

# Shaping the Future of Early Learning: An Assessment of the Pre-School Program at Our Lady of the Pillar College-Cauayan

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## Abstract

This study examined the perspectives of selected stakeholders and assessed the current status of the Pre-School Program at Our Lady of the Pillar College–Cauayan, Cauayan City, Isabela. The research is expected to provide a clearer understanding of how the program meets the needs and expectations of its stakeholders, particularly during the 2020–2021 academic year. A descriptive-correlational research design was employed, concentrating on recording present conditions and detecting possible relationships among key variables. Data were gathered using the PAASCU survey instrument to confirm alignment with acknowledged educational quality standards. The findings displayed that stakeholders were generally pleased with the current implementation of the Pre-School Program. These results feature the value of stakeholder response in retaining and boosting the quality of primary childhood schooling.

**Keywords:** Stakeholders, Pre-School Program, Assessment, PAASCU (Philippine Accrediting Association of Schools, Colleges and Universities, Early Learning

## 1. Introduction

Early upbringing bridges the human being's existence from beginning to age eight. Newborns and kids face living more holistically compared to any other age group. Even though initial infancy schooling does not have to appear in the absence of the father or primary caregiver, this term is sometimes used to represent education by somebody other than the parent or core caregiver. In South Africa, positive fatherhood is examined as essential for solving the deprivation phase and safeguarding children's positive futures, with deep ties between fathers, teachers, and the community developing engagement (Mncanca & Okeke, 2016). Scholars in the field and early juvenile teachers interpret the parents as a fundamental part of early upbringing and education practice. Initial upbringing education assumes many modes depending on the hypothetical and educational theories of the mentor or parent. New terms that are often employed interchangeably with “primary juvenile schooling” are “early years learning,” “premature care”, and “initial learning. Parent fidelity in ECEC (Early Childhood Education and Care) affects both baby growth and group well-being (Mligo, 2017). More of the first two years of life is applied as his first idea of oneself, or the concept of self-identity, since this is an integral part of a child's little by little development of character and how they see themselves, how to realize their function which needs early day care, where guardians see to it to choose the highly qualified caregivers, linking it with family ties, developing a culture of home as part of the central program of a caregiving plan.

This study aims to evaluate the current status of the Preschool Program at Our Lady of the Pillar College–Cauayan (OLPCC). The early years of a child’s life, particularly the first two, are critical in shaping their initial sense of self and identity. During this formative period, children begin to develop perceptions of themselves, their behavior, and expectations of others. Consequently, early childhood care and education must go beyond providing qualified and carefully selected caregivers; it must also integrate meaningful connections with the child’s family, home culture, and native language into the program design.

In light of this, the study explores how the Preschool Program at OLPCC is perceived by selected stakeholders, with particular focus on their demographic profiles, the current implementation of the program across key operational areas, and their perspectives and expectations for continuous improvement.

**Statement of the Problem:**

Specifically, this study seeks to answer the following questions:

1. What is the status of the Preschool Program of OLPCC as perceived by stakeholders in terms of:
  - 1.1 Philosophy and Objectives
  - 1.2 Faculty
  - 1.3 Curriculum and Instruction
  - 1.4 Laboratories
  - 1.5 Library and Audio-Visual Center (AVC)
  - 1.6 Student Services
  - 1.7 School-Community Involvement
  - 1.8 Physical Plant and Facilities
  - 1.9 Organization and Administration

**2. Methodology**

This study used the descriptive method of research. Descriptive research describes existing conditions without analyzing relationships among variables. While descriptive research may use qualitative data collection methods, it normally examines data quantitatively using incidences, ratios, or other arithmetical analyses (Nassaji, 2015). Correlational research involves collecting data to determine the degree to which a relationship exists between two or more variables. It is commonly utilized in psychology and health research to verify the power of relationships linking two or more variables (Curtis et al., 2016). The respondents of this study were the Administration, Faculty, and Staff of the Elementary Department of OLPCC main campus, as well as the parents of kindergarten and the parents of Grades 1 to 3 for the Academic Year 2020 – 2021.

To collect the needed data in this study, the researcher floated a questionnaire as a tool. The researcher made use of the PAASCU survey instrument of the Grade School Department with a few revisions on Area V (Laboratories). The researcher aligned Area V to the available laboratory for preschool. The nine areas of the PAASCU survey instruments are as follows:

1. Philosophy and Objectives
2. Faculty
3. Curriculum and Instruction
4. Library & AVC Laboratories
5. Laboratories, Library & AVC

6. Physical Plant
7. Student Services
8. Administration
9. School and Community

The researcher collected all the data needed through the following procedures:

A letter of permission was given to the Principal of the Elementary Department of OLPCC for the floating of the PAASCU survey instruments to the admin, faculty, staff, and parents of kindergarten to grade 3 pupils.

