things even it takes a long time to finish.	3.82	1.029	Agree
5	Plays with object in a simple manner (ex: The child bangs the toy car over and over again on the highchair trays.)	3.56	.978	Agree
6	Talk about things that happened in the past or in future.	3.64	1.059	Agree
7	Tries out new ways of playing objects. (Ex: The child already knows how to roll a ball now he tries to sit on it.)	3.56	1.067	Agree
8	Tries to get toys to work. (Ex: The child works at turning the jack-in-the- box handle to get the clown to pop out.)	3.59	.805	Agree
9	Tries to get adults to do things. (Ex: The child tries to get the teacher to get him or her a toy)	3.41	.922	Moderately Agree
10	Understand between the right and wrong doings.	3.64	1.124	Agree

Total Weighted Mean	3.71	.79174	Agree
---------------------	------	--------	-------

Legend: (5) 4.50-5.00=Strong Agree; (4) 3.50-4.49=Agree; (3) 2.50- 3.49=Moderately Agree; (2) 1.50-2.49=Disagree; (1) 1.00- 1.49=Strongly Disagree

Table 2.1 illustrates the breadth of the preschool program's impact: the case of Indanan South District, in terms of way of thinking. This category received a total weighted mean score of 3.71 with a standard deviation of .79174 and was scored as "Agree". This finding indicates that the teachers participated in this study agreed that the curriculum was beneficial in affecting cognitive development in preschoolers. This suggests that the preschool program adopted in the Indanan South District has successfully changed how children perceive, assess, and approach various circumstances, creating an atmosphere conducive to cognitive growth and intellectual curiosity.

Notably, teacher-respondents rated the following items as "Agree": "Is confident in activities that involve physical challenge (climbing, jumping, etc.)", "Is independent", "Quickly adjust to new situations.", "Plays with objects in a simple manner (ex: The child bangs the toy car over and over on the highchair trays.)", and "Tries to get adults to do things. (For example, the youngster tries to persuade the teacher to get him or her a gift)" and "Understand the distinction between right and evil actions."

2.2 In the context of Behavior

Table 2.2 Extent of the level of impact of preschool program: the case of Indanan South District in the context of behavior.

	Statements	Mean	S. D	Rating
1	Engages in the self-harming behavior when she/he is frustrated. (Ex: scratching self or biting, etc.)	2.51	1.227	Moderately Agree
2	Harm other when Frustrated.	2.38	1.204	Disagree
3	Displayed aggressive behavior when a demand is placed on him/her.	2.45	1.258	Disagree
4	Use inappropriate verbal expressions when frustrated? (Ex: yelling/ screaming, etc.)	2.62	1.153	Moderately Agree
5	Automatically, cry when he/she can't answer the question or activities present.	2.80	1.128	Moderately Agree
6	Uses appropriate verbal expressions when frustrated? (Ex: I need a break or I need help)	3.26	1.079	Moderately Agree
7	Displayed socially inappropriate behavior to gain attention from parents.	3.02	1.092	Moderately Agree
8	Happily separates from parents when left in the situation for the first time.	3.00	1.239	Moderately Agree
9	Is happy to perform in front of others.	3.49	1.141	Moderately Agree

10	Will happily approach a group of unfamiliar children to join in their play.	3.51	1.150	Agree
Total Weighted Mean		2.90	.85952	Moderately Agree

Legend: (5) 4.50-5.00=Strong Agree; (4) 3.50-4.49=Agree; (3) 2.50- 3.49=Moderately Agree; (2) 1.50-2.49=Disagree; (1) 1.00- 1.49=Strongly Disagree

Table 2.2 illustrates the breadth of the impact of the preschool program: the case of Indanan South District in terms of behavior. This category received a total weighted mean score of 2.90 with a standard deviation of .85952, indicating “Moderately Agree”. This result reveals that teacher-respondents had a generally good but mixed opinion of the program’s influence on behavioral elements. Participated in this study. Furthermore, while the preschool program has made progress in shaping certain behavioral traits in participants, there may be opportunity for further improvement or refinement in specific areas.

