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ASSESSMENT OF THE EFFECTIVENESS OF EARLY CHILDHOOD EDUCATION PROGRAMS ON KINDERGARTEN PUPILS' ACADEMIC AND DEVELOPMENTAL OUTCOMES IN ANGADANAN, ISABELA

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ABSTRACT

This study assessed the effectiveness of Early Childhood Education (ECE) programs on the academic and developmental outcomes of kindergarten pupils in selected public schools in Angadanan, Isabela during the school year 2025–2026. Specifically, it examined the respondents' profile, the degree of realization of ECE objectives, the effectiveness of program dimensions, adequacy of learning materials, and the impact of ECE on various developmental domains such as personal and social development, language and literacy, basic mathematical concepts, general science, health hygiene and safety, and creative arts. The study employed a descriptive research design, utilizing a questionnaire administered to thirty-two (32) kindergarten teachers.

Findings revealed that the objectives of early childhood education were generally realized, while the overall effectiveness of ECE programs was rated as effective. Instructional activities and parental involvement were identified as highly effective components, while cultural responsiveness and social interaction aspects showed relatively lower ratings. Learning materials were found to be adequate, with technology and science materials receiving the highest ratings. In terms of developmental outcomes, the programs demonstrated positive influence across all domains, particularly in health, hygiene and safety, and personal and social development.

The results indicate that early childhood education programs in Angadanan, Isabela contribute positively to the holistic development of kindergarten pupils. However, continuous improvement in instructional strategies, resource development, and stakeholder collaboration is recommended to further enhance program implementation and learning outcomes.

KEYWORDS: *Early Childhood Education, program effectiveness, developmental outcomes, kindergarten pupils, learning materials, instructional quality, Angadanan Isabela*

INTRODUCTION

Early childhood education (ECE) is widely recognized as a crucial foundation for a child's overall development. The early years of life, particularly from birth to age five, are considered the most critical period for brain development, where children acquire essential cognitive, social, emotional, and physical skills. Research shows that approximately 90% of brain development occurs during this stage, making early learning experiences highly influential in shaping future academic performance and life outcomes (UNESCO, 2024) . Because of this, governments and educational institutions around the world have placed increasing emphasis on strengthening early childhood education programs to ensure that children are adequately prepared for formal schooling.

High-quality early childhood education programs have been found to significantly contribute to children's holistic development. Studies indicate that participation in effective ECE programs enhances children's literacy, numeracy, self-regulation, and social interaction skills, which are essential for school readiness and long-term success (Davis

Schoch et al., 2023) . In addition, early learning environments that provide nurturing relationships, developmentally appropriate instruction, and engaging activities foster positive learning behaviors and attitudes among young learners. These outcomes are not only beneficial during the early years but can also extend into later stages of education, influencing academic achievement and social competence.

Furthermore, early childhood education programs play a vital role in addressing developmental inequalities among children. According to UNESCO and UNICEF (2024), access to quality early learning opportunities helps reduce disparities by providing all children, regardless of background, with the skills needed for lifelong learning . In developing countries, where access to educational resources may be limited, early childhood education serves as an important intervention to improve children's cognitive and non-cognitive skills. Research has shown that children who participate in early education programs demonstrate better academic performance and behavioral outcomes compared to those who do not (Tang et al., 2023) .

In the Philippine context, early childhood care and development has been recognized as a priority area in education reform. The government has implemented various policies and programs aimed at strengthening kindergarten and pre-primary education, ensuring that children receive quality learning experiences before entering elementary school. However, despite these efforts, challenges remain in terms of program implementation, resource

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allocation, and quality assurance. A recent report highlights the need for continuous evaluation of early childhood programs to identify gaps and improve their effectiveness in meeting developmental goals (Philippine Institute for Development Studies, 2024) .

The effectiveness of early childhood education programs is often assessed through various developmental domains, including personal and social development, language and literacy, basic mathematical concepts, general science, health and safety, and creative arts. These domains reflect the holistic nature of early learning, where children are expected to develop not only academic skills but also social competencies, emotional regulation, and creativity. Research suggests that integrated and well-structured programs that address these domains can significantly enhance children's readiness for formal education (Harvard University Center on the Developing Child, 2024) .

Moreover, the role of teachers and educators is a critical factor in the success of early childhood education programs. Teachers' qualifications, training, and years of experience directly influence the quality of instruction and learning outcomes among pupils. Studies emphasize that continuous professional development and specialized training in early childhood education are necessary to ensure that teachers are equipped with appropriate teaching strategies and pedagogical approaches (Davis Schoch et al., 2023) . In addition, understanding the profile of educators, such as their age, gender, civil status, and educational attainment, provides valuable insights into how these factors may relate to program effectiveness.