The researcher personally guided the respondents in clarifying some responses and ensured a hundred percent retrieval of the survey instrument. The data gathered were tallied, tabulated, and interpreted to answer the problems of the study. The following statistical tools were used in the treatment of the data: Frequency Count. The frequency count was handled as a minimal descriptive measure to determine the number of subjects for a particular item. Chiu et al. (2019) noted that while more difficult statistical tools like regression models are customary, frequency counts remain important for primary data classification. Mean. The mean as a measure of central tendency was used to determine the attained normal probability of the scores of the respondents.

Percentage. The percentage is another simple statistic that determines the relationship of magnitude to the others.

T-test. This was used to test the significant difference in the prospects and expectations of select stakeholders on the status of the Preschool Program of Our Lady of the Pillar College – Cauayan.

### 3. RESULTS AND DISCUSSION

The researcher hereby reaffirms the specific problems of the study to be followed immediately with the corresponding findings for better understanding.

1. What is the status of the Preschool Program of OLPCC in terms of:

#### 1.1 Philosophy and Objectives

#### Status of Preschool Program as Perceived by the Respondents in Terms of Philosophy and Objectives

AREA 1. PHILOSOPHY AND OBJECTIVES	Mean	Description
1. The college's viewpoint, dream, and pursuit are listed.	4.75	Excellent
2. The values, dreams, and goals are idealistic views of the school's character and core principles.	4.69	Excellent
3. The mission statement of the college conveys a society of brilliance, real, and within reach, scholastic goals for the learners.	4.63	Excellent
4. The mission statement aligns with the function of the discipline in the Philippine society and worldwide humanity.	4.63	Excellent
5. The aims communicate the college's viewpoint, vision, and mission.	4.61	Excellent
6. The objectives are suitable for the clients that the school proposes to provide.	4.53	Excellent
7. These goals are occasionally examined and renewed.	4.44	Excellent

8. The diverse segments of the college are referred to in the assessment of the philosophy, vision, mission, and objectives.	4.45	Excellent
<b>Category Mean</b>	<b>4.59</b>	<b>Excellent</b>

The respondents gave an excellent mark on the Philosophy and Objectives of the school. The category mean is 4.59, with an excellent grade. The school's philosophy, vision, and mission are clearly stated and have a mean of 4.75, which garnered the highest score, and its mark is excellent. The least is the number 7 question, which has a mean of 4.44 and is still an excellent mark. (These objectives are periodically reviewed and updated.) It manifested that the philosophy and objectives of the school are clearly stated and understood by the whole organization. The VMGOs were perceived as stated, reliable, matching with educational habits, and realistic ( Llobrera-Diamse et al., 2022).

## 1.2 Faculty

### Status of Preschool Program as Perceived by the Respondents in Terms of Faculty

AREA 2. FACULTY	Mean	Description
1. Faculty members are reorganized according to global and current styles.	4.40	Excellent
2. The faculty members attempt to implement the philosophy and objectives of the institution and department.	4.42	Excellent
3. The faculty members have syllabi and supplement the same through additional readings, and creative use of the library.	4.39	Excellent
4. The faculty members show mastery of the subject matter and preparedness for the classes.	4.38	Excellent
5. The faculty conscientiously plans lessons and classroom activities.	4.47	Excellent
6. The faculty are open for talk with students and parents outside class hours.	4.41	Excellent
7. The faculty shows elasticity in the selection of demonstration methodology.	4.41	Excellent
8. There is enough time for the provision of classes and enough view of student advancement.	4.24	Excellent
9. The faculty shows a grasp of the avenue of instruction.	4.34	Excellent
10. The faculty engages in sound classroom management practices.	4.28	Excellent
11. The faculty exhibits the skill to examine the general and specific weaknesses of students.	4.17	Very Good
12. The faculty uses technology in teaching.	4.53	Excellent
13. The faculty shows passion in handling preschoolers.	4.57	Excellent
14. The faculty can relate and communicate with fellow faculty members, administrators, parents, and the public.	4.48	Excellent
<b>Category Mean</b>	<b>4.39</b>	<b>Excellent</b>

The category mean of faculty is 4.39, with an excellent mark. It manifests that the faculty shows passion in handling preschoolers with a mean of 4.57 and an excellent mark. The weakness of the faculty is in

diagnosing the general and specific weaknesses of students. In this area, the faculty gets a mean of 4.17 and a very good mark. Diagnostic assessment is seen as an effective tool for identifying student weaknesses in reading comprehension (Waluyo et al., 2020).