Notably, teacher-respondents rated the following items, among others as “Moderately Agree”: “Engages in the self-harming behavior when she/he is frustrated. (Ex: scratching self or biting, etc.)”, “Use inappropriate verbal expressions when frustrated? (Ex: yelling/ screaming, etc.)”, “Automatically, cry when he/she can’t answer the question or activities present.”, “Uses appropriate verbal expressions when frustrated? (Ex: I need a break, or I need help).” And, “Displayed socially inappropriate behavior to gain attention from parents.”.

3. Is there a significant difference in the extent of impact of preschool programl: the case of Indanan South District when data are grouped according to their demographic profile in terms of: Age, Gender, Civil Status, Educational Attainment, and Length of Service?

3.1 According to Age

Table 3.1 Difference in the extent of impact of preschool program: the case of Indanan South District when data are grouped according to their demographic profile in terms of age.

Sources of Variation		Sum of squares	df	Mean Square	F	Sig.	Description
Way of thinking	Between Groups	2.883	4	.721	1.157	.335	Not Significant
	Within Groups	59.175	95	.623			
	Total	62.058	99				
Behavior	Between Groups	5.827	4	1.457	2.056	.093	Not Significant
	Within Groups	67.311	95	.709			
	Total	73.138	99				

* Significant at alpha 0.05

Table 3.1 shows the difference in the extent of influence of the preschool program in Indanan South District when data are grouped by age. As indicated in the table, all F-values and probability values under “Way of thinking” are statistically significant at alpha 0.05. This means that, while preschool teacher respondents vary in age, they generally differ in their judgment of the impact of the preschool curriculum. This further shows that teacher-respondents with the age range 51 years old and above may not make him/her better perceiver of the amount of influence of preschool program in the case of Indanan South District than those inside 25 years old and below as defined in this study, or vice versa.

3.2 According to Gender

Table 3.2 Difference in the extent of impact of preschool program: the case of Indanan South District when data are grouped according to their demographic profile in terms gender.

Variables	Grouping	Mean	S.D	Mean Difference	t	Sig.	Description
Way of thinking	Male	.7000	.76158	-.01325	.063	.950	Not Significant
	Female	.7133	.80225				
Behavior	Male	.8059	.80814	-.11821	.608	.202	Not Significant
	Female	.9241	.87298				

* Significant at alpha 0.05

Table 3.2 compares the extent of impact of the preschool program in Indanan South District when data are categorized by gender. As indicated in the table, all T-values and probability values for the sub-categories included in the extent of influence of preschool program are not significant at alpha 0.05. This suggests that male and female teacher-respondents in this study have similar perceptions of the impact of the preschool program. This means that being a male student-respondent may not make him a better perceiver of the level of impact of the preschool program, and vice versa. It is reasonable to draw the conclusion that preschool teachers' perceptions of the impact of the preschool program in the Indanan South area are not significantly impacted by variable gender. The hypothesis, "When data are grouped according to their demographic profile in terms of gender, there is a significant difference in the extent of impact of the preschool program: the case of Indanan South District," is therefore accepted.

3.3 According to Civil status

Table 3.3 Difference in the extent of impact of preschool program: the case of Indanan South District when data are grouped according to their demographic profile in terms of civil status.

