
| RESEARCH ARTICLE

The Preschools in Marawi City: Status, Problems and Prospects

Asliah Casim- Mamalampac, LPT, MAED

Mindanao State University, Marawi City, Philippines

Corresponding Author: Asliah Casim- Mamalampac, LPT, MAED, **E-mail:** @mamalampacy@gmail.com

| ABSTRACT

This study, conducted during the 2010-2011 school year, explores the status, issues, and potential improvements of preschools in Marawi City. Employing a descriptive survey method, the research addresses several key aspects, including teacher, parent, and pupil profiles; preschool facilities; teacher practices; parenting approaches; encountered problems; and reading comprehension performance. The study encompasses twenty-nine preschools in MSU and Marawi City, with a sample size consisting of ninety-seven teachers, one hundred parents, and two hundred eighty-four pupils. A survey questionnaire, structured by the researcher, covers diverse categories such as teacher and parent profiles, preschool status, classroom practices, upbringing methods, encountered problems, reading comprehension performance, and prospects. Statistical tools like frequency distribution, percentage distribution, weighted mean, and the 5-point Likert scale were used for data analysis. Key findings include: a majority of teachers are female, aged 26-30, with a college degree and training in Early Childhood Education; parents are predominantly government-employed, aged 25-30, with 1-3 children; pupils are mostly 6-7 years old, Muslim, and in their senior level; preschool facilities are generally adequate, with classrooms rated moderately adequate; effective teacher practices contrast with moderately effective parenting approaches; serious problems are reported by teachers; and reading comprehension performance varies, with a need for enhanced social learning. Recommendations arising from the study include a preference for preschool teachers with a degree in Early Childhood Education, supplemented by ongoing training; emphasis on English and Filipino as instructional mediums; improved parent-teacher conferences; expanded preschool resources; careful planning and implementation of teacher practices; focus on developing reading skills; fostering rich social learning; and suggesting follow-up studies addressing specific concerns from teachers, pupils, and parents. In conclusion, this research provides valuable insights into the current state of preschool education in Marawi City and offers practical recommendations to enhance the overall quality of early childhood education in the locality.

| KEYWORDS

Kindergarten, Preschool Facilities; Teacher Practices; Parenting Approaches; and Reading Comprehension Performance.

| ARTICLE INFORMATION

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1. Introduction

It is a known fact that the rapid changes in the modern world today demand the importance and implementation of preschool education. We cannot deny that parents are the first and foremost teachers of the child. They are obliged to teach their children good habits, desirable attitudes, and values that will mold their true character traits throughout their lives. Nowadays, parent involvement goes far beyond attending parent education meetings and open houses. Parents serve as indispensable volunteers in the classroom where they do everything from tutoring to sharing their cultural backgrounds with the youngsters. They serve on powerful advisory boards, raise money, and provide ideas and criticisms about the curriculum. Research confirms that the inclusion of the parent in the educational process, whether in-home tutoring programs or the school itself, results in longer-lasting educational gains for the child.

It is high time that preschool education should be supported. An interesting and bold step taken by the Department of Education, Culture and Sports (DECS) during the time of Secretary Ricardo T. Gloria, was the opening of more kindergarten classes in public rural elementary schools. This was taken based on findings of early childhood educators that the most important period of a child's intellectual growth is the period from infancy to six years old or the pre-school period. At this time, the child should be exposed to interesting stimuli and close contact with his parents and guardians as well as caregivers to bring out the best potential in his numerous cognitive and affective potentials. The setting of age 7 (until recently) and now age 6 for the beginning of schooling is an administrative decision dictated by budget and logistic arrangements. The child does not begin learning at 6; in fact, the child learns as soon as he is conscious. The findings from Child Wonders are that a stimulating learning environment and interaction with peers and adults are preconditions for the optimal growth of the child's abilities. In turn, when the child's development is in tandem with his chronological age, then schooling becomes facilitated and becomes quite easy.

Gonzales (1997) said, "Many educators have realized that among the poor causes of poor achievements in school is the late entrance of children in school, which is six to seven years old. It is believed that by the time a child enters school at seven, his language, eating habits, and character traits are already developed, and it is difficult to adjust or correct them. So let us support pre-school education because researchers state that the child's I.Q. grows as the body grows and it is fastest during pre-school age. Pupils who underwent pre-education schooling perform much better than those without pre-elementary schooling. Many growing children ages three or four and five or six are out of school, this is a great problem raised by working mothers. Preschool education gives opportunities for the employment of thousands of new graduates and even non-eligible teachers. Preschool education should really be supported because it will reduce the raising of quality education in our country. Support the pre-school education rather than restore the Grade VII".

Angara (2009) head of the Senate Committee on Education, Arts and Culture stressed the importance of early childhood education to improve the school system in the Philippines. He authored the Pre-School Development Bill No.2024 which seeks to give children up to 6 years old access to early childhood care and development programs. This nationwide preschool program would be implemented by the barangay daycare centers with appropriate support from the Department of Social Welfare and Development (DSWD). Private volunteers and non-government organizations may also be tapped. According to Angara, our children learn all the fundamentals early in the context of education, "the earlier, the better".

Further, Angara stated, "It has been proven that this kind of early education enables the learner to retain more knowledge later in life. These preschool programs also prepare the children for formal schooling through intellectual and skill stimulation, as well as the formation of values and principles". Senate Bill No. 2024, "Institutionalizing Pre-School Education, Increasing the Monthly Compensation of Day Care Workers and for Other Purposes" was filed in the 15th Congress. This bill recently mandated just January 2011 that by 2012 there will be an expansion of preschool education in all public schools. (http://edangara.com/?q=node/291,January_2008)

Preschool teaching is full of challenges, obligations, and responsibilities because every child has different experiential backgrounds, behaviors, interests, wants, and needs that must be observed. Teaching preschool children can be one of the best, most deeply, satisfying experiences in the world. Children age 2 to 5 go through fascinating stages of development swiftly. They possessed vigorous personalities, rich enthusiasm, an astonishing amount of physical energy, and a strong will. This extra energy and enthusiasm are best gathered and directed in kindergarten or nursery school.

A good nursery school is made up of a wide range of experience. It considers the previous opportunities for a child's learning. However, most children who enter nursery school lack some kind of experience that facilitates learning. Dwight (2008) states that learning does not mean beginning to learn Arithmetic or Reading at the earliest possible time. It is basic and subtle and includes motivating the child to find pleasure in learning, to develop his ability, to pay attention to others, to engage in purposeful activities, to delay gratification of his wishes, and to work for the most distant rather than immediate rewards and goals. Researchers also emphasized that if a child is to benefit much from early childhood education, this kind of education should be handled by competent and effective preschool teachers and should be provided with appropriate facilities and instructional materials so that the teaching-learning process can be optimized. The performance of the child in the later educational process is influenced much by the kind of preschool education a young child experiences. As such, there is a need for competent and effective teachers and an ideal classroom situation so that the preschool education a child receives is ideal. This way, the child could maximize benefits from the later stages of his educative process. Being aware of the ideal pre-school environment children should firstly be molded, it is observed that in our locality the kind of pre-schools are within the standard. It is in this awareness that this study is envisioned. Investigating the status of preschool education in Marawi City will surely give us insights into how to improve these schools so that they can approximate an ideal preschool institution of learning.

This study seeks to determine the preschools in Marawi City in terms of their teachers' competence, facilities, and school environment and upbringing practices that are found to be suitable to the nature and behavior of preschool children in Marawi City. In addition, the status, problems, and prospects of pre-schools in the area are deemed necessary to explore.

2. Theoretical Framework

The study is anchored on the theories of early childhood education, methods and techniques, and the practice of the field presented by acclaimed authors. The different theories along with their respective methods and techniques were found helpful by any means a teacher uses in her teaching services. A preschool teacher must make good explorations of the methods and techniques to help the child. Below are the theories that can be applied to preschool children.

Thompson (2009) stated that many known theories in education are introduced by the different theories and proponents; all of which are found relatively useful in effecting services to pupils. One theory that has been known through all the years is the Erik Erikson stages of development. He has made a significant contribution to our understanding of what basic attitudes are. He hypothesizes that during their life span, individuals pass through a series of stages of emotional development wherein basic attitudes are formed. Early childhood encompasses three of these: the stages of trust versus mistrust, autonomy versus shame and doubt, and initiative versus guilt.

In the stage of trust versus mistrust, it is vital that the basic climate of the nursery school encourages the establishment of trust between everyone who is part of that community. If the teacher thinks of establishing trust in terms of letting the children know they can depend on her, it will be easy for her to implement the goal. In addition, if she is sensitive to the individual needs of the children and meets these as they arise, the teacher can confirm the message of their infancy once again that they are worthy of love and thus further strengthen trust and self-esteem.

In our society, the attitudes of autonomy versus shame and doubt are formed during the same period in which toilet training takes place. During this time the child is acquiring the skills of holding on and letting go. This fundamental exercise in self-assertion and control is associated with his drive to become independent and to express this independence by making choices and decisions so often couched in the classic imperatives of the 3-year-old. The desirable way to handle this strong need for choice and self-assertion is to provide an environment at home and nursery school that makes many opportunities available for the child to do things for himself and to make decisions.

Gradually, as the child develops the ability to act independently, he embarks on building the next set of basic attitudes. At this stage, he wants to think things up and try them out; he is interested in the effect his actions have on other people. To feel emotionally satisfied, a child of this age must be allowed to explore, to act, and to do. Nursery schools are generally strong about meeting the children's needs to explore and create.

On the other hand, the works of Damon, Piaget, and Kohlberg as cited by Hendrick (1980) reveal that there are different stages of moral development. The interesting thing about the stage theory of moral development is that because of his moral developmental level, the conscience of a child may tell him something is wrong when an adult's conscience tells him the same action is right. As Piaget and Kohlberg emphasize the young child is centered on himself and because of this egocentrism he has great difficulty imagining himself in the shoes of another. And yet, research also indicates that young children who are taught by parents and teachers using other-person-oriented rather than rule-oriented reasons for behavior tend to be more mature morally than youngsters who are simply provided with arbitrary rules. This finding implies that young children must have at least a partial ability to take another person's point of view. It is helpful for teachers to understand that such self-centeredness is typical and not due to "selfishness" or reprehensible callousness. Rather, this is a developmental stage, and during the time the child is in nursery school, he is just beginning to learn to decenter, to see the world from another's vantage point, and to care about how other people feel.

On the other hand, Mazur (2008) explains the social learning theories of Albert Bandura, which believed that personality is acquired not only by direct reinforcement of behavior but also by observational learning, or imitation. Bandura found that the consequences of a model engaging in a particular behavior influence the child's willingness to perform that behavior. In Bandura's view, children can direct their own behavior by their choice of models. The most effective models are those who are the most liked and most admired by the observer.

Furthermore, Skinner's Operant Conditioning Theory as cited by Bijou (1999) describes how rewards shape and maintain behavior. Skinner stated that all behavior was learned in response to environmental influences, such as the reinforcement and examples provided by parents, peers, and others. He explains reinforcement as a pattern of behavior that may be evidenced by repeatedly providing certain kinds of consequences or negative- actions that approach or duplicate a desired pattern. In this theory, little emphasis is placed on either emotional or physiological factors.

