COMPARING THE KINDERGARTEN PROGRAM OF PHILIPPINES AND MALAYSIA TOWARDS DEVELOPING A PROGRAM EVALUATION MODEL

LETICIA NARAG- AQUINO

SULTAN IDRIS EDUCATION UNIVERSITY

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COMPARING THE KINDERGARTEN PROGRAM OF
PHILIPPINES AND MALAYSIA TOWARDS
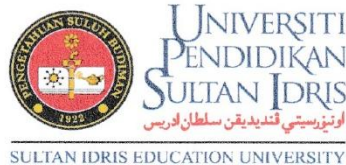DEVELOPING A PROGRAM
EVALUATION MODEL

LETICIA NARAG-AQUINO

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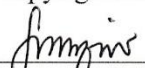SULTAN IDRIS EDUCATION UNIVERSITY

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ABSTRACT

This study compared the Kindergarten Program (KP) of Philippines and Malaysia towards the development of a program evaluation model for the Philippines. The objectives of the study were to identify the laws and policies that guide the implementation of the Kindergarten Program; to describe the issues and challenges in the implementation of the program in terms of management, curriculum, teachers, instruction, assessment, learning resources and instructional materials, learning space and environment, and parental and community involvement; and to develop a Kindergarten Program evaluation model for the Philippines. This case study involves four public kindergarten schools that included four principals/headmasters, 12 teachers, eight parents and one kindergarten supervisor. The Discrepancy Evaluation Model (DEM) of Provus (1971) and Steinmetz (1983) and Stufflebeam's (2003) CIPP model were used as framework to determine the desired standards in the actual implementation of KP. The instruments were semi-structured interview protocol and interview, documentary and observation checklists. Thematic analysis of Creswell (2012), through open, axial and selective coding was performed which unveiled the findings on similarities and differences of national laws, curriculum, managerial structure, teacher qualifications, teaching-learning process, learning resources and space. Documentary and content analyses were also conducted to analyse discussions on laws and policies for effective implementation of the program. The study yielded to a conclusion that both Philippines and Malaysia strive to achieve SDG Target 4.2 on the universal access to early childhood education by all children and aspire to provide quality program services. Recommendations of the study include program development, policy-making, teacher development, management structure and teaching-learning environment. This benchmark study has implications to government leaders, educational leaders, teachers, parents, and community leaders to work hand in hand for the attainment of quality kindergarten program.

PERBANDINGAN PROGRAM TADIKA FILIPINA DAN MALAYSIA KE ARAH PEMBANGUNAN MODEL PENILAIAN PROGRAM

ABSTRAK

Kajian ini membandingkan Program Tadika (KP) Filipina dan Malaysia ke arah pembangunan model penilaian program untuk Filipina. Objektif kajian ini adalah untuk mengenal pasti undang-undang dan dasar yang membimbing pelaksanaan Program Tadika; menerangkan isu dan cabaran dalam pelaksanaan program dari segi pengurusan, kurikulum, guru, pengajaran, penilaian, sumber pembelajaran dan bahan pengajaran, ruang pembelajaran dan persekitaran, penglibatan ibu bapa dan komuniti, dan membangunkan model penilaian Program Tadika untuk Filipina. Kajian kes ini melibatkan empat Tadika sekolah kerajaan yang terdiri daripada empat pengetua/guru besar, 12 guru, lapan ibu bapa dan seorang penyelia tadika. Model Penilaian Percanggahan (DEM) dari Provus, (1971), Steinmetz (1983) dan Stufflebeam's (2003) (CIPP) digunakan sebagai kerangka untuk menentukan standard yang diinginkan dalam pelaksanaan Program Tadika yang sebenar. Instrument kajian menggunakan separa-berstruktur protocol temubual dan senarai semak untuk temuduga, dokumentari dan pemerhatian. Analisis tematik Creswell (2012) digunakan iaitu pengekodan terbuka, paksi dan terpilih menunjukkan penemuan mengenal persamaan dan perbezaan undang-undang kebangsaan, kurikulum, struktur pengurusan, kelayakan guru, proses pengajaran dan pembelajaran, sumber pembelajaran dan ruang. Analisis dokumen dan kandungan juga dijalankan untuk menganalisis perbincangan tentang undang-undang dan dasar pelaksanaan program secara berkesan. Kesimpulannya, kedua-dua negara, Filipina dan Malaysia berusaha untuk mencapai Target 4.2 SDG iaitu akses sejagat dalam pendidikan awal kanak-kanak dan beraspirasi menyediakan perkhidmatan program berkualiti. Cadangan kajian termasuk pembangunan program, pembuatan dasar, pembangunan guru, struktur pengurusan dan persekitaran pembelajaran. Kajian penanda aras ini mempunyai implikasi kepada kerajaan, guru, ibu bapa dan pemimpin masyarakat untuk bekerjasama bagi mencapai program Tadika yang berkualiti.