Sources of Variation	Sum of squares	df	Mean Square	F	Sig.	Description
Way of thinking	Between Groups	2	.1	.173	.841	Not Significant
	Within Groups	97	10			
	Groups	99	.63			
	Total		7			
Behavior	Between Groups	2	.3	.410	.665	Not Significant
	Within Groups	97	06			
	Groups	99	.74			
	Total		8			

* Significant at alpha 0.05

Table 3.3 compares the amount of impact of the preschool program in Indanan South District when data are categorized by civil status. This table shows that all of the F-values and probability values for the subcategories are non-significant at alpha 0.05. This suggests that, while the teacher-respondents in this study vary in civil status, they do not differ in their evaluations of the preschool program's impact. It means that married teacher-respondents may not have a greater perception of the impact of the preschool program than single teachers, and vice versa. It is reasonable to draw

the conclusion that preschool teacher respondents' perceptions of the extent of the preschool program in the Indanan South area are not significantly impacted by the civil status variable. Thus, when data are categorized according to their demographic profile in terms of civil status, the hypothesis "There is no significant difference in the extent of impact of the preschool program: the case of Indanan South District" is accepted.

3.4 According to Educational Attainment

Table 3.4 Difference in the extent of impact of preschool program: the case of Indanan South District when data are grouped according to their demographic profile in terms of Educational Attainment.

Sources of Variation		Sum of squares	df	Mean Square	F	Sig.	Description
Way of thinking	Between Groups		3	.379	.597	.618	Not Significant
	Within Groups		96	.635			
	Total	1.137	99				
		60.921					
Behavior	Between Groups		3	.068	.090	.966	Not Significant
	Within Groups		96	.760			
	Total	.205	99				
		72.934					
		73.138					

* Significant at alpha 0.05

Table 3.4 compares the amount of influence of the preschool program in Indanan South District when data are categorized by demographic profile in terms of educational attainment. This table shows that all of the F-values and probability values for the subcategories included in the extent of influence of the preschool program are not significant at alpha 0.05. This suggests that, while the teacher-respondents in this study vary in their educational level, they do not differ in their evaluations of the preschool program's impact. It implies that teacher-respondents with PhD degrees may not be a superior perceiver of the level of impact of the preschool program than those who merely have a bachelor's degree and vice versa. It is reasonable to draw the conclusion that preschool teacher respondents' perceptions of the extent of the preschool program in the Indanan South area are not significantly impacted by the educational attainment variable. Thus, when data are categorized according to their demographic profile in terms of educational attainment, the hypothesis "There is no significant difference in the extent of impact of the preschool program: the case of Indanan South District" is accepted.

3.5 According to Length of Service

Table 3.5 Difference in the extent of impact of preschool program: the case of Indanan South District when data are grouped according to their demographic profile in terms of Length of service.

Sources of Variation		Sum of squares	df	Mean Square	F	Sig.	Description
----------------------	--	----------------	----	-------------	---	------	-------------

Way of thinking	Between Groups	3.274	4	.818	1.323	.267	Not Significant
	Within Groups						
	Total	58.784	95	.619			
Behavior	Between Groups	5.244	4	1.311	1.834	.129	Not Significant
	Within Groups						
	Total	67.894	95	.715			
		73.138	95				

*Significant at alpha 0.05

Table 3.5 compares the amount of influence of the preschool program in Indanan South District when data are classified by demographic profile in terms of length of service. This table shows that all of the F-values and probability values for the subcategories included in the extent of influence of the preschool program are

not significant at alpha 0.05. This means that, while the teacher-respondents in this study vary in duration of service, they do not differ in their evaluations of the preschool program's impact. It means that teacher-respondents with 26 years or more of experience may not perceive the degree of the impact of the preschool program as well as those with 5 years or less of experience, and vice versa. Therefore, it is reasonable to draw the conclusion that preschool teachers' perceptions of the impact of the preschool program in the Indanan South area are not significantly impacted by the duration of service variable. Thus, when data are categorized according to their demographic profile in terms of length of service, the hypothesis "There is no significant difference in the extent of impact of preschool program: the case of Indanan South District" is accepted.

Question 4. Is there a significant correlation among the sub-categories subsumed under the extent of impact of preschool program: the case of Indanan South District in the context of way of thinking, and behavior?