Moreover, Pavlov's Classical Conditioning Theory as cited by Berliner (2008) emphasized another kind of learning which occurs when a person makes a mental association between two events or stimuli. When conditioning has occurred, merely encountering the first stimulus produces a response once associated only with the second stimulus. For example, babies begin sucking when they are put in a familiar nursing posture, children fear dogs whose barking has startled them in the past, and students are frightened at the sound of school bells that signal that they are tardy.

The various theories discussed in this section helped the researcher in the conceptualization of the variables of this study. They are also useful in the formulation of the statement of the study.

2.1 Conceptual Framework

The study was focused on the Preschools in Marawi City: Status, Problems and Prospects conducted during the school year 2010-2011.

Figure 1 on the next page presents the schematic diagram of the conceptual framework of the study. It follows the simple research procedure of gathering information through its input-process-output. The input gathers the profile of the following respondents: Preschool teachers, parents, and preschool pupils. On the other hand, the process involves the status of preschools in terms of facilities, classroom practices, parents' upbringing practices, problems encountered, and pupils' reading comprehension performance. While the output generates the prospects and plans in preschools.

These variables are the focus of the study because they are believed to have a strong and direct influence as well as affect the child's performance.

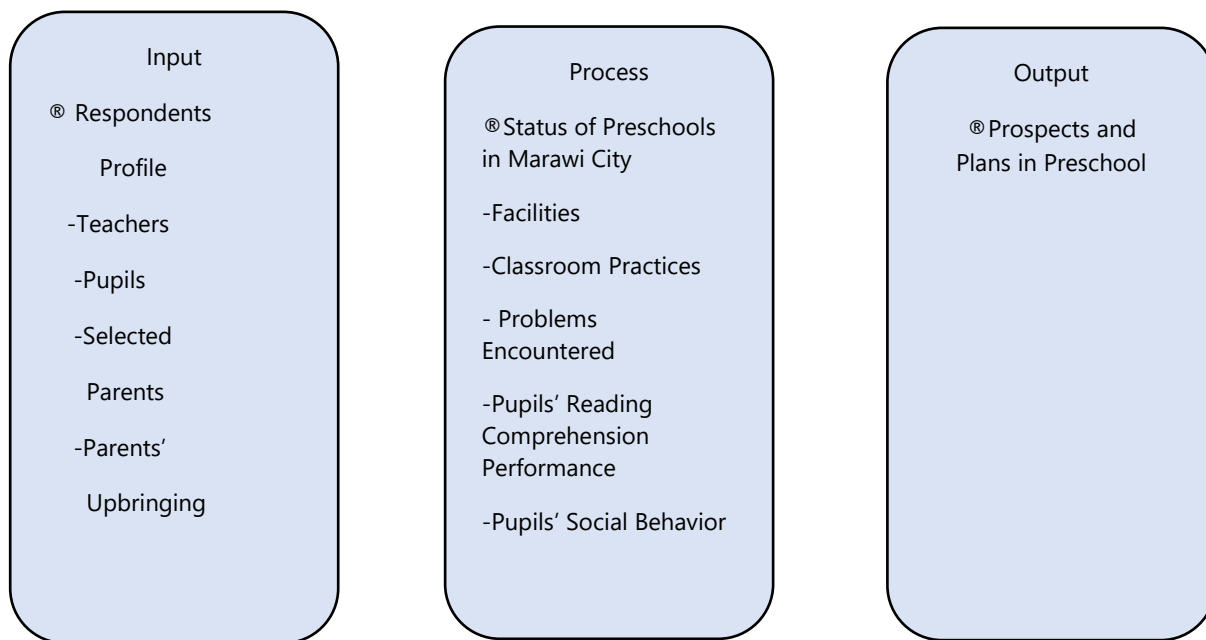


Figure1 . A Schematic Diagram of the Conceptual Framework of the St

2.2 Statement of the Problem

This study delves into The Preschools in Marawi City: Status, Problems, and Prospects conducted during the school year 2010-2011. It is exploratory in nature and, thus, seeks to answer the following inquiries:

1. What is the descriptive profile of the preschool teachers' profile in terms of the following variables?
 - 1.1. Age
 - 1.2. Sex
 - 1.3. Civil Status
 - 1.4. Religion
 - 1.5. Highest Educational Attainment

- 1.6. Area of Concentration / Field of Specialization
 - 1.7. Training attended related to Early Childhood Education (ECED)
 - 1.8. Medium of instruction used in the classroom.
2. What is the descriptive profile of pupils in terms of the following variables?
 - 2.1. Age
 - 2.2. Sex
 - 2.3. Religion
 - 2.4. Preschool Level
 3. What is the descriptive profile of the preschoolers' parents in terms of the following variables?
 - 3.1. Age
 - 3.2. Sex
 - 3.3. Religion
 - 3.4. Highest Educational Attainment
 - 3.5. Occupation
 - 3.6. Number of Children
 - 3.7. Upbringing Practices
 4. What are the Upbringing Practices of Preschoolers' Parents?
 5. What is the status of preschools in Marawi City in terms of:
 - 5.1. Facilities
 - 5.2. References
 - 5.3. Furniture
 - 5.4. Classroom
 6. What are the classroom practices used by preschool teachers?
 7. What are the problems encountered by the teachers in preschool education?
 8. What is the preschool pupils' reading comprehension performance?
 9. What is the level of the social behavior of the preschool pupils?
 10. What prospects and plans can be recommended to improve preschool education in the locality?

2.3 Significance of the Study

This study hoped to produce valuable data that may provide better insights into the preschool teaching of preschool teachers, pupils, and parents to the teaching-learning process. Also, it will solicit sympathy and understanding from other professionals not engaged in teaching on the plight of these teachers.

Specifically, the administrators, teachers, parent's community people, and other researchers will also benefit from the findings of this study. The administrators may use the data gathered in this study in drafting policies for the teaching-learning process in their schools.

Teachers. The teachers will also be provided with information on how to deal with the preschoolers, especially those who are not professionally trained in preschool teaching.

Pupils. To the pupils, this study is an input to improve the kindergarten schools in Marawi City and the direct beneficiaries of such improvement will be the pupils themselves.

Parents and Community. The parents and the community people as a whole will also find this study relevant to their desire to provide better preschool education for their children. Knowing the strengths and weaknesses of these schools in Marawi City will give them timely information and guide whether to continue patronizing these schools or not. If these schools are found wanting in facilities and in manpower, then they should initiate more to improve them so that the community people and their children could be served better.

Administrators. The result of this study is also envisioned to bring the attention of appropriate education authorities that preschool education should be given priority attention to achieve its goals and purposes. In addition, the owners and operators of these schools will find the data gathered in this study as appropriate and timely inputs in their desire to improve their kindergarten schools to better serve the preschool education needs of their clientele.

Future Researchers. Likewise, the results of this study may provide baseline information for other researchers who may be interested in undertaking further investigation on other areas related to the scope of the study. Lastly, implications drawn from this study may help in policy decisions and serve as a basis for improving preschool education in Marawi City.

2.4 Scope and Limitation

This study focused mainly on the data that were to be taken from twenty-nine (29) kindergarten schools in Marawi City by means of a questionnaire prepared for the purpose. The respondents are kindergarten teachers, parents, and the pupils of these schools as of 2010-2011.

The respondent schools are the twenty-nine (29) schools in Marawi and some preschools in Mindanao State University Campus for the SY 2010-2011.

This study was on the assessment of the personal profile of preschool teachers, pupils' profile and parents' profile, their classroom practices, the medium of instruction and the facilities of instruction, pupil's characteristics, parent's socio-economic and upbringing practices, problems encountered by preschools, the plans or prospects among these school respondents, and the child's performance in reading and social behavior as well. From this assessment, the status of these schools will be established, and recommendations will be made.

2.5 Definition of Terms

The following terms are defined either conceptually or operationally for better understanding:

Behavior. This term refers to the way in which somebody behaves, or a group responds to a specific set of conditions (Encarta Dictionary 2009). In this study, it refers to the behavior of the child as described by the parents and the teachers. Child's Performance. The art of carrying out or accomplishing something such as a task or action. In this study, it refers to the manner or the performance of the pupil in his learning, specifically in his reading performance (Lupdag, 2009).

Classroom Facilities. In this study, this refers to the facilities or materials found in the classroom of a kindergarten school in Marawi City. This includes tables, chairs, and playthings.

Classroom Management. This is the art of organizing classroom activities so that work and play go forward without loss of time and energy (Valle 1996). This study refers to organizing classroom activities in the preschool in Marawi City.

Classroom Practices. This is the usual pattern of action or an established way of doing something, especially one that has developed through experience and knowledge inside the classroom (Brickman-Encarta, 2009). As used in the study, it refers to the routine, way, system, manner, and procedure used in the class to improve performance.

Discipline. It is the practice or methods of teaching and enforcing acceptable patterns of behavior and a controlled orderly state, especially in a class of school children (Encarta Dictionary 2009). As used in this study, it refers to the techniques or methods of preschool teachers in maintaining order in the classroom.

Experience. This is the sum of the conscious events that make up the individual's life. It is knowledge gained by actual doing (Webster Dictionary 1995). In this study, it refers to the number of years of teaching of a kindergarten teacher.

Instructional facilities. This refers to audio-visual materials, equipment, books, etc. used in the pre-school classes in Marawi City.

Personality Characteristics. This is the totality of somebody's attitudes, interests, behavioral patterns, emotional responses, social roles, and Kindergarten. This is a preschool education specifically for 5-year-old children (Smart 1983). As used in this study, it refers to the different pre-school classes offered by the private and public schools in Marawi City.

Medium of Instruction. This is the language utilized by the teacher in doing instruction (Hendrick 1984). In this study, it refers to the language or dialect used by kindergarten teachers in teaching their pupils. and other individual traits that endure over long periods of time (Thompson, 1984). As used in the study, it refers to the quality of the existing character personality of the learners.

Preschool. This is a term applied universally to educational group experience for children prior to entrance into the primary grades of elementary school. It usually refers to the education of boys and girls from ages three to six or seven, depending on the admission requirements of schools in the area (Hendrick,1980). This study refers to the respondents of the researcher both in public and private pre-schools in Marawi City.

Private School. This refers to schools not being dependent on public funds for their operation (Hendrick,1984). They do not depend on public funding for support. They are half-day programs that tend to offer traditional nursery schools usually serve middle-class families.

Public School. This is a state-funded elementary or secondary school providing education free for children in kindergarten through the twelfth grade (Encarta Dictionary 2009). This study refers to the eight (8) public schools in Marawi City offering preschool classes namely: Amai Pakpak Central Elementary School (APCES); Banggolo Elementary School; Bangon Elementary School; Condong Central Elementary School; Ibango Elementary School; Marinaut Elementary School; Marawi Central Elementary Pilot School; and Toros Elementary School.

Reading. The process of getting meaning from the printed page. It is a process of interpreting symbols drawn from the image, idea, passion, or experience of the author (Villamin,1983). This study refers to the identification of the performance of the pupils in terms of their speed and the level of their comprehension in reading.

Reading Comprehension. This refers to the result of an interaction between the text and the reader. It primarily depends on the reader's skill in recognizing printed symbols and words, his mastery of the language of the text including a rich fund of vocabulary, the depth and breadth of his prior knowledge and experiences, and familiarity with the subject matter (Anderson et al.,1985). In this study, this refers to one of the pupils' major skills in communication arts that should be identified in preschoolers.

Sociability. This term involves learning the rules of behavior of the culture in which a child is born and will grow up (Thompson, 1984). In this study, it refers to the warmth, kindness, or generosity of a child towards his classmates or the people around him.