CONTENTS

CHAPTER 2   LITERATURE REVIEW

CHAPTER 3   METHODOLOGY

CHAPTER 4   FINDINGS: ON LAWS AND POLICIES

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

ABIM   Islamic

ACE   Association of Childhood Educators

ALS   Alternative Learning System

ASD   Autism Spectrum Disorder

ATAD   A Teacher A Day

BEC   Basic Education Curriculum

BLEPT   Board Licensure Examination for Professional Teachers

BSP   Boy Scout of the Philippines

CHED   Commission on Higher Education

CIPP   Context, Input, Process, Product

CLAYGO   Clean As You Go

CPERS   Children Physical Environment Rating Scale

CRC   Convention of the Rights of Child

CPD   Continuous Professional Development

DAP   Developmentally Appropriate Practices

DECE   Diploma in Early Childhood Education

DEM	Discrepancy Evaluation Model
DEO	District Education Office
DepEd	Department of Education
DLL	Daily Lesson Log
DO	Department Order
DSKP	The Standard Curriculum and Assessment Document
DSWD	Department of Social Welfare and Development
ECCD	Early Childhood Care and Development
ECCE	Early Childhood Care and Education
ECDA	Early Childhood Development Agency
ECE	Early Childhood Education
ECEC	Early Childhood Education and Care
EFA	Education for All
ELLN	Early Language Literacy and Numeracy
EPS	Educational Program Supervisor
EYA	Early Years Act
FB	Face Book
FGD	Focus Group Discussion

GC	Group Chat
GDP	Gross Domestic Product
GoM	Government of Malaysia
GPTA	General Parent-Teacher Association
GSP	Girl Scout of the Philippines
HDI	Human Development Index
HOTS	Higher Order Thinking Skills
ICT	Information Communications Technology
INSET	In-Service Training
IPO	Inputs, Process, Outputs
JAIN	Jabatan Agama Islam Negeri
KBAT	Kemahiran Berfikiran Aras Tinggi or High Level Thinking Skills
KCEP	Kindergarten Catch-Up Education Program
KCG	Kindergarten Curriculum Guide
KE	Kindergarten Education
KEMAS	Kemajuan Masyarakat or Community Development Department
KP	Kindergarten Program
KPEM	Kindergarten Program Evaluation Model

KSPK	The National Pre-school Standard Curriculum
KTG	Kindergarten Teacher's Guide
LAC	Learning Action Cells
LET	Licensure Examination for Teachers
LOI	Language Of Instruction
LGU	Local Government Unit
LRN	Learner Registration Number
MAKITA	Manila Kindergarten Teachers Association
MANCOM	Management Committee
MCYS	Ministry of Community Development, Youth and Sports
MDG	Millennium Development Goals
MoE	Ministry of Education
MOI	Medium of Instruction
MOTL	Medium of Teaching and Learning
MTB-MLE	Mother-Tongue Based Multi-Lingual Education
MWFCD	Ministry of Woman, Family and Community Development
NAECEP	National Association for Early Childhood Educators in Philippines
NAEYC	National Association for the Education of Young Children

NCLB	No Child Left Behind
NEL	Nurturing Early Learners
NELF	National Early Learning Framework
NGO	Non-Government Organization
NPC	National Pre-school Curriculum
NQESH	National Qualifying Examination for School Heads
NSO	National Statistics Office
NTP	National Ten Principles
OECD	Organisation for Economic Co-operation and Development
OIC	Officer-in-Charge
OSY	Out of School Youth
PADU	Performance and Delivery Unit
PBET	Professional Examination for Teachers
PEI	Performance Enhancement Incentive
PERA	Personal Economic Relief Allowance
PERPADUAN	National Unity
PNRC	Philippine National Red Cross
PRC	Professional Regulations Commission

PSDS	Public Schools Division Superintendents
PSE	Pre-School Education
PTA	Parent-Teacher Association
RA	Republic Act
SBM	School-Based Management
SDG	Sustainable Development Program
SEAMEO INNOTECH	Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology
SEP	System Evaluation Program
SIP	School Improvement Plan

SKPK	Standard Kualiti Prasekolah Kebangsaan
SPED	Special Education
SPM	Sijil Pelajaran Malaysia (Certificate of Education)
SRP	Special Remedial Program
STAR	Situation Task Action and Results
TADIKA	Taman Didikan Kanak-Kanak
TASKA	Taman Asuhan Kanak-Kanak
TED	Teacher Education Division
TEI	Teacher Education Institution

TG   Teacher's Guide

TLOG   Teacher Learning Observation Guide

UNESCO   United Nations Educational, Scientific, and Cultural Organization

WAYS   Walk Around Your School

LIST OF APPENDICES

N	Malaysia Preschool Playgrounds
O	Philippine Kindergarten Indoor Play Area
P	Philippine Kindergarten Classrooms
Q	Malaysia Preschool Classrooms
R	Kindergarten Building with Dining Area
S	Malaysia Preschool Gender Sensitive-Toilet
T	School A
U	School B
V	School C
W	School D

CHAPTER 1

INTRODUCTION

1.1 Introduction

Philippines and Malaysia are committed to the challenge of Education for All (EFA) Goal 1 on Early Childhood Care and Education (ECCE), that is expanding and improving comprehensive ECCE, especially for the most vulnerable and disadvantaged children (EFA Global Monitoring Report 2015). This international goal of EFA is also reflected in the recent Sustainable Development Goals (SDG), particularly G4 on quality education. SDG target 4.2 clearly specifies that "by 2030 it ensures that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education" (United Nations, SDG 2015-2030).