Table 4 shows the correlation among the subcategories subsumed under the extent of impact of preschool program to child's performance in primary school: the case of Indanan South District

Variables		Pearson <i>r</i>	Sig.	N	Description
Dependent	Independent				
Way of thinking	Behavior	.694*	.000	100	High

*Correlation coefficient is significant at alpha .05

Correlation Coefficient Scales Adopted from Hopkins, Will (2002): 0.0-0.1 = Nearly Zero; 0.1-0.3 = Low; 0.3-0.5 = Moderate; 0.5-0.7 = High; 0.7-0.9 = Very High; 0.9-1 = Nearly Perfect

Table 4 illustrates the link between the subcategories classified as the extent of influence of the preschool program in the Indanan South District. As indicated in the table, the estimated Pearson correlation coefficients (Pearson *r*) between these variables are significant at alpha = 0.05.

Furthermore, the correlational degree between the extent of impact of the preschool program: the case of Indanan South District is as follows.

1) Preschool program impact in Indanan South District is positively correlated with "Way of Thinking" and "Behavior" contexts.

This finding suggests a high interconnectedness among the subcategories included. This shows that the preschool program's success extends beyond specific aspects of development, influencing both cognitive processes and behavioral patterns simultaneously.

As a result, it is acceptable to conclude that thinking and behavior are inherently linked.

Thus, the assumption that "There is no the significant correlation among the sub-categories subsumed under the extent of impact of preschool program to child's performance in primary school: the case of Indanan South District in the context of way of thinking, and behavior" is disregarded.

Conclusion

The majority of teacher responses in the Indanan South District are female, which is a characteristic of their demographic profile. Furthermore, the vast majority of them are between the ages of 26 and 30. In addition, the most of teacher responses are married, have completed their bachelor's degree, and have worked for the government for no more than five years. These results offer insightful information about the makeup of the district's teaching staff. To better serve the needs of both teachers and students, a plan for the professional development of educators and the distribution of resources must be developed. This study clarified how teachers in the Indanan South District felt about the preschool program's perceived impact. In the topic of "Way of thinking," all subcategories pertaining to the extent of impact have received a rating of "Agree," signifying a general understanding of the program's beneficial effects on cognitive development. On the other hand, in the framework of "Behavior," the subcategory that falls under the preschool program's impact level is scored as "Moderately Agree." The program's beneficial impact on behavioral elements is moderately acknowledged, although teachers' perceptions of this dimension appear to be more diverse, as seen by the lower overall weighted mean score of 2.90 and slightly larger standard deviation of 0.85952. In general, teacher respondents in the Indanan South District report that demographic characteristics like age, gender, civil status, level of education, and length of service do not significantly alter their perceptions of the preschool program's impact. The subcategories that fall under the Indanan South District preschool program's extent of influence exhibit a very agreeable positive correlation, suggesting a high degree of dependency between them.

References

- Appl, Dolores. (2000). Clarifying the Preschool Assessment Process: Traditional Practices and Alternative Approaches. *Early Childhood Education Journal*. 27. 219-225.
10.1023/B:ECEJ.0000003358.78284.fa.
- Chavez, J.V. (2020). Academic and Health Insecurities of Indigent Students during Pandemic: Study on Adaptive Strategies under Learning Constraints. *Journal of Multidisciplinary in Social Sciences*. 16(3): 74-81.
- Chavez, J.V. (2023). Assessing Online Academic Integrity and Humanized Teaching in Zamboanga Peninsula Polytechnic State University. *Journal of Multidisciplinary in Social Sciences*. 19(1): 9-17.
- Chavez, J., & Lamorinas, D. D. (2023). Reconfiguring assessment practices and strategies in online education during the pandemic. *International Journal of Assessment Tools in Education*, 10(1), 160-174.