Upbringing. This term refers to early training or the way in which somebody has been brought up, or trained and educated early in life (Kassin, 2009). As used in the study, it refers to the background, rearing, and upbringing practices of the parents towards their children at home.

2. Review of Related Literature and Studies

2.1 Related Literature

According to the Preschool Education Handbook for teachers published by the Bureau of Elementary Education, DECS, Metro Manila (1998), in a preschool, there should be an interrelatedness of all learning areas. No learning area should be taught in isolation. They are taught as an integrated whole to provide a holistic approach to early child learning.

In addition, the materials to be used for instruction in preschool education should be properly selected so that the integrated nature of learning can be assured. Materials such as short stories, poems, rhymes, dramas, games, and art activities should be carefully selected and created to provide learning integration and continuity. In addition, these materials should be created for communication skills, values, and motor-creative development (Handbook 1998).

2.2 Kindergarten: Its Beginning

The first kindergarten was founded by German educator Friedrich Froebel in 1837 in Blankenburg, Prussia (now part of Germany). Froebel chose the German term kindergarten (literally, children's garden) because he intended children in his school to grow as freely as flowers in a garden. Froebel's kindergarten was based on the then-radical idea that children's play was significant. At the time, almost no children under the age of seven attended school, but Froebel designed his kindergarten for children between the ages of three and seven. The kindergarten became widely admired for its innovative teaching strategies, and Froebel's followers soon established other kindergartens based on his educational philosophy. Furthermore, Froebel's ideas about early childhood education were influenced mainly by the work of three individuals. The first was Czech educator John Amos Comenius, who in the

17th century introduced the idea that schools should teach infants. Another influence was French philosopher Jean Jacques Rousseau, who wrote *Émile* (1762), a treatise on a child's education in nature. In addition, Froebel was influenced by Swiss education reformer Johann Heinrich Pestalozzi, who founded schools for infants in the late 18th and early 19th century. From 1808 to 1810 Froebel studied and worked at Pestalozzi's school in Yverdon, Switzerland, where he learned the principles of so-called natural education. Froebel was drawn to Pestalozzi's teaching methods, which were designed to stimulate the natural curiosity of children and to nourish their innate desire to learn. Dr. Maria Montessori, founder of schools bearing her name, was trained before the turn of the century as a medical doctor and psychologist. Her major work centered on training feeble-minded children in an Italian slum housing project. Her teaching stressed cleanliness and self-help. She designed numerous tasks and felt the children should learn these tasks in a designated sequence. She appears to have been quite successful in getting children to learn. Nearly all nursery schools and kindergartens today emphasize the idea of self-help and the development of independence both stressed in Montessori schools. Children generally help care for their room. "Self-correcting" materials like Montessori's have been adapted for general use. As contributed by Steinberg (2009) "Education in the Philippines is free and compulsory for children ages 6 through 12. Filipino and English are the primary languages of instruction. The literacy rate is 96.3 percent of the adult population, with little variation between males and females.

During the Spanish colonial era, only the elite population had access to education. After the United States gained control of the Philippines in 1898, a strong emphasis was placed on public education. The idea that free and compulsory education would democratize society took hold in the Philippines. English replaced Spanish as the language of instruction and as the national medium of communication. Since independence in 1946, the Philippine government has opened schools in even the remotest areas. Literacy rates in some languages have slowly improved. However, significant differences in the quality of education continue to exist between rural and urban areas.

2.3 Philosophy of Pre-school in Education

According to Hendrick (1980), Froebel's original philosophy for kindergarten was based on his belief in natural laws of learning. He believed that young children, like plants, held the seeds of their own later development. He thought kindergarten teachers could stimulate this potential growth, thereby helping children to recognize and use the things they understood instinctively. In addition, Froebel saw kindergarten as an extension of home life. He thought that the school could provide the greatest stimulation to children if it supplemented the natural trust between a mother and her child. According to Froebel, children should spend part of the day with motherly teachers in a nurturing, supportive environment, where they can acquire good social habits and learn how to play with other children. Froebel was convinced that young children learned best through play and through handling material objects, rather than through books and didactic teaching. In Froebel's kindergartens, play was not simply an opportunity for children to freely express themselves; it was a sequence of directed activities designed to help children understand certain physical, moral, and intellectual principles that Froebel considered universal.

By the early 20th century, kindergarten curriculums had lost many characteristics of Froebel's original model. American kindergarten teachers replaced highly structured gifts and occupations with a wider range of materials and activities based on everyday American life. For example, American educator Caroline Pratt replaced Froebel's abstract geometric shapes with smooth maple blocks based on traditional building materials. In addition, American kindergartens gradually became less teacher-directed, and children were encouraged to express their individual differences more freely. Though older kindergarten teachers resisted these changes, psychologists supported the new, less rigid kindergarten methods, and the kindergarten gradually modernized. The philosophy underlying kindergarten has continued to evolve. Although most American kindergartens now offer some academic training to prepare children for first grade, educators continue to debate the extent to which kindergartens should teach children such basic skills as phonics, reading, and arithmetic. Despite these debates, most teachers believe that appropriate kindergarten curriculums should devote some attention to school readiness while also allowing children to engage in more creative and self-expressive activities.

2.4 Goals for Early Childhood Education

As cited by Hendrick (1980), there are several goals for early education in preschool and these are the following: [1] The child needs to grow in independence; [2] the child needs to learn to give and share as well as receive affection. [3] the child needs to learn to get along with others. [4] the child needs to develop self-control. [5] the child needs to learn the appropriate sex role. [6] the child needs to begin understanding his body. [7] the child needs to learn many large and small motor skills. [8] the child needs to begin to understand and control his physical world. [9] the child needs to learn new words and how to use words in his social and intellectual activity. [10] the child needs to begin to develop a notion about his relationship to the world.

2.5 Characteristics of Children in Preschool

Villamin (1983) stressed that, "getting to know children is a continuing process. "Information regarding children can be obtained from research, from parents, and from previous experience with children. Each child has characteristics that are like other children of his age. He also has unique characteristics. Here are some of those characteristics: During their first days in school, they may

have anxiety periods. Children of this stage ask many questions. There is a rapid increase in reasoning and concept building. The children are more active. They are highly curious about what they hear and see. Children enjoy each other company.

2.6 Qualities of a Good Teacher of Young Children

According to Navarro (1993), "a significant contribution to society is made by a good teacher. The contribution cannot be measured, but it will affect the present generation and indirectly the generations to come: The good teacher must be dedicated in her role; The good teacher believes in herself and in her ability to cope with her responsibility; The teacher has confidence in people; An effective teacher can adapt information to the young child's level; The teacher should go beyond what she expects to teach; The teacher is well informed about human growth and development; The teacher of young children works constantly to improve her ability to guide children's learning; A good teacher strives to mold all her skill and knowledge into a teaching style that is comfortable and unique; the teacher must be friendly, open, spontaneous, and creative person."

2.7 Basic Professional Ethics

(Hendrick, 1985). Some of the most fundamental ethical principles teachers should observe includes the following: When in doubt about the value of a decision, put the child's welfare first; strive to be fair to all children; keep personal problems private during the day; show respect for the child; observe professional discretion; observe the chain of command.

2.8 Teacher-Parent Relations

Covar (1998) stated that there is a growing consensus that efforts of home and school must be united if each child is to benefit fully from his educational opportunity. Hymes says, "We must end the separation of home and school. Too much is at stake to let the foolish lack of communication persist in which the left hand never knows what the right is doing." Nowhere in the long educational continuum is the parent-teacher relationship more important than in the child's early years. Being the child's first teacher, the nursery school or kindergarten teacher is in a strategic position to set the stage for early and continuing parent-school interaction. Fathers as well as mothers are encouraged to participate.

Teachers find that some parents have a very accepting leave-it-to-the-experts attitude. Such parents believe, and teach their children, that "the teacher knows best. They rarely criticize the school. Should the child have trouble, such parents usually feel he deserves it. Teacher-parent relationships are of utmost importance in educating the young child. When the school and homes are closely united, the child will more likely be able to reach his fullest potential. Teachers will take the leadership in initiating contacts with parents. They will maintain an open, friendly approach to parents yet always remain professional. The teacher will value relationships with parents as a teaching experience and, perhaps even more important, as a learning experience with respect to the child and his parents.

In addition, Seeley (1982), an educational consultant had this to say: "Educational research has begun to focus on the importance of the family as educator. It is now being recognized that much of what a child needs to know, both before, and during the school years is learned in the family." Similarly, "the child's attitudes and values are basic to his guidance learning. These he brings with him to school from home. Their modification is also best when parents are aware of this effort and involvement in assisting with it. Parental involvement means helping the child adjust to school life and becoming increasingly insightful as to what kind of a boy he is and can become."

Moreover, Seeley (1982) added that, "every parent has his or her unique style of parenting. There is no single parent's right way to raise children and no recipe to follow for producing perfect, trouble-free children furthermore, there are no two sets of parents who are going to apply identical methods of rearing their children.

2.9 Strengthening the Happiness of Children in Pre-school

Macarayan (1993) states that: "When children enter pre-school, they must cope with more time away from home. They are asked to join with unfamiliar children make friends and get to know new adults. Children between the ages of two and seven are still egocentric; they show self-centered attitudes. This can make it hard at times to play happily and cooperatively with friends and siblings. Young children also develop the language to say and understand things which can build friendship, or which can hurt feelings." Children entering school face a variety of new experiences, some of which may be stressful. A stressful experience is one which demands children to change or adapt to a new situation. They must learn to interact with many other children and with teachers. This is happening at a time in development when children are becoming more socially sensitive. Their growing concern about how they are treated by, and compared to, others can easily lead to times of both happiness and unhappiness.

Moreover, preschoolers, kindergartens, and first graders may be proud and happy when they are accepted by others; they also are hurt to the point of tears when other children show rejection through insults, ridicule, or physical aggression. Children must start to deal with the fact that there are others who are faster, stronger, better looking, more popular, or smarter.

2.10 Socialization in the Family

Whenever and wherever we see children in spontaneous play in their homes, nursery schools, or playgrounds, we are struck with the range of individual differences in behavior, characteristics, and motivations. Some children are very active outgoing, independent, explorative, curious, aggressive, and adventurous; others seem passive, dependent, shy, and withdrawn. Each child manifests a unique personality, that is, an enduring organization or pattern of characteristics and ways of thinking, feeling, relating to others, and adapting to the environment.

Lupdag (1984) cited that "personalities and social behaviors are regulated by many factors, including temperament, the values of the social class or ethnic group to which they belong, rewards and punishments in the home, interactions with peers, and exposures to behavior and standards through the mass media.

2.11 How are Children Socialized?

Although opinion remains divided about how children become socialized (Parke 1982), it appears that children become like other people and to get along with them because of identifying with and imitating them and by being reinforced for desirable social behaviors.

Considerable evidence indicates that children learn by observing grown-ups and other children and that, particularly if the person is nurturing and powerful, they will seek to be like the model and imitate his behavior. There is also considerable evidence that children learn socially acceptable responses because of reinforcement by adults (Allen et al.1984). This can be negative reinforcement in the form of recognition, praise, approval, and admission to the group, or other positively reinforcing responses and satisfaction that come from without or within themselves. In addition, a study by Thompson (2008) shows that teachers can facilitate the development of some specific behaviors by assuming an active, guiding role.