Indeed, the world has focused its attention in including early childhood education at the front line agenda of almost all global leaders.

1.2   Background of the study

Philippines had taken initiatives to address the EFA and SDG challenge by embracing K-12 Program into its educational system. Likewise, the country has introduced a big reform by making Kindergarten Program (KP) mandatory in the Basic Education Curriculum (BEC) in the country. This also yielded to a huge increase in kindergarten enrolment with 8.5 percentage point average annual increase from SY 2005-2006 to SY 2010-2011 (EFA National Review Report: The Philippines, 2015). Today, the present status of KP in the Philippines calls for evaluating its implementation knowing that the program has just been a recent reform since its first implementation as mandatory program in 2011.

On the other hand, Malaysia had also taken initiatives to address the challenge. The Malaysian government (GoM), through the Ministry of Education (MoE) formulated comprehensive strategies for the enhancement of the educational system with emphasis on early childhood education through its Malaysia Education Blueprint 2013-2025. The blueprint highlights 11 shifts and shift number 1 pertains to levelling up the quality of preschools and securing universal enrolment by 2020 (Malaysia Education Blueprint, 2013). Looking back, this educational aim in preschool was manifested in the Tenth Malaysian Plan (2011-2015) and Vision 2020, the culmination of a 30-year national development process to make Malaysia a fully developed country by the year 2020 (EFA Global Monitoring Report, 2015). Efforts have been made to achieve quality ECCE in Malaysia but despite of the effort, GoM still feels the need to improve the program especially on deliverable components such as issues on teachers, curriculum, teaching methodologies and classroom environment.

The K to 12 Program in the Philippines is a major educational change and a very recent innovation in the educational system as it made KP mandatory among 5-year old Filipino children through Republic Act 10157, known as the "Kindergarten Program Act" making kindergarten the first stage of mandatory formal education. Prior to the implementation of K-12 curriculum, the Kindergarten Education (KE) was not made mandatory for entrance to Grade 1. Since its implementation in 2011, Philippines had obtained great achievement in its aim to provide universal access to early childhood education in the country. It can be recalled that before the implementation of the K to 12 Basic Education Curriculum (BEC), of the 193 member states of UNESCO, the Republic of the Philippines, Djibouti and Angola are the only three countries that retain a 10-year basic education program (K to 12 Toolkit, 2012). The Philippines has the shortest cycle of education as shown on Table 1.1.

Table 1.1

Comparison of the Duration of Primary to Pre-University Education in Southeast Asia

Country	Years of primary Education	Years of Secondary Education		Total Primary and Secondary	Pre-university	Total Basic and Pre-university Education Duration
Brunei Darussalam	6	2/3	3	11/12	2/3	13/14/15
Cambodia	6	3	3	12	1 (foundation year)	13
Indonesia	6	3	3	12	1 (foundation year)	13
Lao PDR	5	3	3	11	2 (foundation years)	13
Malaysia	6	3	2	11	2/3	13/14
Myanmar	5	4	2	11	1	*(Continue)*
Philippines	6	4	0	10	-	10
Singapore	6	2	2/3	10/11	2/3	12/13/14
Thailand	6	3	3	12	-	12
Timor-Leste	6	3	3	12	-	12
Vietnam	5	4	3	12	2/3 (junior college)	14/15

Table 1.1 (*continued*)

Source: SEAMEO INNOTECH, 2012. K to 12 in Southeast Asia: Regional Comparison of the Structure, Content, Organization, and Adequacy of Basic Education, in the Philippines

The 10-year basic education program had caused problems for students wanting to study overseas because they lacked 2-3 years of basic education. This is a situation that underpins ongoing disadvantage in a progressively global society where continuing development of frameworks and comparative benchmarks underscore recognition, accreditation and equivalency. With the K-12 Program, Philippines is now at par with other countries in providing the best interest in education for the Filipino children of the 21st century (SEAMEO INNOTECH, 2012).

1.3 Problem statement

Kindergarten Program (KP) in the Philippines and Malaysia has been confronted with issues and challenges considering the international demand for high quality access and high quality delivery of Early Childhood Education (ECE). While some progress has been made in Early Childhood Care and Education (ECCE), the goals of quality and accessible ECCE for all children have not yet been achieved (Regional ECCE Policy Forum, 2013).