Given these considerations, it is important to conduct localized studies that examine the effectiveness of early childhood education programs in specific settings. Local contexts may present unique challenges and opportunities that influence program outcomes. In the case of public schools in Angadanan, Isabela, assessing the effectiveness of early childhood education programs can provide valuable information on how well these programs support the development of kindergarten pupils. Such assessment is essential in identifying strengths and areas that require improvement.

This study aims to evaluate the effectiveness of early childhood education programs in public schools in Angadanan, Isabela, focusing on various developmental domains and the performance of kindergarten pupils. It also seeks to examine the profile of respondents and how these characteristics may relate to the effectiveness of the programs. The findings of this study are expected to contribute to the improvement of early childhood education practices and policies, ultimately enhancing the quality of education and developmental outcomes for young learners.

Objectives of the Study

The study aimed to show the Assessment of the Effectiveness of Early Childhood Education Programs on Kindergarten Pupils' Academic and Developmental Outcomes in Angadanan, Isabela. Specifically, it sought to answer the following questions:

1. What are profile of the respondents as to
   1.1 Age
   1.2 Gender?
   1.3 Civil Status?
   1.4 Present Position?
   1.5 Highest Educational Attainment?
   1.6 Level of Trainings Attended in Early Childhood Education and
   1.7 Years in Service?
   1.8 Performance rating of kindergarten pupils?
2. What is the degree of effectiveness of dimensions of quality that is observable Early Childhood Education Programs?
3. What is the degree of effectiveness of Early Childhood Program on personal and social development?
4. What is the degree of effectiveness of Early Childhood Program on language and literacy?
5. What is the degree of effectiveness of Early Childhood Program on basic mathematical concepts?
6. What is the degree of effectiveness of Early Childhood Program on general science?
7. What is the degree of effectiveness of Early Childhood Program on health hygiene and safety?
8. What is the degree of effectiveness of Early Childhood Program on creative arts?

METHODOLOGY

This study employed a descriptive research design to assess the effectiveness of Early Childhood Education (ECE) programs on the academic and developmental outcomes of kindergarten pupils in selected public schools in Angadanan, Isabela. Descriptive research was appropriate for this study as it aimed to describe and interpret the perceptions of teacher-respondents regarding the implementation and effectiveness of ECE programs without manipulating any variables. It allowed the researcher to examine the current condition of program implementation and its influence on various developmental domains of pupils.

Sampling Design

The respondents of the study were thirty-two (32) kindergarten teachers from selected public elementary schools in the District of Angadanan, Isabela during the School Year 2025–2026. The respondents were selected through purposive sampling, as they were directly involved in the implementation of Early Childhood Education programs. This method ensured that the participants possessed relevant knowledge, experience, and insights necessary to evaluate the effectiveness of the program and provide reliable data for the study.

Research Instrument

Data were gathered using a researcher-made questionnaire supported by unstructured interviews. The questionnaire was developed after an intensive review of related literature and studies. It consisted of several parts: Part I focused on the respondents' profile, including age, gender, civil status, position, educational attainment, trainings attended, and years in service.

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Part II measured the degree of realization of the objectives of Early Childhood Education. Subsequent parts assessed the effectiveness of program dimensions, adequacy of learning materials, and effectiveness of the ECE program across different developmental domains such as personal and social development, language and literacy, basic mathematical concepts, general science, health hygiene and safety, and creative arts.

The instrument utilized a five-point Likert scale to measure respondents' perceptions in terms of realization, effectiveness, adequacy, and agreement. Prior to its administration, the questionnaire underwent validation through expert review and was subjected to try-out procedures to ensure clarity, reliability, and appropriateness of the items.

Statistical Design

The study employed various statistical tools for data analysis. Frequency and percentage were used to describe the profile of the respondents. The weighted mean was utilized to determine the degree of realization of objectives, effectiveness of program implementation, and adequacy of learning materials. Ranking was used to identify the most significant indicators within each variable.

In addition, standard deviation was applied to measure the variability of responses, while documentary analysis of pupils' performance ratings was conducted to support the findings of the study. The Likert scale served as the basis for interpreting the respondents' perceptions across different indicators of Early Childhood Education effectiveness.