The teachers need to do more than sit idly while the children grow and develop; they should assume a role based on active teaching. Since one-way children acquire social behaviors is by identifying with models and imitating their behavior, obviously teachers should provide good examples (Moore, 1982). In addition, the relationship between themselves and the child should be based on mutual liking and warmth. Because young boys may tend to imitate male models more readily than they do female ones, it is also desirable to include male teachers and volunteers in the nursery school whenever possible.

2.12 Developmental Trends in Social Growth

Rubin (1984) states that 'Early childhood is a time that can be rich in social learning; it is a dynamic period characterized by many beginnings, but few completely attained learning in the development of social skills and interactions. Although the home is profoundly influential in this area, nursery schoolteachers can also make a valuable contribution to social development.

We know that as children grow older the amount of social play increases (Rubin,1980) and that they make more friends as they grow from infancy to kindergarten age. In addition to these, one of Piaget's concepts concerning social and intellectual development has considerable relevance to understanding the social behavior of young children. Piaget maintains that children in the preoperational stage of development, which includes the nursery school years, are primarily egocentric. That is, they see the world from their own point of view and experience considerable difficulty putting themselves in others 'places.

At the same time, preschoolers are also often self-centered as Piaget perceived them to be, so it is helpful for teachers to understand that such self-centeredness is typical and not due to "selfishness" or reprehensible callousness.

2.13 Related Studies

According to Agencia (1999) in her study about private kindergarten said that *a school playground must be improved they should not be contented with just a porch or an alley to serve as a playground. Young children need big space that is safe and properly fenced. This kind of general school facility is very important. An early childhood education program must have a big space where young children can play. In our locality, it has been observed that some preschool buildings are not designed for classrooms but, these were designed as residential houses and then used as a kindergarten school. In the same vein, Babia (1998) mentioned in her study that, "big spaces or playground allows the pupils to play and use their extra energy for wholesome games and activities", In addition, Agencia (1999) noted that, "playground should be given priority since preschool education is basically a play and game time. Without a playground, this important component of preschool education is not met".

On the issue of low salaries contracted by private preschools, Macarambon (1998) pointed out in her study that, the salaries of preschool teachers must be increased and that the mode of payment of their salaries be made regular like every end of the month or every 15 days. This way, it will motivate the teachers to improve their performance.

On the aspect of classroom management, Pangandaman (1996) recommended in his study that, in maintaining discipline in the classroom, the teacher should assert her authority as the head of the classroom. She added that "problems should be given immediate attention if we are to improve school education in the Islamic City of the South".

Furthermore, Arjona (2010) stated in her study that for a school to run smoothly, a comprehensive program must be planned out meticulously. It should cover and benefit the whole constituents. The administration must think of how they can help, not on what they can profit from the school.

All reviewed articles are on preschool education and some on theories in language learning. These articles are related to the present study. They are useful in the formulation of the statement of the problem and in the interpretation of the result of the study.

3. Research Design and Methodology

3.1 Research Design

This research made use of the descriptive survey method of study. Kassin (2008) says that the "descriptive survey method describes a specific population or group of people that involves asking a series of questions about respondents' behavior, thoughts, and opinion". This study aided in fact-finding procedures in describing the status, profile, problems, and prospects among the private and public preschools in Marawi City for the school year 2010-2011.

3.2 Locale of the Study

This research included twenty-nine (29) preschools strategically located in some areas of MSU and Marawi City. There are ninety-seven (97) teachers, two hundred eighty-four (284) pupils, and one hundred parents as respondents.

Marawi City, formerly known as Dansalan is in the Province of Lanao del Sur. It is composed of ninety-six (96) Barangays. It is considered the Islamic educational center of Central Mindanao as it is home to the Maranao ethnic group who are primarily believers of Islam as the place was named the Islamic City of Marawi.

Marawi City has a very invigorating climate comparable to Baguio City. Its main tourist attraction is Lake Lanao, the second biggest and the deepest lake in the country; and the Mindanao State University, the premier state institution of higher learning serving the MINSUPALA Region.

3.3 Research Respondents

The study enlisted the twenty-nine (29) private and public preschools in Marawi City. A total of ninety-seven (97) preschool teachers, one hundred (100) selected parents, and two hundred eighty-four (284) pupils served as samples.

Table 1.
Respondents School Distribution

Name of School	Teachers	Sample Pupils	Sample Parents	Address of School
Aba-Alkhail Computer School	4	10	5	Pangarungan Village, Marawi City
Al- Ashriyah Phil.Integrated School (APHIS)	2	10	2	MSU Barrio Salam Marawi City
Al-Hakeemah Integrated School	3	10	1	MSU Barrio Salam Marawi City
Al-Khwarizmi International College (AKIC)	2	10	5	National Highway, Basak Malutlut
Amai Pakpak Central Elementary School(APCES)	3	10	4	Barrio Green Marawi City
Asnora Islamic Learning Center	2	10	2	Brgy Center Marawi City
Banggolo Elementary school	2	10	1	Banggolo Marawi City
Bangon Elementary School	1	4	0	Bangon Marawi City
Condong Central Elementary School	1	0	0	MSU Barrio Salam Marawi City
Dansalan College Foundation	3	0	0	Moncado Street Marawi City
Fountain Harvest Academy	4	10	0	Brgy.Daguduban,Lilod Madaya MC
Ibango Elementary School	2	10	0	Moncado Stret Marawi City

Ibn-Siena Integrated School (ISIS)	9	20	2	Basak Malutlut Marawi City
Integrated School for the Sciences of Peace (ISSF)	4	10	3	Basak Malutlut Marawi City
Jamiatu Philippine Al-Islamia (JPI)	3	10	2	Perez St. Marawi City
Little School for Life	4	10	5	MSU 3rd St. Marawi City
Marawi Foundation Academy (MAFA)	2	10	4	Quezon Avenue, Marawi City
Marawi Integrated School (MIS)	3	10	2	Saduc Marawi City
Marinaut Elementary School	2	10	0	Millionaires Village,,Marinaut MC
Marawi Central Elementary Pilot School (MCEPS)	2	10	1	Moncado Colony Marawi City
Masiricampo Abantas Memorial Islamic Academy	4	10	1	National Highway,Marawi City
MSU-ILS EMPC Learning Center	11	20	50	MSU New Zealand Marawi City
Philippine Integrated School (PIS)	10	20	2	Bangon, Marawi City
Ranao Child development Center (RCDC)	3	10	2	Saduc,Marawi City
Ranao Institute for Science and Technology (RIST)	4	10	3	Abubacar,Basak Malutlut MC
Sapiyyah Integrated Islamic School Foundation (SISF)	4	10	0	Racman Villlage,Basak Malutlut MC
Senator Ninoy Aquino College Foundation	1	10	1	Moncado St. Marawi City
Shalom Peace Learning Center	3	10	1	MSU 5th Street Marawi City
Toros Elementary School	1	0	1	Bacolod Chico,Tuca Marawi City
Total	97	284	100	

3.4 Data Gathering Procedure

The researcher visited all 29 preschools (kindergartens) in Marawi City to have an informal survey of the said schools and identify how many would-be respondents in the study.

Letters were constructed to express the intent of the researcher. These were the letter requests addressed to the principals of the different preschools in Marawi City and in the MSU Campus for the researcher to conduct the questionnaires. All letters were presented. Noted and approved by the thesis adviser.

The filling up of the questionnaire was done during vacant time. Survey questionnaires were administered to the respondents by the researcher and were assisted by the principals of the school. Retrieval of the questionnaires was quite difficult since not all teachers immediately answered the instrument, and some were not around during the researcher's retrieval.

3.5 Research Instrument and its Validity

This research used a survey questionnaire constructed arbitrarily by the researcher. The survey questionnaires were categorized into parts, namely: Part I -Preschool Teachers' Profile; Part II - Preschool Pupils' Profile, Part III - Selected Parents' Profile, Part IV - Status of Preschools in Marawi City; Part V- Preschool Teachers' Classroom Practices; Part VI- Preschool Parents' Upbringing Practices; Part VII - Problems Encountered in Preschools; Part VIII - Preschool Pupils' Reading Comprehension Performance Level; and Part IX- Prospects and Plans in Preschools.

The draft of the questionnaire was submitted to the thesis committee for improvement and finalization. When finalized, it was validated among selected preschool teachers formerly teaching at the defunct MSU-ILS Kindergarten Department in Marawi City. Some of the items that did not meet the required minimum criteria for item analysis of 0.2 to 1.0 were improved. The validated questionnaire was used in data gathering.

The aspects and indicators used in the survey questionnaires were products of readings and culled out from unpublished research, journals, and books that explain the ideal preschool.

3.6 Statistical Tools Used

The following were the statistical tools used to calculate the data gathered.

- 1.) Data gathered from the various categories of the survey questionnaire with the following Frequency and Percentage Distribution.
2. Weighted Mean (WM). This was used to calculate the weighted responses on the various categories of the survey questionnaire. A five (5) - point Likert scale was used on the status, problems encountered, and prospects in Preschools.

4. Presentation, Analysis and Interpretation of Data

4.1 Descriptive Profile of the Preschool Teachers

Teachers' profile is described by categories to know statistically the background of the respondents. The profile may provide an avenue to dig more into the respondents' whereabouts, further pave the way to discoveries and more discommends may shed light on knowing "how and what are with the teachers, pupils, and parents in place of the study, more likely it possibly links to other categorical parts and give relative support to strengthen the findings of this research. Its vital variability parts are seen contributing to coming up with wholesome inferences, observations, and implications. A detailed presentation, analysis, and interpretation of the various variables concerning teachers' profiles follows.

4.1.1 Age

Table 2 on the next page presents the frequency and percentage distribution of the preschool teachers' ages.

Table 2. Frequency and Percentage Distribution of the Preschool Teachers' Age

Age	Frequency	Percentage
25 yrs old and under	28	28.87
26-30 yrs old	37	38.14
31-35 yrs old	19	19.59
35 yrs old and over	13	13.40
Total	97	100.00

Table 2 shows that most or 38.14 percent belong to the age group of 26-30years old, followed by twenty-eight or 28.87 percent those in the grouping of 25years old and under. Nineteen or 19.59 percent belong to the age grouping of 31-35 years old, followed by thirteen or 13.40 percent on the age group of 35 years old and over.

The findings indicate that the majority or 38.14 percent of the preschool teachers were categorized in the middle adulthood whose characteristics manifest being young, energetic, and enthusiastic. With these characteristics, it fits the preschool teachers of Marawi City. Gregorio (1986) stipulated that classroom teachers should have the energy and interest to handle children. The vibrancy of the preschool teachers makes learning fun among preschoolers. It was also noted that in handling toddlers, one must be in good health as they cope with the active participations of young children in the learning process.

4.1.2 Sex

Table 3 in the next page presents the frequency and percentage distribution of the preschool teachers' sex.

Table 3. Frequency and Percentage Distribution of the Preschool Teachers' Sex

Sex	Frequency	Percentage
Male	8	8.25
Female	89	91.75
Total	97	100.00

Table 3 revealed that majority or **91.75 percent** are female, while eight or 8.25 percent belong to the male sector.

This finding showed that majority (91.75%) of the respondents were females. This implies that few men engage in the teaching profession; obviously dominated by the women. Though women take the motherly role in all aspects of family living, men do also have say on the matter. In different gender theories, women are hypothesized to be more relational, expressive, and communal

whereas men are more autonomous and instrumental their value priorities. In other words, female teacher has common characteristics of a mother. A good teacher must be a child caregiver (Schwartz 1992).