In the Philippines, reforms in the Basic Education Curriculum (BEC) have prompted a lot of issues and concerns (Vizconde, 2015), hence, enhancing the quality of basic education, that includes KP, is urgent and critical (Social Weather Survey, 2012). Since the implementation in 2011 of the mandatory KP in the Philippines, there

has been no evaluation yet as to the effectiveness of the program. In fact, it can be recalled that the k-12 Program in the Philippines, that of adding 2 years of seniors high school and making KE mandatory, is not warmly welcomed by some stakeholders, especially the parents because of the financial burden it has imposed upon them. During the first few years of KP implementation, issues have been raised to include school infrastructures, teachers' professional development opportunities and good salary, school-based management program process, instructional materials and facilities, and government budget for education (Philippines Education Note, 2016).

Undoubtedly, Malaysia government's (GoM) efforts in enhancing ECCE have been an uphill task to ensure that every child's access to quality education is ascertained (EFA Global Monitoring Report 2015). Relative to this, one challenge that has been reflected in the National Review is the challenge to achieve the 92 percent preschool enrolment since the 2012 target of 87 percent has fallen short, coming in at 82 percent only. This has something to do with a good strategy on the part of Malaysia to get full attendance of children to preschool education. More issues confronting the preschool education in Malaysia include teacher instructional competencies, English language competence, curriculum content, support of administration and teaching facilities (Jain, Mariani, Nor, Che, Abdullah & Shahrul, 2012). Continuous monitoring and evaluation of preschools will help provide for quality services. The Malaysian government has made education one of the priority programs to bring about broader reforms to the National Education System in Malaysia (Mustafa & Azman, 2013). Relatively, the Malaysian government places a strong emphasis on ECE and has formulated the National Policy for ECCE. Under this policy, programs have been introduced such as establishing more preschools to enhance readiness to primary education and other

initiatives to make early childhood programs more accessible especially for urban disadvantaged children through allocation of funds (EFA Global Monitoring Report 2015).

In the light of globalization where all nations position themselves to become a regional hub in education, Malaysia has undertaken some actions to position itself as a regional education hub the way Singapore and Hong Kong have initiated actions to establish themselves as a competitive education hub in the region (Knight & Morshidi, 2011). This is quite opposite to the Philippines' status as one of the "worst performers" in Asia in terms of achieving the Millennium Development Goals (MDGs) in education (Cayabyab, 2013). It is a fact that the Philippines has been exerting all its best efforts towards achieving the mandates for global education but there is much to be done and to act upon. Though issue of accessibility and equality is still important to both countries, quality of process and product is taking central stage. Quality is conformance to requirements or standards. A program evaluation process must continue to reach the ultimate goal of equity and quality (Goldstein, Warde & Peluso, 2013). It is therefore imperative that KP of the two countries be reviewed and its status be analyzed to help national leaders adopt measures to enhance and obtain quality in Kindergarten Program (Wortham, 2013).

1.4 Objectives of the study

This study compared the Kindergarten Program (KP) of the Philippines and Malaysia considering that they both belong to South East Asian countries desiring to play their fair share in the world in achieving quality education in the early childhood foundation

of the children. Benchmarking from each other's culture of excellence in education, Philippines and Malaysia have a chance to learn from their best practices in implementing KP and how they address challenges and problems along their way of implementing the program.

The aim of the study was to propose a kindergarten program evaluation model for the Philippines based on the components of KP under study that deal with the descriptive evaluation of the deliverable services of the program on management, monitoring and evaluation, curriculum, teachers, instruction, assessment, learning resources and instructional materials, learning space and environment, and parental and community involvement. Specifically, it sought to:

1. Identify the similarities and differences in laws and policies of Kindergarten Program in the Philippines and Malaysia that guide the implementation of the program.

2. Describe the issues and challenges of Kindergarten Program in the Philippines and Malaysia in terms of the following components:

   A. Management, Monitoring and Evaluation

   B. Curriculum

   C. Teachers

   D. Instruction

   E. Assessment

   F. Learning Resources and Instructional Materials

   G. Learning Space and Environment

   H. Parental and Community Involvement

3. Develop a Kindergarten Program Evaluation Model (KPEM) to be used in the Philippines.

1.5 Research questions

1. What are the similarities and differences in the laws and policies of Kindergarten Program in the Philippines and Malaysia that guide the implementation of the program?

2. What are the issues and challenges of Kindergarten Program in the Philippines and Malaysia in terms of the following components:

   A. Management, Monitoring and Evaluation

   B. Curriculum

   C. Teachers

   D. Instruction

   E. Assessment

   F. Learning Resources and Instructional Materials

   G. Learning Space and Environment

   H. Parental and Community Involvement?

3. What Kindergarten Program evaluation model (KPEM) can be developed for the Philippines based on the study conducted?

1.6 Theoretical framework of research

The framework of the study is anchored on evaluation theories as it involves the descriptive assessment as a way of comparing KP on its eight components namely: A)

Management, Monitoring and Evaluation; B) Curriculum ; C) Teachers ; D) Instruction; E) Assessment; F) Learning Resources and Instructional Materials; G) Learning Space and Environment; and H) Parental and Community Involvement.