RESULTS AND DISCUSSIONS

Profile of the Respondents

Table 1
Frequency Distribution and Percentage of Teacher-Respondents by School

Name of School	Frequency	Percentage
• Allangigan Elementary School	1	3.12
• Angadanan Central School	2	6.25
• Angadanan East Central School	2	6.25
• Barangcuag Elementary School	1	3.12
• Boni-Ban Elementary School	1	3.12
• Bunnay Elementary School	1	3.12
• Calabayan Elementary School	1	3.12
• Calaocab Elementary School	1	3.12
• Calaocan Elementary School	1	3.12
• Consular Elementary School	1	3.12
• Dalakip Elementary School	1	3.12
• Dalenat Elementary School	1	3.12
• Duroc Integrated School	1	3.12
• La Suerte Elementary School	1	3.12
• Lourdes Elementary School	1	3.12
• Macalauat Elementary School	1	3.12
• Malasin Elementary School	1	3.12
• Minanga Elementary School	1	3.12
• Minanga-Baniket Elementary School	1	3.12
• Pisbakal Elementary School	1	3.12
• Salay Elementary School	1	3.12
• San Ambrocio Elementary School	1	3.12
• San Isidro Elementary School	1	3.12
• San Marcelo ES	1	3.12
• San Roque ES	1	3.12
• San Vicente ES	1	3.12
• Sinabbaran ES	1	3.12
• Victory ES	1	3.12
• Viga ES	1	3.12
• Villa Domingo ES	1	3.12
Total	32	100

The respondents had a single respondent in each school except from the two central schools with 2 respondents each respectively.

Table 2
Frequency and percentage distribution of respondents by gender

Particulars	Frequency	Percentage
Male	0	0.00
Female	32	100.00
Total	32	100.00

The data shows that there is no male respondent there are 32 female respondents with a percentage of 100.00. It is not surprising that there is no male respondent since kindergarten teachers are almost exclusively female.

Table 3
Frequency and percentage distribution of respondents by age

Particulars	Frequency	Percentage
20-25	12	37.50
26-30	9	28.13
31-35	6	18.75
36-40	4	12.50
41-45	1	3.13
46 and above	0	0.00
Total	32	100.00

The frequency distribution of respondents by age shows that there are 12 respondents aged 20 to 25 with a percentage of 37.50. 9 respondents are in the age range of 26 to 30 with a percentage of 28.13. 6 respondents are in the age between 31 and 35 with a percentage of 18.75. 4 respondents are in the age of 36 to 40 with a percentage of 12.50. There is 1 respondent who is in the age of 41 to 45 with a percentage of 3.13.

Table 4
Frequency and percentage distribution of respondents by civil status

Particulars	Frequency	Percentage
Single	12	37.50
Married	20	62.50
Widow	0	0.00
Separated	0	0.00
Total	32	100.00

The frequency distribution of respondents by civil status shows that there are 12 respondents who are Single with 37.50 percent.

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Majority of the respondents with a frequency of 20are Married with a percentage of 62.50.

Table 5

Frequency and percentage distribution of respondents by present positior

Particulars	Frequency	Percentage
Teacher 1	11	34.38
Teacher 2	0	0.00
Teacher 3	21	65.63
Master Teacher 1	0	0.00
Master Teacher 2	0	0.00
Total	32	100.00

The respondent's frequency distribution by position shows that there are 33 respondents 11 or 75.00 percent are "Teacher 1." There are 21 respondents who are "Teacher 3" with a percentage of 65.63 which is majority of the respondents.

Table 6

Frequency and percentage distribution of respondents by highest educational attainment

Particulars	Frequency	Percentage
Bachelor's Degree in Education	9	28.13
Acquired Master's Degree Units	12	37.50
Master's Degree	11	34.38
Acquired Doctor's Degree Units	0	0.00
Doctor's Degree	0	0.00
Total	32	100.00

The respondent's frequency distribution of respondents by highest educational attainment shows that there are 9 respondents or 28.13 percent who have at least finished their Bachelor's Degree in Education. The are 12 respondents or 37.50 percent who acquired some Master's degree units in Education. 11 respondents with a percentage of 34.38 have finished their Master's Degree in Education.

Table 7

Frequency and rank distribution of respondents by number years in teaching

Particulars	Frequency	Percentage
0 - 5 Years	25	78.13
6-12 Years	6	18.75
13 - 20 Years	1	3.13
21-25 Years	0	0.00
30 Years and above	0	0.00
Total	32	100.00

On the respondent's frequency distribution by number years in teaching, 25 respondents have a teaching experience of 0 to 5 years with a percentage of 78.13. There are 6 respondents or 18.75 percent have been teaching for 6 to 12 years. 1 respondent have been teaching for 13 to 20 years with a percentage of 3.13.