4.1.3 Civil Status

Table 4. Frequency and Percentage Distribution of the Preschool Teachers' Civil Status

Civil Status	Frequency	Percentage
Single	54	55.67
Married	34	35.05
Widow	2	2.06
Divorced	7	7.22
Total	97	100.00

Table 4 presents the frequency and percentage distribution of the preschool teachers' civil status. It revealed that the majority or **55.67 percent** are single, while thirty-four or 35.05 percent are married. In rare cases, seven, or 7.22 percent are divorced and two, or 2.06 percent are widowed.

These findings showed that the majority (55.67 %) of preschool teachers are single. This is an indication that many are unattached and most likely to devote their time and efforts to their chosen career path, that is, teaching at the preschool level. According to Agencia (1999), *single teacher teaches better than married ones*.

4.1.4 Religion

Table 5. Frequency and Percentage Distribution of the Preschool Teachers' Religion

Religion	Frequency	Percentage
Islam	60	61.86
Christianity	37	38.14
Total	97	100.00

Table 5 presents the frequency and percentage distribution of the preschool teachers' religious affiliation. It revealed that the majority or **61.86 percent** are practicing Muslim as Islam is the dominant religious affiliation, while thirty-seven or 38.14 percent are devotee of the Christian faith.

The findings showed that majority (61.86 %) of the preschool teachers in Marawi City are of Islamic faith, meaning that many of the Muslim women of today have become career oriented. The choice of teaching in the preschool level minimizes their exposure to men as in the case of Muslim women restricted to mingle with men not their closest kin. On the other hand, non-Muslim preschool teachers who are non-residents chose to practice their profession in Marawi City as they are likely to be hired due to the urgency of highly competent preschool teachers and few are considered specialist. Macarambon (1998) have cited in his study that "non-Muslim teachers are more preferred by the parents to teach in all subjects since they are always in the classroom and that they are perceived to be hard working and efficient." This statement may not represent the entire schools in Marawi City because the study might have been conducted in the non-Muslim operated schools. Regardless of religious affiliation, it can be deduced that Muslims or non-Muslims having meet the standards of teaching are entitled to practice their given profession.

4.1.5 Highest Educational Attainment

Table 6. Frequency and Percentage Distribution of the Preschool Teachers' Highest Educational Attainment

Highest Educational Attainment	Frequency	Percentage
College Degree	90	92.78
Master's Degree	2	2.06
Magna Carta for Teacher	5	5.15
Total	97	100.00

Table 6 reveals the frequency and percentage distribution of the preschool teachers' highest educational attainment. It showed that majority or **92.78 percent** are college degree holders, followed by five or 5.15 percent Magna Carta for Teachers certified. Two or 2.06 percent have earned master's degree.

The findings showed that preschool operators in Marawi City investigated the qualifications of the teachers. Further, it was indicated that majority of these collegiate graduate finished the Bachelor of Elementary Education (BEED) program of the teacher education institution.

The Magna Carta for Teachers allows non-teacher education specialist to take the minimum 18-unit prescribed professional education course to certify them to teach. However, there was a mis connotation on this Republic Act No. 4670 (Magna Carta for Teachers). While non-teacher educationist takes the proficiency certificate in teaching does not necessarily mean that he/she is entitled to teach in the basic education. It is a proficiency certificate to engage non-specialist with pedagogical skills so that they can teach in their field of discipline. As cited by Agencia (1999) that a child is to benefit much from early childhood education if he is handled by a competent preschool teacher.

4.1.6 Area of Concentration/Field of Specialization

Table 7. Frequency and Percentage Distribution of the Preschool Teachers' Area of Concentration/Field of Specialization

Area of Concentration/Field of Specialization	Frequency	Percentage
Reading	46	47.42
Filipino	8	8.25
Math	11	11.34
English	15	15.46
General Education	17	17.53
Total	97	100.00

Table 7 presents the frequency and percentage distribution of the preschool teachers' area of concentration/field of specialization. It revealed that most or **47.42 percent** are specialist in Reading, followed by seventeen or 17.53 percent are General Educationist. Other specializations reveal the following: Fifteen or 15.46percent are English major, eleven or 11.34 percent are Mathematics major, and eight or 8.22 percent are Filipino major. The finding implies that among the respondents none of them finished Early Childhood Education (ECED).

Gonzales (1997) says, " Preschool or commonly known as kindergarten school emphasizes on learning the basic 3R's (Reading, Writing and Arithmetic)". This guideline calls for Reading or English major teachers to fit into the program as well as Mathematics major Elementary teachers who finished General Education which covers the five (5) learning areas as emphasized in the Basic Education Curriculum (BEC) such as English, Mathematics, Science, Filipino and Geography, are most likely oriented in teaching grade schoolers.

4.1.7 Trainings attended related to Early Childhood Education (ECED)

Table 8. Frequency and Percentage Distribution of the Preschool Teachers' Trainings Attended Related to ECED

Trainings Attended Related to ECED	Frequency	Percentage
10-20 hours	15	15.46
21-30 hours	2	2.06
31-35 hours	6	6.19
36 and over	5	5.15
None	69	71.13
Total	97	100.00

Table 8 presents the frequency and percentage distribution of the preschool teachers' area of concentration/field of specialization. It revealed that majority or **71.13 percent** have not attended training related to early childhood education (ECED). There were others who have attended as follows: Fifteen or 15.46 percent have attended at least 10-20 hours of training; six or 6.19 percent attended 31 -35hours of training; five or 5.15 percent with 36 hours and over, and two 2.06 percent 21 -30 hours of training.

These findings showed that majority (71.13 %) of the preschool teachers of Marawi City have not been trained on the preschool pedagogies. Thus, their skills might be limited to what they have gained in their pre-service education days. To be effective in delivering teaching-learning processes, one should be exposed to a variety of pedagogical skills. Children who love to play treats learning like a playground. Moreover, the Montessori Method stresses independent learning, hence, preschool teachers should possess the quality of a keen observer to be able to investigate the true ability and behavior of a child.

4.1.8 Medium of Instruction Used in the Classroom

Table 9. Frequency and Percentage Distribution of the Preschool Teachers' Medium of Instruction Used in the Classroom

Medium of Instruction Used in the Classroom	Frequency	Percentage
English	10	10.31
Filipino	15	15.46
Maranao	1	1.03
Bilingual	71	73.20
Total	97	100.00

Table 9 reveals the frequency and percentage distribution of the preschool teachers' medium of instruction used in the classroom. The findings showed that majority or **73.20 percent** uses Bilingual, followed by fifteen or 15.46 percent uses Filipino, ten uses the English Language and one or 1.03 percent uses Maranao dialect.

The data gathered show that majority (73.20 %) of the respondents were using bilingual in their respective classes which means that they are using either Filipino or English for the better understanding of the pupils. Garcia cited that in 1968 the US Congress passed the Bilingual Education Act which defined bilingual education as instruction in a child's native language that facilitates progress through the educational system. Congress has reauthorized the act five times most recently in 1994 declaring that no state could deny educational opportunity to any pupil because of language barriers.

4.2 Descriptive Profile of the Preschoolers' Parents

This part discusses the profile of selected preschoolers' parents. In the event of targeting the participant respondents of the study, the researcher did convenient sampling procedure in gathering preschoolers' parents. A total of one hundred (100) parents who supervised their children indifferent respondent preschools were also used as respondents of the study. Descriptions of their profile variables were sought.

4.2.1 Age

Table 10. Frequency and Percentage Distribution of the Parents' Age

Age	Frequency	Percentage
31 yrs old and over	24	24.00
25-30 yrs old	58	58.00
20-24 yrs old and under	18	18.00
Total	100	100.00

Table 10 shows the frequency and percentage distribution of the parents' age. As shown, majority of the respondents which is 58 percent belonged to the age bracket of 25-30 years old. This was followed by 24 percent of the respondents who belonged to the 30 years and above. The remaining respondents which are 18percent out of the 100 respondents were in their 20's to 25's years old.

An analysis on the foregoing result implies that mostly parents of preschools fall within the age range from 25 years old to 30 years old. The parents were still young, they can perform well their responsibilities to their children, they have all the energy to support and guide their child in the school. Guastello (1995) mentioned that "child whose parents are young at age has more advantages than those parents who are old enough".

4.2.2 Sex

Table 11. Frequency and Percentage Distribution of the Parents' Sex

Sex	Frequency	Percentage
Male	14	14.00
Female	86	86.00
Total	100	100.00

Table 11 presents the gender distribution of the parent respondents. As shown **86 percent** of the respondents are females, 14 percent are males. The result implies that more female parents are found in the location of the study. Mother figure is understood to be serving care, love, and guidance providers to preschool pupil as normally served by teachers in the school. As the saying goes, "mother knows best".

4.2.3 Religion

Table 12. Frequency and Percentage Distribution of the Parents' Religion

Religion	Frequency	Percentage
Islam	84	84.00
Christianity	16	16.00
Total	100	100.00

As reflected in Table 12, it shows that the majority 84 percent of the total respondents are practicing the Islamic religion. Only 16 percent of the respondents are Christians or Catholics. Obviously, in the previous pages, it was mentioned that because the location of the study is in Marawi City and mostly resided by Muslims, no doubt the respondents are most likely affiliated with the Islamic religion.

4.2.4 Highest Educational Attainment

Table 13. Frequency and Percentage Distribution of the Parents' Highest Educational Attainment

Highest Educational Attainment	Frequency	Percentage
College Degree	67	67.00
Master's Degree	2	2.00
Vocational	16	16.00
High School Graduate	15	15.00
Total	100	100.00

As can be drawn from table 13, there are 67 percent of the total respondents finished their College Degree; 16 percent earned vocational courses; there are 2 percent of the respondents are master's graduate holders; and 15 percent of the respondents are high school graduates. These are the parents who married at an early age and stopped schooling after having children.

This illustrates that the majority (67.00%) of the respondents' parents are college graduates. With this educational attainment, the parent respondents may have the necessary positive attitude regarding the follow-up or help they can extend to their children when it comes to school matters. As experienced, parents are the ones doing the assignments or projects of the child, in most cases where the child did not absorb the lecture in class and the parent clearly explains it at home to the child.

4.2.5 Occupation

Table 14. Frequency and Percentage Distribution of the Parents' Occupation

Occupation	Frequency	Percentage
Government Employee	52	52.00
Businessmen	28	28.00
Carpenters	4	4.00
None	16	16.00
Total	100	100.00

Table 14 presents the frequency distribution of parents' occupations whether they are government employees, businessmen, farmers, fishermen, or carpenters or none.

As can be gleaned from Table 14, the majority, or **52 percent** of the total parent respondents are government employees; 28 percent of them engaged in business; 4 percent are carpenters and out of 100 respondents, 16 percent indicated none.

The findings reveal that the majority (52%) of the respondents are government employees. This signifies that the main livelihood of the respondents is working in the government. Thus, they obtain their support and maintenance for their basic needs, education, and others from their earnings in the government.

4.2.6 Number of Children

Table 15 in the next page presents the frequency and percentage distribution of parents' number of children. It reveals that majority of the respondents which is 42 percent has an average of 1-3 number of children; this was followed by 29 percent of the respondents falls in the average from 4-6 number of children; 25 percent of which is under the average of 7-9 number of children; and only 12 percent is within the average of 10 children and above.