One framework that influenced the course of the study is Malcolm Provus's (1969 & 1971) Discrepancy Evaluation Model (DEM) which provides information for program assessment and program improvement. He defined evaluation as the process of agreeing upon program standards, determining whether a discrepancy exists between some aspect of the program and standards governing that aspect of the program, and using discrepancy information to identify weaknesses of the program. His DEM is a comparison of an actual performance to a desired standard. The purpose of evaluation is to determine whether to improve, maintain or terminate a program. Figure 1.1 illustrates this concept of evaluation:
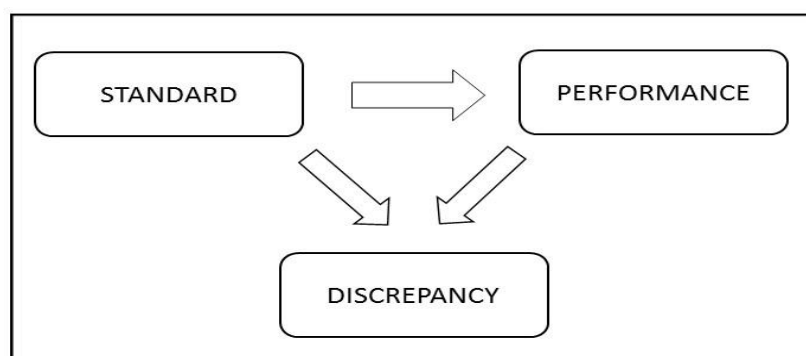
Figure 1.1. Evaluation as Comparison of an Actual Performance to a Desired Standard
          The model of Provus guided the conduct of the study since it sought to identify the laws and policies (standard) and to determine whether they are being met or achieved in the implementation of KP in terms of the eight deliverable components (performance). Consequently, there is a comparison of an actual performance to a

desired standard which results to challenges (discrepancy) in not meeting or achieving

the standard. Figure 1.2 illustrates the four specific stages of the evaluation model:
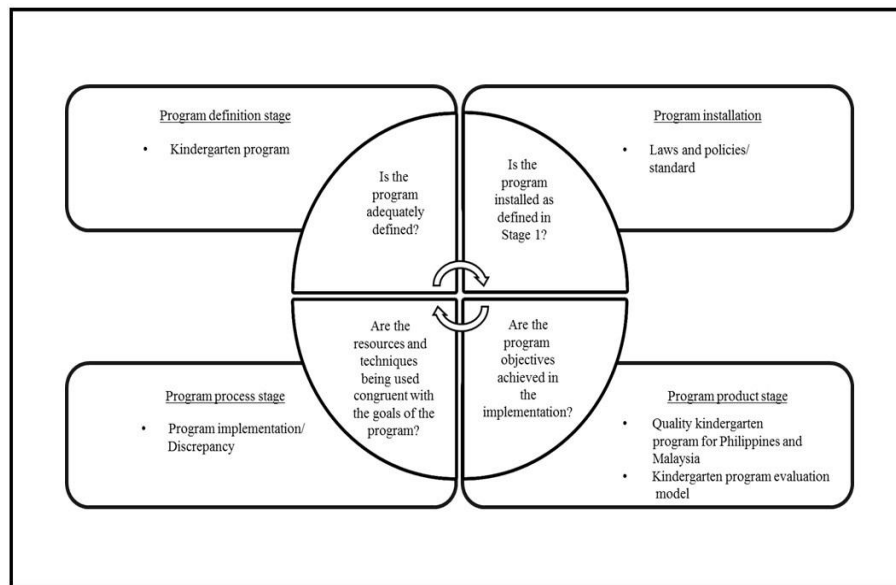
Figure 1.2. Provus Model's Four Specific Stages of the Program and the Actual Study
Program Steps

Figure 1.2 specifies the four stages in evaluating the program in which the first

stage includes the definition of the program itself, determining the necessary inputs,

processes, and outputs (IPO) and evaluating the comprehensiveness and internal

consistency of the program. It asks the question, 'Is the program adequately defined'?

The second stage involves program installation where the purpose of evaluation is to

assess the degree of program installation against stage 1 program standards. It asks the

question, 'Is the program installed as defined in Stage 1'? The third stage consists of

program process where the purpose of evaluation is to assess the relationship between

the variables to be changed and the process used to effect the change. It asks the

question, 'Are the resources and techniques being used congruent with the goals of the

program'?   The fourth stage refers to the program product where the purpose of

evaluation is to assess whether the design of the program achieved its major objectives. The question asked is, 'Are the program objectives achieved in the implementation'?