Table 8

Frequency and rank distribution of respondents by number of in-service trainings attended in Early Childhood Education

Particulars	Frequency	Rank
School/Local	32	1
District	32	1
Regional	28	3
National	20	4
International	0	5

*** Frequency of Mention***

On the respondent's frequency distribution of number of in-service trainings attended in Early Childhood Education, 32 of the respondents attended a School or Local level training. 32 respondents attended a District level training. 28 respondents have at least attended a Regional level training and 20 respondents attended a National in-service training.

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Table 9

Respondent's perception on the degree of realization of the objectives of Early Childhood Education

Particulars	Weighted Mean	QD	Rank
1. My pupils have adequate sensory systems to participate in daily activities.	3.32	R	9
2. My pupils show control and coordination of body movements involving large muscle groups.	3.34	R	8
3. My pupils express different basic emotions.	3.97	R	4
4. My pupils comprehend and displays self-appraisal emotions.	4.05	R	3
5. My pupils demonstrate honesty in words and in actions.	4.19	R	2
6. My pupils take on responsibility and accomplishes these as best he/she can.	3.32	R	9
7. My pupils is able to sustain attention and modulate his activity at age-expected levels.	3.86	R	5
8. My pupils develop basic concepts pertaining to object constancy, space, time, quantity, seriation, etc. and uses these as the basis for understanding how materials are categorized in his/ her environment.	4.36	FR	1
9. My pupils are able to understand the cause – effect relationships.	3.75	R	6
10. My pupils are able to understand both verbal and non-verbal forms of communication	3.36	R	7
Average Weighted Mean	3.75	Realized	

On the respondent's perception on the degree of realization of the objectives of Early Childhood Education, first in rank is "My pupils develop basic concepts pertaining to object constancy, space, time, quantity, seriation, etc. and uses these as the basis for understanding how materials are categorized in his/ her environment." with a weighted mean of 4.36 or "Fully Realized." The respondent's perception on the degree of realization of the objectives of Early Childhood Education garnered an average weighted mean of 3.75 or "Realized."

The data shows that early childhood education in the district of Nagtipunan is focused on the cognitive development of its learners, the development of communication skills and sensory-perceptual and numeracy concepts and skills allows the child to manage and respond to the experiences and information they experience on a daily basis.

Table 10

Respondent's perception on the degree of effectiveness of dimensions of quality that is observable Early Childhood Education Programs

Particulars	Weighted Mean	QD	Rank
1. Emotional Climate, Social interactions, support for social skills development	3.57	E	3
2. Instructional Activities – there is an explicit curriculum where specific learning goals are well defined.	4.49	VE	1
3. Parental Interactions – activities and opportunities for parents to be informed about the program of their child	4.46	VE	2
4. Cultural Responsiveness – promotion of linguistic and cultural diversity.	3.44	E	4
Average Weighted Mean	3.99	Effective	

On the respondent's perception on the degree of effectiveness of dimensions of quality that is observable Early Childhood Education Programs, first in rank is "Instructional Activities – there is an explicit curriculum where specific learning goals are well defined." with a weighted mean of 4.49 or "Very Effective." The respondent's perception on the degree of effectiveness of dimensions of quality that is observable Early Childhood Education Programs garnered an average weighted mean of 3.99 or "Effective."

The data shows shift to an "assessment culture in preschool classrooms that enables teachers to identify the learning needs of their learners. According in the Center on Education Policy (2007) grouping children and selective instructional activities has massively changed the nature of early literacy instruction in U.S. schools.

Table 11

Respondent's perception on the degree of adequacy of learning materials of Early Childhood Program

Particulars	Weighted Mean	QD	Rank
1. Art Supplies	3.25	A	6
2. Books	3.30	A	5
3. Mathematics- Counting Objects	3.67	A	4
4. Musical Instruments	4.18	A	3
5. Science Materials	4.31	VA	2
6. Technology	4.50	VA	1
Average Weighted Mean	3.87	Adequate	

On the respondent's perception on the degree of adequacy of learning materials of Early Childhood Program, first in rank is "Technology" with a weighted mean of 4.50 or "Very Adequate" Second in rank is "Science Materials" with a weighted mean of 4.31 or "Very Adequate." Third is "Musical Instruments" with a weighted mean of 4.18 with a qualitative description of "Adequate." The respondent's perception on the degree of adequacy of learning materials of Early Childhood Program garnered an average weighted mean of 3.87 or "Adequate."