Table 15. Frequency and Percentage Distribution of the Parents' Number of Children

Number of children	Frequency	Percentage
1-3 children	42	42.00
4-6 children	29	29.00
7-9 children	17	17.00
10 and above	12	12.00
Total	100	100.00

The findings reveal that some or 42 percent of the of the total respondents have 1-3 children. This implies that nowadays, parents are wise enough to think of the future of their children. Not to mention that most of the respondents are working parents. As noted by Covar (1994), "If you love your children, think of their future for them to have a good life and stop thinking of having so many kids".

4.3 Descriptive Profile of the Preschool Pupils

4.3.1 Age

Table 16. Frequency and Percentage Distribution of the Pupils' Age

Age	Frequency	Percentage
6-7 yrs old	181	63.73
5-6 yrs old	85	29.93
4-5 yrs old	18	6.34
Total	284	100.00

Table 16 reflects the frequency and percentage distribution of the pupils' age. This is divided into three age ranges: 4 years to 5 years old, 5 years to 6 years old, and 6 years to 7 years of age and above.

As shown in Table 16, 181 or **63.73 percent** out of 284 respondents belonged to the age category of 6 - 7 years old; 85 or 29.93 percent of the respondents belonged to the age category of 5-6 years old; and only 18 or 6.34percent of the respondents belonged to the age category of 4-5 years old.

This finding shows that the majority (63.73 percent) of the respondents belonged to the age range of 6- 7 years old, this is so because most of the respondents fall in Senior Kinder or K2. The range age of 5-6 years old are mostly from Junior Kinder or K1. This is in accordance with the study of Pangandaman (1996) which showed that the pupils enrolled at Grade One is at the age of seven years old which is suited after the K2 when they proceed to Grade One. Moreover, Pangandaman said that this is an age which is generally considered by psychologists as the right age to start schooling since they have reached already the age of reasoning and the maturation period.

4.3.2 Sex

Table 17. Frequency and Percentage Distribution of the Pupils' Sex

Sex	Frequency	Percentage
Boy	110	38.73
Girl	174	61.27
Total	284	100.00

Table 17 presents the frequency and percentage distribution of the pupils' sex. This is categorized into male and female.

As presented in Table 11, there were 174 or **61.27 percent** among the 284 respondents were females and 110 or 38.73 percent were identified as males. This result implies that majority (61.27) percent of the pupils of the different preschools in Marawi City

were females. This is supported by Agencia (1999) in her study on the reading performance of elementary pupils which revealed that there are more females in all levels of education particularly in preschool and in elementary than males.

4.3.3 Religion

Table 18. Frequency and Percentage Distribution of the Pupils' Religion

Religion	Frequency	Percentage
Islam	257	90.49
Christianity	27	9.51
Total	284	100.00

Table 18 presents the frequency and percentage distribution of pupils' religion. The classifications include only two, Islam and Christians or Catholic.

The table presents that majority (90.49 %) of the respondents were followers of Islam; 27 or 9.59 percent of the respondents are Christians. This shows that majority of the respondents which is 90.49 percent are Islam. This means that majority of the pupils enrolled in preschools in Marawi City are Muslims, which cannot be denied that they are living in a Muslim area.

4.3.4 Pupils' Preschool Level

Table 19. Frequency and Percentage Distribution of the Pupils' Preschool Level

Pupils' Preschool Level	Frequency	Percentage
Junior Kinder	52	18.31
Senior Kinder	232	81.69
Total	284	100.00

Table 19 presents the frequency and percentage distribution of pupils' level in preschool. This is divided into two categories, namely. Junior Kinder (K1) and Senior Kinder (K2).

As shown in the Table, 232 or 81.69percent out of the 284 respondents' majority were in Senior Kinder; and only 52 or **18.31 percent** of the respondents are Junior Kinder. This is because almost all the principals of the different preschools in Marawi City wanted the researcher to conduct her study only to the Senior Kinder pupils with their belief that the Senior Kinder can easily be handled by the researcher and some of the schools served only Senior Kinder.

4.4 Status of Preschools in Marawi City

This part expounds on the discussion on the status of preschools in Marawi City. The aspects covered on the status limit itself on facilities, references, furniture, and classrooms. The succeeding paragraphs elaborate the major findings of the study.

4.4.1 Facilities

Table 20. Weighted Mean Results on the Preschool Teachers' Responses on the Status of Preschools in Marawi City according to Facilities.

A. Facilities	N	TW	WM	Descriptive Interpretation
1. Play Area	97	331	3.41	Adequate
2. Library	97	303	3.12	Adequate
3. Comfort Room	97	350	3.61	Moderately Adequate
4. Office	97	322	3.32	Adequate
5. Clinic	97	273	2	Adequate
		1579	3.26	Adequate

Legend Scale:

4.25-5.00 Very Adequate

3.50-4.24 Moderately Adequate

2.75-3.49 Adequate

2.00-2.74 *Less Adequate*
 1.00-1.99 *Not at all Adequate*

Table 20 shows the weighted mean results on the teachers' responses on the status of the preschools in Marawi City according to Facilities. The gathered data revealed that among the facilities cited, the comfort room (CR) gained a weighted mean (WM) result of **3.61** (N=97; TW=350) with descriptive interpretation of **moderately adequate**. The rest of the facilities such as Play Area (WM=3.41), Library (WM=3.12), Office (WM=3.32) and Clinic (WM=2.81) were **adequate**.

For a preschool to operate, it should comply with the required facilities. As gleaned in the data the schools were able to comply with the requirements; however, the availability of moderately adequate comfort room implies that these schools may have met the prescribed comfort room facility. Covar (1998) said that "The comfort room or toilet is an important facility as this gives comfort to whoever feels like going to the "call of nature". Impending or restricting oneself of its use might cause endocrine system failure or infection.

4.4.2 References

Table 21. Weighted Mean Results on the Preschool Teachers' Responses on the Status of Preschools in Marawi City according to References.

B. References	N	TW	WM	Descriptive Interpretation
1. Textbooks	97	419	4.32	Moderately Adequate
2. Children Books	97	343	3.54	Moderately Adequate
3. News	97	280	2.89	Adequate
4. Magazines/ Journals	97	288	2.97	Adequate
5. Encyclopedia	97	301	3.10	Adequate
6. Dictionary	97	322	3.32	Adequate
		1953	3.36	Adequate

Legend Scale:

4.25-5.00 *Very Adequate*
 3.50-4.24 *Moderately Adequate*
 2.75-3.49 *Adequate*
 2.00-2.74 *Less Adequate*
 1.00-1.99 *Not at all Adequate*

Table 21 reveals the weighted mean results on the preschool teachers' responses on the status of the preschools in Marawi city according to References. The gathered data presented that among the facilities cited, the textbooks (N=97; TW=419) gained a weighted mean (WM) result of **4.32** (N=97; TW=350) together with Children Books ((N = 97;;TW=3.54) gamered a weighted mean (WM) result of 3.54 with descriptive interpretation of **moderately adequate**. The rest of the facilities such as News (WM=2.89), Magazines/Journals (WM=2.97) , Encyclopedia (WM=3.10) and Dictionary (WM=3.32) were **adequate**.

The findings showed that the textbooks and children's books are moderately adequate, which means that the ratio of textbooks and children's books might be scarce. This is in accordance with the statement of Navarro (1993) that, "Reference materials that are adequate will contribute to a more efficient delivery of teaching-learning processes." It implies that schools with ample references will enhance the preschoolers' skills, particularly in their reading ability level.

Gregorio (1986) cited factors that affect the efficiency of learning which include classrooms, textbooks, equipment, school facilities, and other instructional materials. In the school, the condition of learning must be favorable and adequate if teaching is to produce the desired results. He added that it is easier to teach in a good type of building with adequate equipment and instructional materials than in a building without books and visual aids.

4.4.3 Furniture

Table 22. Weighted Mean Results on the Preschool Teachers' Responses on the Status of Preschools in Marawi City according to Furniture.

C. Furniture	N	TW	WM	Descriptive Interpretation
1. Educational TV/ DVDs	97	290	2.99	Adequate
2. Computer Set	97	280	2.89	Adequate
3. Radio/ Component	97	257	2.65	Adequate
		827	2.84	Adequate

Legend Scale:

4.25-5.00	Very Adequate
3.50-4.24	Moderately Adequate
2.75-3.49	Adequate
2.00-2.74	Less Adequate
1.00-1.99	Not at all Adequate

Table 22 reveals the weighted mean results on the preschool teachers' responses on the status of the schools according to Furniture. It presented an ALL-**adequate** result on educational TV/DVDs with a weighted mean of 2.99(N=97; TW=90) followed by a computer set with (N=97; TW=280) and radio/component with 2.65 (N=97; TW=257).

This finding shows that the preschools operating in Marawi City are adequately equipped with furniture such as TV/DVDs, computer sets, and radio components. This is true to the opinion of Rabara (1999) that "the availability of educational technological media assists preschool teachers in developing learning materials suitable to preschoolers. The use of audio-video media enhances learners' visual, auditory, and kinesthetic skills".

4.4.4 Classrooms

Table 23. Weighted Mean Results on the Preschool Teachers' Responses on the Status of Preschools in Marawi City according to Classrooms.

D. Classrooms	N	TW	WM	Descriptive Interpretation
1. Blackboard	97	436	4.49	Moderately Adequate
2. Display Boards	97	382	3.94	Moderately Adequate
3. Lights and Ventilation	97	376	3.88	Moderately Adequate
4. Tables	97	422	4.35	Moderately Adequate
5. Chairs	97	421	4.34	Moderately Adequate
6. Cabinet	97	304	3.13	Adequate
		2341	4.02	Moderately Adequate

Legend Scale:

4.25-5.00	Very Adequate
3.50-4.24	Moderately Adequate
2.75-3.49	Adequate
2.00-2.74	Less Adequate
1.00-1.99	Not at all Adequate

Table 23 reveals the weighted mean results of the preschool teachers' responses on the status of the schools according to Classrooms. It revealed that among the classroom aspects cited, only the cabinet seems to be adequate with a weighted mean result of 3.13 (N=97; TW=304). The rest are moderately adequate described as follows: blackboard with WM=4.49, Tables with WM=4.35, chairs with WM=4.34, display boards with WM=3.94, and lights and ventilations with 3.88.

This data showed that the classrooms were sufficiently/equipped with the necessary facilities. Jacinto (2009) believed that preschool must be well equipped and ventilated as well as with complete facilities so that the children are interested in going to school".