### 1.3 Curriculum and Instruction

#### In terms of Curriculum/Instruction

<b>AREA 3. CURRICULUM/INSTRUCTION</b>	<b>Mean</b>	<b>Description</b>
1. The curriculum meets the required competencies outlined in the Basic Education Curriculum (DepEd).	4.55	Excellent
2. It aligns with and promotes the school's guiding philosophy, vision, mission, and goals.	4.54	Excellent
3. The program is child-focused. It pushes the complete path by which children are boosted for improvement and acknowledges the position of kin and neighborhoods in supporting the child through numerous steps of progression and progress.	4.52	Excellent
4. The coverage in each subject considers the mental, common, physical, and affecting promptness of the student.	4.36	Excellent
5. The curriculum is applicable for acquiring the areas and must uphold pursuit in dynamic education of all young children, involving those with extraordinary capabilities, downgraded, and/or else individuals at risk.	4.47	Excellent
6. Learning activities are executed by way of distinct learning events that may be heightened with audiovisual aid technologies such as collaborative radio, audio/video slides, and computer-enhanced happenings.	4.47	Excellent
7. Studying interests are significant to the adulthood, interests, needs, and everyday lives of the pupils.	4.41	Excellent
8. Learning encounters are provided that call for the development of basic scholarly skills and concepts, and of optimistic values and attitudes.	4.42	Excellent
9. Approaches and teaching skills are modified to the subject matter and the demands and abilities of the pupils.	4.46	Excellent
10. The use of locally developed and locally available learning materials and resources is strongly encouraged. Instruction should be delivered in the child's mother tongue or local dialect.	4.44	Excellent
11. A conducive learning environment is maintained in all sessions through effective classroom management	4.41	Excellent
12. The pieces of training are concurrent with the broader phases of the subject and with related encounters.	4.41	Excellent
13. Students are given breaks from group work activities.	4.50	Excellent
14. Students show a capability to think significantly and innovatively.	4.45	Excellent

15. Students consistently demonstrate positive values and attitudes both inside and outside the classroom.	4.41	Excellent
16. Students effectively express themselves clearly and accurately in both English and Filipino.	4.34	Excellent
17. Students demonstrate the ability to apply the skills and knowledge acquired in the classroom to real-life situations.	4.39	Excellent
18. The evaluation of student performance is based on transparent aims and objectives.	4.47	Excellent
19. Examinations are confirmed and sent back to the students on time.	4.34	Excellent
20. A successful procedure for reporting student advancement to parents is realized.	4.37	Excellent
21. The grading system is well-defined and reflects the students' performance.	4.37	Excellent
22. Documents of the evaluation results are thoroughly kept.	4.45	Excellent
23. Students are persuaded to participate in co-curricular interests.	4.45	Excellent
<b>Category Mean</b>	<b>4.44</b>	<b>Excellent</b>

It manifested that the curriculum and instruction of the Preschool Program complies with the learning competencies of the Basic Education Curriculum (DepEd) with a mean of 4.55 and an excellent mark. In the Republic of the Philippines, the enactment of the kindergarten core curriculum is notably linked with pupils' possession of basic capabilities (Alot & Andal, 2023). The overall mean category of curriculum/instruction is 4.44, with a mark of excellent.

## 1.4 Laboratories

<b>AREA 4. LABORATORIES (Playroom)</b>	<b>Mean</b>	<b>Description</b>
1. The playroom is properly lit and well aired.	4.37	Excellent
2. The playroom has at least two exits.	4.42	Excellent
3. The playroom conforms to established standards.	4.33	Excellent
4. The playroom is sanitary and tidy.	4.37	Excellent
5. The playroom is spacious and air-cooled.	4.34	Excellent
6. The playroom can accommodate 25 pupils.	4.30	Excellent
7. The playroom is well highlighted with murals.	4.38	Excellent
8. Shoe holders are properly positioned in the playroom.	4.24	Excellent
9. Indoor slides are secure and protected.	4.28	Excellent
10. Indoor Swings are safe and durable.	4.26	Excellent
11. There is a blackboard wall in the playroom.	4.27	Excellent
12. There is a mini stage in the playroom for a show presentation.	4.16	Very Good
13. There is a graphic arts studio in the playroom.	4.09	Very Good
14. The playroom is encouraging and provides for the needs and interests of the learner.	4.27	Excellent