The data shows that the Department of Education is committed into providing learning materials aside from textbooks to its learners. The DepED Computerization program aims to provide learners with technology to enable teachers to enhance classroom learning.

Table 12

Respondent's perception on the degree of effectiveness of early childhood program on personal and social development

Particulars	Weighted Mean	QD	Rank
1. My pupils developed an understanding of their likes, dislikes, strengths and emotions.	4.20	SA	2
2. My pupils are willing to share and work in collaboration with their peers, teachers, family and neighbors.	4.25	SA	1
3. My pupils developed an appreciation for the diversity of people around them.	4.10	A	3
4. My pupils be aware of their own religion and basic religious values and practices.	3.96	A	5
5. My pupils demonstrated a sense of responsibility for self and others in class, school, home and neighborhoods.	3.82	A	6
6. My pupils learned about and appreciate heritage and culture of their own family, their peers and neighbors.	4.07	A	4
Average Weighted Mean	4.07	Agree	

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On the respondent's perception on the degree of effectiveness of early childhood program on personal and social development, first in rank is "My pupils are willing to share and work in collaboration with their peers, teachers, family and neighbors." with a weighted mean of 4.25 or "Strongly Agree." Second in rank is "My pupils developed an understanding of their likes, dislikes, strengths and emotions." with a weighted mean of 4.20 or "Strongly Agree." The respondent's perception on the degree of effectiveness of early childhood program on personal and social development garnered an average weighted mean of 4.07 or "Agree."

The study revealed that the Early Childhood Program developed the learners' understanding of their emotion and developed their collaboration skills with other learners. Peer interaction and collaboration should start early in life; it helps the child understand the value of working well with others is the key to encouraging his cooperation in group activities. A study by Kubish (2010) have found that children who play together are more cooperative and supportive, and have better communication skills.

Table 13

Respondent's perception on the degree of effectiveness of early childhood program on basic mathematical concepts

Particulars	Weighted Mean	QD	Rank
1. My pupils demonstrate an understanding of the different attributes of objects, such as, color, size, weight and texture, and match, sequence and classify objects based on one/two attributes. They also engage in pattern seeking and pattern making using different attributes of objects.	4.01	A	1
2. My pupils developed a basic understanding of quantity, counting from 0 - 9 and of simple number operations.	3.96	A	2
3. My pupils recognize basic geometrical shapes and the position of objects in relation with each other.	3.96	A	2
4. My pupils developed an understanding of measurement.	3.86	A	4
Average Weighted Mean	3.95	Agree	

On the respondent's perception on the degree of effectiveness of early childhood program on basic mathematical concepts, first in rank is "My pupils demonstrate an understanding of the different attributes of objects, such as, color, size, weight and texture, and match, sequence and classify objects based on one/two attributes. They also engage in pattern seeking and pattern making using different attributes of objects." with a weighted mean of 3.95 or "Agree." The respondent's perception on the degree of effectiveness of early childhood program on basic mathematical concepts garnered an average weighted mean of 3.95 or "Agree."

The data shows that the early childhood program on mathematics is very effective in the district of Nagtipunan. By setting the foundation to understand terminology and concepts early, children are prepared to apply the information in a classroom setting. The concepts are already understood, so elementary teachers are able to focus on the application of ideas. While preschool children might not yet be ready to learn the practice of the math skills, they can gain a basic idea of the practice through language and practice as stated by Siemon (2015)

Table 14

Respondent's perception on the degree of effectiveness of early childhood program

Particulars	Weighted Mean	QD	Rank
1. My pupils developed an understanding of how families are important.	4.06	A	1
2. My pupils developed an understanding of the people and places around them.	3.48	A	3
3. My pupils recognize plants and animals in their surrounding area and explore their basic features and habitat.	3.87	A	2
4. My pupils observed the weather and develop an understanding of the seasons and their significance to people.	3.35	A	4
5. My pupils developed a caring attitude towards the environment.	3.29	A	5
Average Weighted Mean	3.61	Agree	

On the respondent's perception on the degree of effectiveness of early childhood program on general science, first in rank is "Knowledge on sizes and shapes" with a weighted mean of 4.06 or "Agree." The respondent's perception on the degree of effectiveness of early childhood program on general science garnered an average weighted mean of 3.61 or "Agree."