4.5 Classroom Practices Used by Preschool Teachers

Table 24. Weighted Mean Results on the Preschool Teachers' Responses Classroom Practices

Aspects	N	TW	WM	Descriptive Interpretation
1. Assign definite seat for the pupils.	97	467	4.81	Very Effective
2. Check the roll at the beginning of the class period.	97	465	4.79	Very Effective
3. Orient the pupils on how to distribute and collect all materials	97	450	4.64	Very Effective
4. Oblige the pupils to wear proper uniform.	97	472	4.87	Very Effective
5. Show tolerance to misbehaving pupils.	97	349	3.76	Moderately Effective
6. Acknowledge good behavior and efforts of the pupils.	97	472	4.87	Very Effective
7. Encourage pupils to change their misbehaving acts.	97	456	4.70	Very Effective
8. Make the pupils feel at ease during teaching-learning situations	97	458	4.72	Very Effective
9. Establish a system of mutual support to help the pupils accept their individual differences.	97	431	4.44	Moderately Effective
10. Inform parents of a misbehaving pupil.	97	457	4.71	Very Effective
11. Pupils are allowed to participate in decisions and may make choices.	97	394	4.09	Moderately Effective
12. Welcome suggestions/answers from the pupils.	97	417	4.30	Moderately Effective
13. Pupils are not allowed to go home unaccompanied by guardians or parents.	97	431	4.48	Moderately Effective
14. The pupils are trained to go and use the comfort room (CR).	97	425	4.40	Moderately Effective
15. Eating must be done during recess time.	97	459	4.73	Very Effective
		6603	4.56	Very Effective

Legend Scale:

- 4.25-5.00 Very Effective
- 3.50-4.24 Moderately Effective
- 2.00-2.74 Less Effective
- 1.00-1.99 Not at all Effective

Table 24 presents the weighted mean results of the preschool teachers' responses to classroom practices. A grand mean of 4.56 with descriptive interpretation of **very effective** showed that among the aspects mentioned, the preschool teachers do practice them.

The table also shows that the overall WM is WM= 4.56 (N=97; TW=6603) interpreted as **very effective**. Those practices that were found to be very effective were the teacher factor and parent factor.

Avillanoza (1996) says: "Discipline in the nursery school is not quite the same as the discipline that many pupils and parents have known in their lives". It is easier to understand in terms of the sense of autonomy. The teacher sets limits on what the child may decide for himself and what he may do. She makes the limits clear and sticks to them firmly, giving him freedom within them. Macarambon (1998) said that the teachers as substitute parents must be able to motivate good discipline and good learning. In the classroom, the teacher should be able to exercise parental authority if he is to maintain a desirable classroom atmosphere that promotes an effective teaching-learning process.

4.6 Upbringing Practices of Preschoolers' Parents

Table 25. Weighted Mean Results on the Parents' Responses on Upbringing Practices

Aspects	N	TW	WM	Descriptive Interpretation
1. Encourage the child to develop their special interests, abilities, and aptitudes.	97	461	4.75	Very Effective
2. Trained them to respect elders.	97	484	4.99	Very Effective
3. Show over-protectiveness in the child.	97	426	4.39	
4. Acknowledge good behavior verbally and non-verbally.	97	464	4.78	Very Effective
5. Give rewards every time he/she gets high grades.	97	471	4.86	Moderately Effective
6. Ignore the child in his/her tantrums.	97	344	3.60	Moderately Effective
7. Assigned time to watching TV and play on computers.	97	418	4.31	Moderately Effective
8. Helps the child in doing assignments & and projects.	97	387	3.99	Very Effective
9. Visits the child in his/her school.	97	449	4.63	Moderately Effective
10. Let the child choose what he/she wants to eat in school.	97	358	3.80	Moderately Effective
Total		4262	4.41	Moderately Effective

Legend Scale:

4.25-5.00 *Very Effective*

3.50-4.24 *Moderately Effective*

2.00-2.74 *Less Effective*

1.00-1.99 *Not at all Effective*

Table 25 shows the weighted mean results on the parents' responses to upbringing practices. A grand weighted mean of **4.41** ($N = 100$; $TW = 4262$) with the descriptive interpretation of **moderately effective** expresses the upbringing practices of the parents. Seeley (1992), an educational consultant had this to say: "Educational research has begun to focus on the importance of the family as educator. It is now being recognized that much of what a child needs to know, both before, and during the school years is learned in the family.

Similarly, "the child's attitudes and values are basic to his guidance learning. These, he brings with him to school from home. Their modification also is best when parents are aware of his effort and involvement in assisting with it. Parental involvement means helping the child adjust to school life and becoming increasingly as of what kind of a boy he is and can become.

Gregorio (1987) said that in learning how to help children learn, both parents and teachers must recognize the necessity of providing a warm, supportive climate at home as well as in school. In like manner, Hurlock (1984) pointed out: "Most of those who become successful as they grow older come from homes where parental attitudes towards them are favorable and where a wholesome relationship existed between them and their parents. Such a relationship will produce happy, friendly children who are appealing to others, relatively free from anxieties and constructive, independent members of the group."

4.7 Problems Encountered in Preschools

This section presents and discusses the serious problems encountered by preschool education teachers in Marawi City.

As shown on the next page in Table 26, the most serious problem of teachers-respondents is the low salary of teachers. Most of them only received between P 4,000-P6,500 a month. Sometimes the mode of payment is irregular and has no fixed schedule for salary payment. Most often, the teachers were just given "salary advances" without a fixed amount. This low salary and its mode of payment do not allow the teachers to effectively budget their monthly income causing them to fall short of daily expenses.

Other problems include the need for the teachers to grow professionally, interference of parents in teaching the pupils, need for training and seminars or workshops, limited sources and facilities, location of the building, and poor ventilation and poor lighting. Arjona (2010), pointed out in her study that "the problems brought about by the teachers are implications of unmet services that are expected by and from the school administration".

Table 26. Weighted Mean Results on the Preschool Teachers' Problems Encountered

Problems Encountered	N	WM	Descriptive Interpretation
<i>1. Teachers</i>			
<i>1.1. Low salary payment.</i>	97	4.556	Very Serious Problem
<i>1.2. Need of trainings or seminar workshops.</i>	97	3.268	Serious Problem
<i>1.3. Need to grow professionally.</i>	97	3.804	Moderately Serious
<i>1.4. Interference of parents in dealing with the pupils.</i>	97	3.742	Moderately Serious
<i>1.5. Too strict in school management.</i>	97	3.144	Serious Problem
<i>2. Pupils</i>			
<i>2.1. Avoiding activities in front of people.</i>	97	2.896	Serious Problem
<i>2.2. Destroying others property.</i>	97	2.948	Serious Problem
<i>2.3. Feeling lack of self-reliance.</i>	97	2.824	Serious Problem
<i>2.4. Always seeking special attention.</i>	97	3.164	Serious Problem
<i>2.5. Bullying classmates.</i>	97	2.876	Serious Problem
<i>2.6. Does not show interest in reading.</i>	97	2.958	Serious Problem
<i>2.7. Poor training and upbringing.</i>	97	2.855	Serious Problem
<i>2.8. Can hardly understand the lessons or directions.</i>	97	3.018	Serious Problem
<i>3. School</i>			
<i>3.1. Location of building.</i>	97	3.144	Serious Problem
<i>3.2. Lack of play area.</i>	97	2.731	Serious Problem
<i>3.3. Poor ventilation and poor lighting.</i>	97	3.041	Serious Problem
<i>3.4. Limited resources and facilities.</i>	97	3.773	Serious Problem
<i>Total</i>			
Total	97	3.172	Serious Problem

Legend Scale:

- 4.25-5.00 *Very Serious*
- 3.50-4.24 *Moderately Serious*
- 2.75-3.49 *Serious*
- 2.00-2.74 *Less Serious*
- 1.00-1.99 *Not at all Serious*

4.8 Preschool Pupils' Reading Comprehension Performance of Preschool Pupils

This part discusses the score results on the test administered among the two hundred eighty-four (284) preschool pupils from the twenty-nine (29) participating preschools of Marawi City for the school year 2010-2011.

The Reading Comprehension Performance forty-seven (47) item-test with total score points of fifty (50) was developed in terms of the following aspects: phonetic analysis, basic sight words, vocabulary, arranging in alphabet order, rhyming words, comprehension, compound words, and identification with one or more than one.

The findings in the next page on Figure 2 showed the frequency distribution of the Pupils' Scores categorized based on the scale range from highest score minus lowest score.

The score distribution showed that majority or 51 preschool pupils' score within the distribution of 24 and below, followed by 50 who belong to the category group of 37-40. The lowest score category garnering 15 fall under 28-30.

Frequency Distribution of Scores No. of Testee

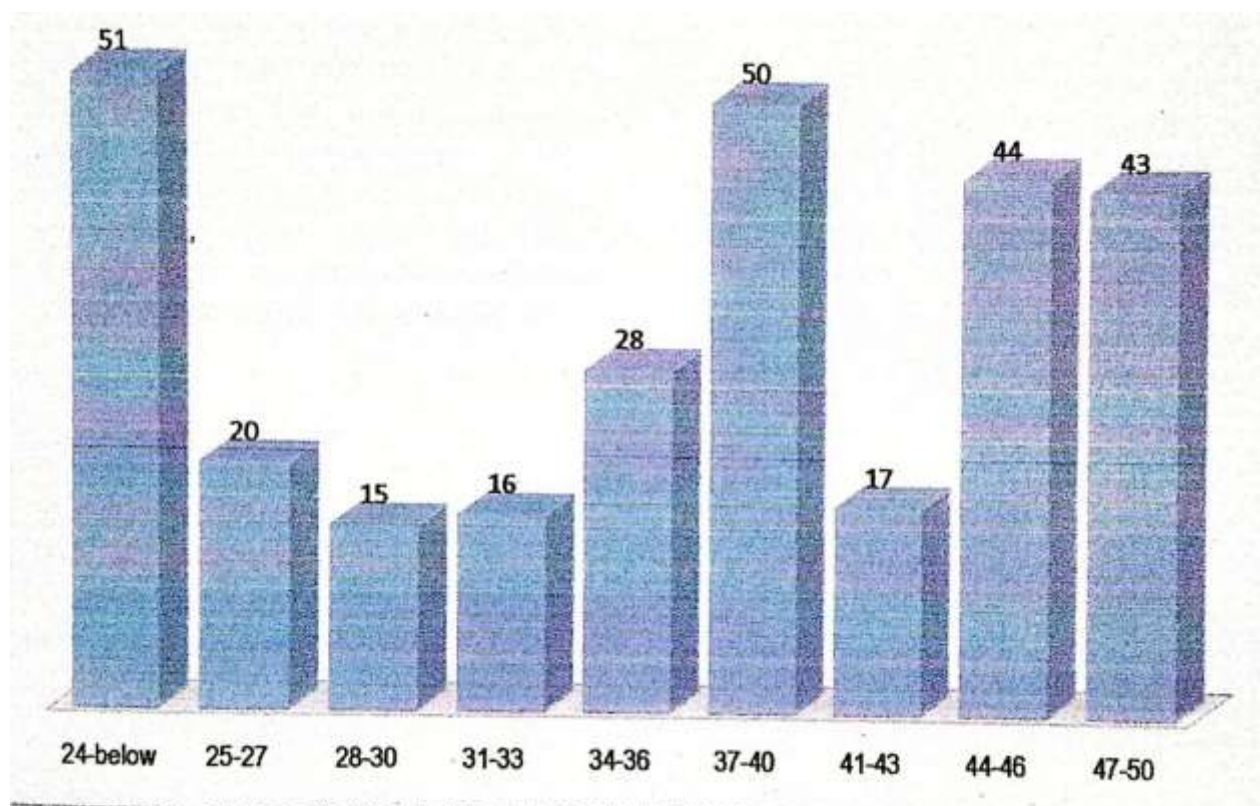


Figure 2 Frequency Distribution of Reading Comprehension Performance Scores

The reading comprehension test administered was teacher-made, hence, have not go through item-response analysis. It was based on face and predictive validity. However, the score implies that the majority of the preschool pupils are above average since 154 out of 284 pupils are within 41-50 scores.