Another program evaluation model that influenced the present study is Steinmetz' (1976 & 1983) Discrepancy Evaluation Model (DEM) which includes: 1) Input evaluation (I); 2) Process evaluation (P); and 3) Outcome evaluation (O) or IPO. Figure 1.3 presents the framework of the study using Steinmetz' DEM.
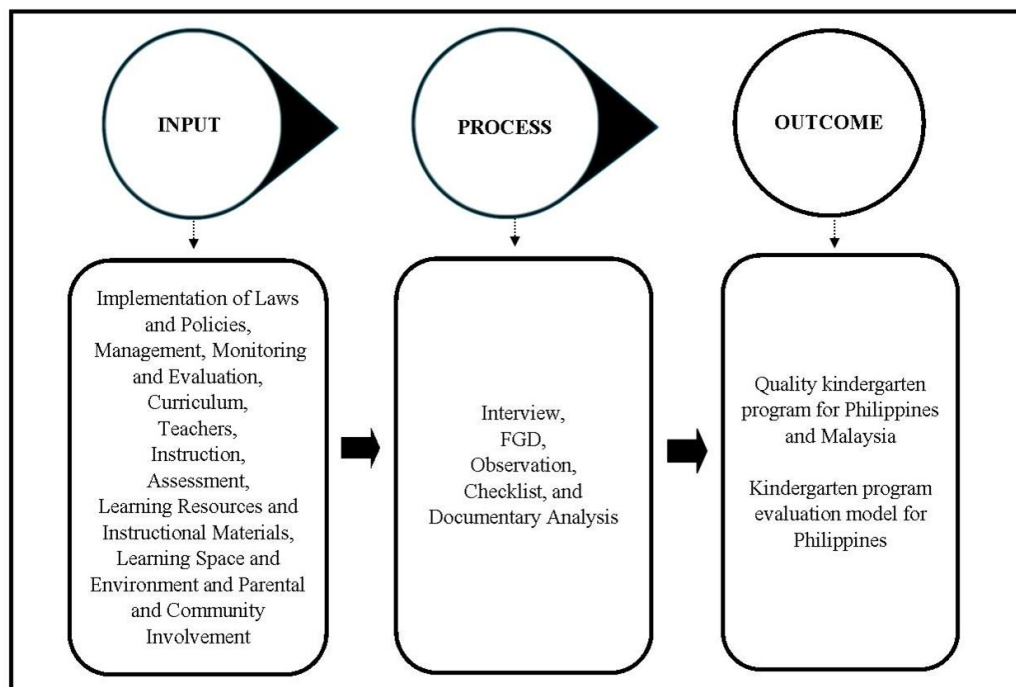
Figure 1.3. The Framework of the Study Using Steinmetz' Input Process and Outcome (IPO)

Likewise, Daniel Stufflebeam's (2003) model called CIPP evaluation model guided the framework of the study. It consists of Context, Input, Process and Product where Context evaluations assess needs, problems, and opportunities within a defined environment; Input evaluations assess competing strategies and the work plans and

budgets of approaches chosen for implementation; Process evaluations monitor, document, and assess activities; and Product evaluations identify and assess short-term, long-term, intended, and unintended outcomes.
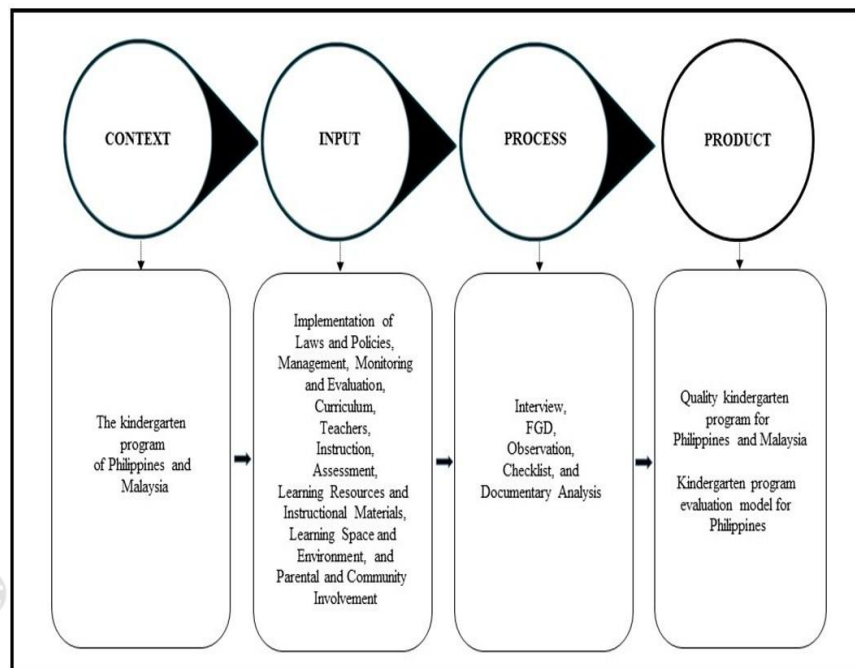
Figure 1.4. The Framework of the Study Using Stufflebeam's Context, Input, Process and Product (CIPP)

Relating it to the study, the KP in the two countries is the given Context; the laws and policies as well as the eight components of the program are the Inputs; the Process includes the Interview, Focus Group Discussion (FGD), Observation, Checklist, Documentary Analysis, and Thematic Analysis; and lastly, the Product is the quality kindergarten program and the program evaluation model produced for the Philippines.