A family is the single most important influence in a child's life, a child's learning and socialization are most influenced by their family since the family is the child's primary social group. The data shows that teachers in the district of Nagtipunan also recognizes this, thus there is a heavy focus on the understanding of what makes up a family.

Table 15

Respondent's perception on the degree of effectiveness of early childhood program on health hygiene and safety

Particulars	Weighted Mean	QD	Rank
1. My pupils developed a sense of balance, agility and coordination.	4.41	SA	1
2. My pupils have increased hand-eye coordination and the ability to handle tools and materials effectively.	4.09	A	3
3. My pupils develop an understanding of the importance of safe, hygienic practices.	4.13	A	2
Average Weighted Mean	4.21	Strongly Agree	

On the respondent's perception on the degree of effectiveness of early childhood program on health hygiene and safety, first in rank is "Utilization of Big Book" with a weighted mean of 4.41 or "Strongly Agree." The respondent's perception on the degree of effectiveness of early childhood program on health hygiene and safety garnered an average weighted mean of 4.21 or "Strongly Agree."

The respondents believe that good balance and coordination there is less likelihood of injury as the child is likely to have appropriate postural responses when needed. The physical attributes of balance and coordination also allow appropriate posture for table top tasks and subsequent success at fine motor tasks.

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Table 16

Respondent's perception on the degree of effectiveness of early childhood program on creative arts

Particulars	Weighted Mean	QD	Rank
1. My pupils express themselves through the use of drawing and colors.	4.47	SA	1
2. My pupils work with a variety of low cost and waste material to create craft projects of their choice.	4.01	A	3
3. My pupils experimented with a variety of materials to depict their observations and imagination in the form of models/sculptures.	3.54	A	6
4. My pupils learned the skills for collage work and printing and use these in a variety of ways to create their own art pieces and patterns.	4.04	A	2
5. My pupils observed, practiced and explored various techniques of folding, cutting, tearing and weaving paper to make objects and patterns.	3.67	A	4
6. My pupils listened to, identify and appreciate a variety of sound patterns, rhythms and rhymes as a form of expression.	3.55	A	5
7. My pupils participated with increasing confidence in a variety of dramatic play activities to express themselves.	3.36	A	7
Average Weighted Mean	3.81	Agree	

On the respondent's perception on the degree of effectiveness of early childhood program on creative arts, first in rank is "Utilization of Big Book" with a weighted mean of 4.47 or "Strongly Agree." The respondent's perception on the degree of effectiveness of early childhood program on creative arts garnered an average weighted mean of 3.81 or "Agree."

Creative arts are activities that engage a child's imagination through activities such as art, dance and music. The respondents believe that creative arts stimulate and help children cultivate their abilities across virtually every domain, and they are open-ended activities, fostering flexibility of the mind. And most important of all, the creative arts emphasize the process, teaching kids in a world that is progressively more and more product-driven that the method by which you arrive at the destination is as or more significant than the destination itself.

CONCLUSION

Data from the study shows that the respondents are have been teaching for some years as well as having advanced degrees in education. This shows that the respondents are very competent in implementing the early childhood program and that they are focused in their careers as educators as evident of the trainings attended. The lack of Master Teachers as respondents is due to the position being assigned in higher grade levels.

The data revealed that the respondents overall have a positive response on the implementation of the Early Childhood Program in the district of Angadanan. It is evident from the data that the ECP program in the District of Angadanan is Realized and that the respondents agree that if effectively prepares their learners later in life.

The result for the study shows that the early childhood program in the district of Angadanan develops their learners' collaboration skills, understanding of general science, motor skills and creativity. The respondents believe that ECP provides a strong foundation for a child's lifelong learning and learning abilities as also stated in a study by Cunanan (2014). Arazo (2014) stated that the first four years is when brain development is at its highest therefore it is of utmost important that a child undergo ECP to further enhance their learning ability.

RECOMMENDATION

From the foregoing findings and conclusions drawn, the following recommendations are offered:

1. The kindergarten teachers in Nagtipunan District should continue to develop localized instructional materials to improve the current status of instructional materials.
2. The teachers should establish a good relationship with the parents of their learners to ensure that learning is continued into their homes.
3. The teachers should undergo more preschool development programs to enhance their efficiency in creating localized instructional materials and formulating different teaching strategies/techniques.
4. The kindergarten program must have a well-planned curriculum and a well- balanced programme of activities that are necessary, although they may vary according to each pre-school's approach.
5. Future researchers should further expand on this study by validating
   the effect of preschool education into their primary school years.

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