- Dunst, C. J., McWilliam, R. A., & Holbert, K. (1986). Assessment of Preschool Classroom Environments. *Diagnostique*, 11(3-4), 212-232.
<https://doi.org/10.1177/073724778601100306>
- Duhaylungsod, A.V. and Chavez, J.V. (2023) ChatGPT and other AI Users: Innovative and Creative Utilitarian Value and Mindset Shift. *Journal of Namibian Studies*, 33 (2023): 4367–4378 ISSN: 2197-5523 (online).
- Frances E. Aboud, Evaluation of an early childhood preschool program in rural Bangladesh, *Early Childhood Research Quarterly*, Volume 21, Issue 1, 2006, Pages 46-60, ISSN 0885-2006, <https://doi.org/10.1016/j.ecresq.2006.01.008>.
(<https://www.sciencedirect.com/science/article/pii/S0885200606000068>)
- Gözüm, Ali Ibrahim Can & Gungor, Sabri & Altinkaynak, Senay. (2021). Investigation of Child Assessment in Preschool Education Using Nominal Focus Group Technique. *International Online Journal of Educational Sciences*. 13. 10.15345/iojes.2021.01.020.
- Gormley, William & Phillips, Deborah & Gayer, Ted. (2008). Preschool Programs Can Boost School Readiness. *Science* (New York, N.Y.). 320. 1723-4. 10.1126/science.1156019.
- Helvacı, Ayhan. (2015). The Content Assessment of Pre-School Education Program in Turkey Towards Music Education. *Procedia – Social and Behavioral Sciences*. 197. 2454-2458. 10.1016/j.sbspro.2015.07.310.
- Milková, Eva & Pekarkova, Simona & Azim, Muhammad & Jabin, Bushra. (2020). Assessment and development of school readiness level of preschool children through using computerized platform. *Interactive Learning Environments*. 31. 1-12. 10.1080/10494820.2020.1789671.
- Murro RA, Lobo JG, Inso ARC, Chavez JV. (2023). Difficulties of parents with low educational attainment in assisting their children in modular distance learning during pandemic. *Environment and Social Psychology* 2023; 9(1): 1957. Doi: 10.54517/esp.v9i1.1957
- Odumbo, Odunayo & Ibukun, & Oludele, Okewole & Ikuomola, Emmanuel & Extension, Kiu Publication. (2023). Assessment of Early Childhood Education Resources in Public and Private Schools in Lagos State, Nigeria. 11. 1-13.
- Özdoğan, Asil. (2019). Program Development, Assessment, and Evaluation in Early Childhood Care and Education: Concepts, Methodologies, Tools, and Applications. 10.4018/978-1-5225-7507-8.ch060.
- Sabol, Terri & Soliday Hong, Sandra & Pianta, R & Burchinal, M. (2013). Can Rating Pre-K Programs Predict Children's Learning?. *Science* (New York, N.Y.). 341. 845-6. 10.1126/science.1233517. Systems intended to rate the quality of early education programs may not actually reflect impacts on learning.
- Samuels, M.T., Killip, S.M., MacKenzie, H., Fagan, J. (1992). Evaluating Preschool Programs: The Role of Dynamic Assessment. In: Haywood, H.C., Tzuriel, D. (eds) *Interactive Assessment. Disorders of Human Learning, Behavior, and Communication*. Springer, New York, NY. https://doi.org/10.1007/978-1-4612-4392-2_10

- Shaari, Mariam & Ahmad, Sabarinah. (2018). Preschool Design and School Readiness. Asian Journal of Quality of Life. 3. 109. 10.21834/ajqol.v3i10.106.
- Snow, Catherine & Hemel, S.B. & Assessment, Board & Education, Division & Council, National. (2008). Early childhood assessment: Why, what, and how. 10.17226/12446.
- Yoshikawa, H., Weiland, C., & Brooks-Gunn, J. (2016). When Does Preschool Matter? The Future of Children, 26(2), 21–35. <http://www.jstor.org/stable/43940579>
- Zhan, Jing. (2023). Assessment and Evaluation System of Preschool Education Curriculum Based on Big Data. 10.1007/978-3-031-21164-5_49.