1.7   Importance of research

The findings of this study gave merit to the following:

National leaders

The results of this study may provide them with data and information as to the present status of KP in the country in order to respond to the needs of the program for quality delivery of services.

Policy makers and legislators

The findings of this study may serve as bases for the enactment of more laws pertaining to the comprehensive implementation of KP in order to enhance and improve the quality of the program.

Administrators, supervisors and principals

This study may enable them to identify program strengths and weaknesses. They will be guided as to what other provisions, program services, policies or guidelines are needed in the program for its efficient and effective management operation.

Kindergarten teachers

This study may provide them with a clear direction of their crucial role as the primary source of information for the holistic development of the children. They will be equipped with the necessary background knowledge, practices and attributes for instruction delivery to effect life-long learning among learners.

Parents

The results of this study may allow them to learn what program service and system work best for their children. They may come to realize their primary function as partners of the school in helping their children achieve their full potentials.

Kindergarteners

They are the direct recipients of the fruit of the study. They are the beneficiaries of the improved services of KP especially on the qualification of teachers, their effective strategies in teaching, the kind of management to best handle them and the best curriculum that they deserve in order to become competitive learners of the 21st century.

Researchers

The results may provide them with data that they can use to uncover more critical areas for the improvement of KP.

ECE Students

The results of this study may help them reflect and realize the importance of their course. This study will help them value their worth as molders of young minds and hearts.

1.8   Study limitations

The study compared the Kindergarten Program (KP) of the Philippines and Malaysia using four government kindergarten schools. This is one limitation of the study because these schools may not represent all kindergarten schools in the two countries in terms of kindergarten implementation. The chosen schools do not represent the general public kindergarten schools in the entire country in aspects like cultural context, demographic profile, educational and socio-economic backgrounds. However, the purposive selection of the school cases can definitely meet the need and intended purpose of the study and can answer the research problems. Another limitation of the study is the use of qualitative description of the program implementation and not using quantitative measures to describe the program hence, statistical interpretation of the quality of the program services may not be obtained for comparison. Another limitation of the study is the type of children in the preschool context of Malaysia and the kindergarten context of the Philippines who are the regular children in class and did not include the children with special needs or with learning disabilities.

1.9   Operational definition

Assessment

It is one of the Kindergarten Program components being investigated in the study that identifies the performance of the kindergarten learners in class. It uses non-numerical and descriptive data pertaining to the achievement of the children in school. It may come in various forms like portfolio, anecdotal analysis and checklist for the observable behaviors and competencies of the child as he interacts in a natural way and in a natural setting.

Bahasa Melayu

It is the national language in Malaysia that has also been used in teaching the preschool children. It is the official language used in instruction aside from other languages like English, Tamil and Chinese.

Basic education

It is a term used in the Philippine context referring to education that encompasses early childhood, elementary, and high school education as well as Alternative Learning System (ALS) for out of school youth (OSY) and adult learners and education for those with special needs.

Curriculum

It is one of the Kindergarten Program components that refers to the preschool and kindergarten curriculum that defines the learning contents, goals and objectives to be taught. This includes the 7 domains of learning in the Philippines and 6 learning domains in Malaysia.

Developmentally Appropriate Practice (DAP)

It is an approach to teaching based on child development and early childhood education research. It is the application of knowledge and skills to suit the age, individuality, and the social and cultural backgrounds of each learner.

Evaluation

It is one of the Kindergarten Program components that refers to the assessment of the Kindergarten Program on the quality of the deliverable services. In this study, eight program components are assessed namely: Management, Monitoring and Evaluation, Curriculum, Teachers, Instruction, Assessment, Learning Resources and Instructional Materials, Learning Space and Environment and Parental and Community Involvement.

Head master/Head mistress

It is a term used in Malaysia to refer to the head of the school. This is equivalent to the term "principal" in the Philippines.

Instruction

It is one of the Kindergarten Program components that includes approaches, methods, activities used by the teacher in teaching the kindergarten learners.

KEMAS, Laman Web Rasmi Jabatan Kemajuan Masyarakat

It is a preschool education provider in Malaysia set up by the Department of Community Development (Jabatan Kemajuan Masyarakat), located in suburban, rural and remote areas where classes are conducted at the community halls (rented or provided free), housing estates, private property, rented shop houses or separate building built by the Ministry. The minimum requirement for enrolment is 10 children per class and the maximum requirement is 30 children.