4.9 Social Behavior of the Pupils

As reflected in Table 27, highest weighted mean of the respondents with a mean 4.443, ranked 1 in the behavior item is that "the child has the rich capacity to pretend in social play".

Table 27. Weighted Mean Results on the Social Behavior of the Pupils

Behavior Item	N	WM	Descriptive Interpretation
1. Assertive, boastful.	97	3.628	Sometimes
2. Tries to gain attention; shows off.	97	3.938	Sometimes
3. Tends to be obedient, cooperative, desires to please.	97	3.680	Sometimes
4. Sensitive to parents' and others' moods, facial expressions.	97	4.278	Always
5. Insist on being "first" in everything with peers.	97	3.618	Sometimes
6. Bosses, teases younger siblings.	97	3.463	Seldom
7. Shows preference of children of his own age.	97	3.237	Seldom
8. Has rich capacity to "pretend" in social play.	97	4.443	Always
9. Seeks approval; avoids approval of adults.	97	4.082	Sometimes
10. Refuses to share toys; ignores requests.	97	3.154	Seldom
Total		3.752	Sometimes

Legend Scale:

4.25-5.00	Always
3.50-4.24	Sometimes
2.75-3.49	Seldom
2.00-2.74	Rarely
1.00-1.99	Never

As Bandura cited in his theory that children learn by observing grown-ups and other children and that, particularly if the person is nurturing and powerful, they will seek to be like the model and imitate his behavior. This is followed by the behavior item that "the child is sensitive to parents and other moods or facial expression" with a mean 4.278. The behavior item as "tries to gain attention, shows off; "tends to be obedient, cooperative, desire to please"; Is assertive, boastful"; and "insist on being "first" in everything with peers" obtained "sometimes" in rating. Seldom rating are given to the social behavior item like: "bosses, teases younger siblings"; show preferences for children of his own age"; and "refuses to share toys, ignores requests".

As Anderson (1985) points of view that "as children grow older the amount of social play increases between them and that they make more friends as they grow from infancy to kindergarten age. They also increasingly tend to select friends who are of the same sex and also generous behavior tends to increase at this age.

4.10 Prospects and Plans in Preschools

This part presents the plans or the possible solutions that addresses the problems encountered by the preschools in Marawi City.

Table 28. Weighted Mean Results on the Prospects and Plans in Preschools

Prospects	N	WM	Descriptive Interpretation
<i>1.Giving children freedom under the guidance of the teacher.</i>	97	1.659	Agree
<i>2.Sending teachers in trainings or seminar workshops.</i>	97	1.608	Agree
<i>3.Salary increase of teachers.</i>	97	1.577	Agree
<i>4.Adoption of teaching religion to the children.</i>	97	1.793	Agree
<i>5.Provide complete school facilities and resources.</i>	97	2.515	Strongly Agree
<i>6.Have enough space for a play area.</i>	97	1.850	Agree
Total	97	1.994	Agree

Table 28 reveals that highest weighted mean of the respondents with a WM of 2.515 ranked 1, is the prospects or the possible solution to provide complete school facilities and resources, followed by the item statement, have enough space for a play area with mean 1.850, ranked 2. Next is the adoption of teaching religion to children with mean of 1.793, ranked 3. Ranked 4 is giving children freedom under the guidance of the teacher with mean of 1.659. Also, they give emphasis on sending teachers on trainings. Seminars or workshops with mean 1.608, ranked 5 and last but not the least is the salary increase of teachers with mean of 1.577.

With so much to do and so many problems to solve, Palmer (1986) has come up with two principles to keep in mind that will help in making decisions for the future. First, there will be a continuing need for teachers to remain open to new ideas and continued growth, second is when in doubt about the value of a decision, put the child's welfare first. It is after all, this child's well-being that we must put ahead of every other concern in early childhood education. And when policies are made or compromises suggested, then we must unhesitatingly apply the yardstick of what will be of maximum benefit to him as we make decisions that affect his future.

5. Summary

This study delves into the Preschools in Marawi City: Status, Problems, and Prospects conducted during the school year 2010-2011. It is exploratory in nature, thus, sought to answer the following inquiries: 1] Describe is the preschool teachers' profile in terms of age, sex, civil status, religion, highest educational attainment, area of concentration / field of specialization, trainings attended related to Early Childhood Education (ECED), medium of instruction used in the classroom; 2] describe the profile of preschoolers' parent in terms of age, sex, religion, highest educational attainment, occupation, number of children; 3]describe the profile of preschool pupils in terms of age, sex, religion, preschool level;4] determine the status of preschools in Marawi City in terms of facilities, references, furniture, classrooms; 5] identify the classroom practices of preschool teachers; 6] identify the upbringing practices of preschoolers' parents; 7] identify the problems encountered in preschools; 8] evaluate the preschool pupils' reading comprehension performance level; and 9] recommend prospects and plans to improve preschool education in the locality.

This research made use of the descriptive survey method of study. It aided in fact-finding procedures in describing the status, profile, problems, prospects, and plans among the private and public preschools in Marawi City for the school year 2010 - 2011. This research included the twenty-nine (29) preschools strategically located in all areas of MSU and Marawi City. A total of ninety-seven (97) preschool teachers, one hundred (100) selected parents, and two hundred eighty-four (284) pupils as samples.

This research made use of a survey questionnaire constructed arbitrarily by the researcher in line with the suggestions asked by the panel members. The survey questionnaires were categorized into parts, namely: Part I - Preschool Teachers' Profile; Part II - Preschool Pupils' Profile, Part III - Selected Parents' Profile, Part IV - Status of Preschools in Marawi City, Part V - Preschool Teachers' Classroom Practices; Part VI - Preschool Parents' Upbringing Practices; Part VII - Problems Encountered in Preschools; Part VIII - Preschool Pupils' Reading Comprehension Performance Level; Part IX - Social Behavior; and Part X - Prospects and Plans in Preschools.

In analyzing and interpreting the data gathered, the following statistical tools were employed: 1] frequency and percentage distribution; 2] weighted mean aided with the 5-point Likert-scale in generating the responses on the status, practices and problems encountered; and reading comprehension performance.

6. Findings

The following were the results and findings generated from the responses of the participating preschools:

1. The preschool teacher respondents reveal that most or **38.14 percent (N=37)** belong to the age group of 26 = 30 years old; female gaining **91.75 percent (N=89)**; practicing Muslim garnering **61.86 percent (N=60)** with Islam as religious affiliation; college degree holder with **92.78 percent (N=90)**; single gaining **55.67 percent (N=54)**; have attended training related to ECED with **71.13 percent (N=69)**; and specializes Reading with **47.42 percent (N=46)** as well as speaks both English and Filipino (bilingual) garnering **73.20 percent (N = 71)**.

2. The preschool parent respondents showed that the majority or 58 percent belong to the age group of 25 - 30 years old; 86 percent female; **84 percent** Islam; **52 percent** government employed; with **42 percent** average children of 1-3.

3. The preschool pupil respondents presented that out of the 284, **63.73 percent** belong to the age group of 6 - 7 years old; **61.27 percent** girls; **90.49 percent** Muslims practicing the Islamic faith; and **81.7 percent** senior level.

4. On the status of preschools, it revealed the following grand mean results on facilities **3.28** interpreted as **adequate**; **3.36** interpreted as **adequate** for references; **2.84** interpreted as **adequate** for furniture; and **4.02** interpreted as **moderately adequate** for classrooms.

5. On the results of preschool teachers' classroom practices, it showed a grand mean result of **4.56** with descriptive interpretation as **very effective**. On the other hand, parents' upbringing practices revealed a grand mean result of **4.41** with descriptive interpretation of **moderately effective**.

6. On the problems encountered by the preschool teachers, it garnered a grand mean result of **3.172** with descriptive interpretation of **serious**.

7. On the preschool pupils' reading comprehension performance score, it revealed that most or 51 test takers garnered the low score between the ranges of 24 and below. The high score ranges between 37-40 comprising of 50 test takers. On the other hand, the social behaviors of the pupils reflect a grand mean result of **3.752** with descriptive interpretation of **sometimes**.

8. Lastly, on the prospects and plans in preschools it revealed a grand mean result of **1.994** with descriptive interpretation as **agree** among the prospects enumerated.

7. Conclusions

Based on the findings of the present study, the researcher arrived at the following conclusions: It is concluded that the preschool teachers at kindergarten schools in Marawi City were categorized in middle adulthood within the age range of 26-30 years old, mostly female, single, and Muslim. However, a typical kindergarten pupil in Marawi City is a female, within the age range of 6-7 years old, a Muslim, and belongs to Senior Kinder Level, with parents belonging to the age range of 25-30 years old, also obtained a college diploma, majority of them are working in the government and has 1-3 total number of children. Furthermore, it is also concluded that the kindergarten facilities are adequate. On the other hand, the most classroom practices found very effective were "acknowledging good behavior and efforts of the pupils" and obliging the pupils to wear their proper uniform. In the parents' upbringing practices, parents give more emphasis on giving rewards and training their children to respect elders. Moreover, the most identified problems divulged by the teachers were: low salary payment, interference of the parents in dealing with the pupils, the child always seeking special attention in class, limited resources and facilities, and the location of the school building. In

addition, teachers were optimistic about developing their careers and being open to professional enrichment or growth. They want to pursue a master's degree.

8. Implications

Considering the study, the implications and recommendations are suggested: The teachers who are assigned to preschool are mostly those who are newly hired by the school. Seemingly, it implies that teachers are recognized to be more active, responsible, and energetic with full force since they are in their "impressive stage" early years in service. However, the lack of facilities and limited resources are possibly brought about by the private and public schools that operate merely for business purposes. Furthermore, the problems brought about by the teachers are implications of unmet services that are expected by and from the school administration. On the other hand, the average performance of pupils in reading comprehension leads to the implication that both the teachers and parents may be supportive of their children's education since most of the parents- respondents are academically equipped and can readily guide their children in their teaching-learning process. Further, the children have the capacity to learn more and perhaps even faster in the future if the teaching-learning process is managed properly by both teachers and parents. Lastly, the result on the assessment of preschool institutions of learning in Marawi City indicated that private kindergarten schools are more physically equipped in terms of resources and facilities rather than kindergartens in public schools. This is probably because the support from the parents as well as the administration are intense whereas public schools rely only on the support given by the government which we know we cannot depend on.

9. Recommendations

Based on the findings and conclusions of the study, the following are recommended:[1] It is recommended that preschool teachers must hold a college degree preferably Early Childhood Education (ECED) specialists, if not reading so that children have the assurance of the quality of education they will receive from the teacher; they must be sent to seminars or workshops or in training to keep them updated with the new trends and issues on school education; and that English and Filipino be the medium of instruction in these schools. [2] There is a need for improving and continuing parent-teacher conferences so that both teachers understand the influence that they bring to their children or pupils. [3] The equipment and facilities in preschool must be provided by the school administration and must not be limited. [4] It is also recommended that the classroom practices used by the teacher must be carefully planned and implemented for the pupils to learn and value self-discipline. [5] It is also recommended that reading skills must be developed at this level so that pupils are interested and develop their love of reading. [6] It is also recommended that preschoolers must be rich in social learning for them to be ready and mingle with others as well as develop their self-esteem.[7] Problems that were identified here may be reduced if not totally solved. The follow-up study may be aided well in-depth interviews and thorough discussions or sessions. [8] Lastly, it is recommended that similar studies be conducted but will focus more on concerns and issues drawn from the teachers, pupils as well and parents.

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