Kindergarten

In the context of the study, it refers to a level of preschool class for children aged 5 (Philippine setting) and children 4 to 6 years old (Malaysian setting). It is a program or class which serves as introduction to primary school.

Kindergarten Child

In Malaysia context, it refers to six- year old child attending a kindergarten class. The learner in Kindergarten Program is called "child". In the Philippines, this refers to a five- year old child attending a kindergarten class. He is called a "learner".

Kindergarten Curriculum Guide (KCG)

It is the standards and competencies for five year old Filipino children. It is the listing of competencies or skills in the seven developmental domains for holistic development of children. The KCG is the basis in coming up with the daily activities spelled out in the Teacher's Guide.

Kindergarten Program

In the context of the Philippines, it is the first and formal education program for 5 year-old children. This is mandatory to take before the child can move up to Grade 1. In the context of Malaysia, it is a program as part of the preschool education of children four-six years old being run by MoE.

Kindergarten Teacher

He/She is a professional who delivers instruction in a preschool or kindergarten. In the Philippine context, she/he is a licensed teacher who obtained a 4 year-degree course in the program or any related course from the university or college. In Malaysian context, it is someone who is a diploma or a degree holder in the program. Though in both contexts, kindergarten teacher is encouraged to pursue post graduate studies.

K to 12 Program

It is a national curriculum in the Philippines that introduces a dramatic change in the educational system of the country by adding 2 years in the senior high school and making Kindergarten Program mandatory in the Basic Education Curriculum. In this sense, Philippines is joining other countries in the world, that offer K to 12 Program.

Learning resources and instructional materials

It is one of the Kindergarten Program components under study that includes tools, materials and other resources used in the teaching-learning process.

Learning space and environment

It is one of the Kindergarten Program components under study that refers to the physical environment such as the location of the school, class size, context of teaching-learning, social climate, and culture of the schools or classes in which children learn.

Management

It is one of the Kindergarten Program components which involves the leadership styles and functions of the principals or head masters. It involves setting goals and strategies to accomplish the vision of the school.

Medium of teaching and learning (MOTL)

It refers to the Language of Instruction (LOI) or Medium of Instruction (MOI). In the Philippines, MOI is mother-tongue while in Malaysia, the MOI includes Bahasa Melayu, English, Tamil and Chinese.

MoE preschools

These are schools located in the primary schools run by the Ministry of Education in Malaysia. These are the school respondents used in the study.

Mother Tongue

In the Philippine context, it is a language first learned by a child at home. This is the official language used by the kindergarten teachers in teaching the kindergarten learners. It is used as a medium of instruction from Kindergarten to Grade 3.

Parental and community involvement

It is one of the Kindergarten Program components that refers to the participation of parents and community stakeholders to the school activities to enhance learning among the children.

PERPADUAN the Portal Rasmi Jabatan Perpaduan Negara Dan Integrasi Nasional

It is a term used in Malaysia that refers to a preschool in the urban areas where there are 'Rukun Tetangga', a friendly neighborhood scheme. It accepts students from the different races into a class and parents from different racial background form the board of governance.

Principal

It is a term used in the Philippines to refer to the head of the school. This is equivalent to the term "head master" in Malaysia.

Program evaluation model

It is the output of the study considering the eight components of the Kindergarten Program being evaluated.

Special education

It means education that caters for the special educational needs of pupils.

TADIKA

In Malaysian context, it is a preschool/kindergarten in a community or institution that provides children of ages 4-6 years with early experiences for their growth, development and learning.

TASKA

In Malaysian context, it is a childcare centre in an institution or community where children below 4 years of age receive alternative care provided by childcare providers.

Teacher assistant

In Malaysia setting, it refers to the assistant of the preschool teacher who obtained diploma for teaching. She assists the regular preschool teacher in managing the classroom and in preparing the instructional materials and other needs of the teacher and the children.

Teacher's Guide

It is the primary reference of kindergarten teachers in carrying out the day to day teaching and learning processes. It contains suggested play- and theme-based activities for the different blocks of time per day, within a week and in the span of forty (40) weeks.

1.10   Chapter Summary

This chapter presented the comprehensive introduction of the study leading to the whole understanding of the research problem, its rationale why there is a need to conduct the study, how the study will take its course and what the study can offer to add new research discovery on early childhood education. It presented the theoretical framework using Provus' (1969 & 1971) and Steinmetz' (1976 & 1983) Discrepancy Evaluation Model and Stufflebeam's (2003) model called CIPP evaluation model. The study is helpful to national leaders, policy makers, administrators, teachers, parents, learners and researchers to achieve quality implementation in Kindergarten Program. The next chapter presents the review of related studies and literature considering the variables of Kindergarten Program under investigation.