15. There are sufficient toys inside the playroom.	4.31	Excellent
16. There is a nap time space in the playroom equipped with comfy seats and comfy beds.	4.14	Very Good
17. There is an introverted place in the playroom, furnished with tables, chairs, and books for kids to read.	4.28	Excellent
18. Big boxes and cabinets are available to store toys in the playroom.	4.22	Excellent
19. There is evidence of the availability of new toys in the playroom.	4.23	Excellent
20. The playroom has suitable safety measures and a beneficial toilet for girls and boys.	4.29	Excellent
<b>Category Mean</b>	<b>4.28</b>	<b>Excellent</b>

The only available laboratory for preschoolers is the playroom. Item number 7 (The playroom is well decorated with murals) rated with the highest score, with a mean of 4.38 and an excellent mark. Three items got a mark of very good. Item number 12 (There is a mini stage in the playroom for drama presentation.) was weighted with a mean of 4.16 and a mark of very good. Item number 16 (There is a nap time space in the playroom equipped with comfy seats and comfy beds.) gained a 4.14 mean and a very good mark. Item number 13 (There is an art studio in the playroom.) got the lowest mean with 4.09 and a very good mark. The category mean of the laboratory is 4.28, an excellent mark. The Children's Physical Environment Rating Scale (CPERS) was established to evaluate the superiority of these backgrounds, centering on attributes such as size, density, movement settings, and open-air play spaces (Moore et al., 2003; Moore & Sugiyama, 2023).

## Status of Preschool Program as Perceived by the Respondents in Terms of Library

<b>AREA 5 LIBRARY</b>	<b>Mean</b>	<b>Description</b>
1. The library is managed by a qualified and experienced catalogue officer.	4.59	Excellent
2. The selection criteria for print and non-print materials take into account the students' abilities, needs, interests, and levels of maturity.	4.32	Excellent
3. Print and non-print holdings are well-adjusted.	4.25	Excellent
4. There are compilations of storybooks for nursery school in the library.	4.35	Excellent
5. There is an autonomous reading area for kindergarten in the library.	4.25	Excellent
6. Print and non-print items are properly shelved.	4.34	Excellent
7. The librarian guides students in selecting print, non-print, and online reference materials that align with their needs, interests, abilities, and age level.	4.34	Excellent
8. The librarian assists students in the proper use of the library and audio-visual center by providing and enforcing established rules and regulations.	4.37	Excellent
9. The librarian fosters the development of positive attitudes among students toward the proper care of books, materials, and equipment.	4.39	Excellent

10. The library and audio-visual center are accessible to both teachers and students before and after class sessions, as well as throughout the school day.	4.33	Excellent
11. Adequate audio-visual equipment is available in the library to support kindergarten learning activities.	4.28	Excellent
12. The library and audio-visual center are open and accessible to all intended users.	4.31	Excellent
13. The size of the library and audio-visual center is sufficient to accommodate reading, studying, and viewing activities comfortably.	4.33	Excellent
14. Both the library and the audio-visual center are well-lit and properly ventilated, ensuring a conducive environment for learning.	4.40	Excellent
15.		

## 1.5 Library & AVC

It manifested that the library is administered by a qualified and licensed librarian with a mean of 4.59 and an excellent mark. This is evidence that the library is well managed by a competent and efficient librarian. The overall category mean of the library is 4.34, an excellent mark. These lessons investigate library management and user tastes across unique backgrounds. Dahuya et al. (2023) initiate excellent ratings for e-resources in a Philippine public library, with significance scoring maximum (4.34) and accessibility lowest (4.24).

## 1.5 Student Services

AREA 6 STUDENT SERVICES	Mean	Description
<b><u>A. HEALTH AND FOOD SERVICES</u></b>		
1. The health program emphasizes both physical and mental well-being.	4.41	Excellent
2. The school employs a medical doctor, nurse, and dentist.	4.54	Excellent
3. Health personnel are qualified and possess the necessary disposition to support the mental and physical health of students and staff.	4.46	Excellent
4. A school nurse is consistently available at the clinic.	4.47	Excellent
5. Annual medical check-ups are conducted for all students.	4.33	Excellent
6. Annual dental check-ups are provided for all students	4.35	Excellent
7. Health appointments are scheduled as needed.	4.42	Excellent
8. Health staff implement protective measures to prevent the spread of communicable diseases within the school.	4.40	Excellent
9. Necessary health service equipment is supplied.	4.35	Excellent
10. Training in first aid and the use of safety devices is provided for teachers and staff.	4.23	Excellent
11. Warm meals are served in the school canteen/cafeteria	4.32	Excellent
12. Mealtimes and food servings are well-balanced, nutritious, and sufficient.	4.19	Very Good
13. The canteen/cafeteria offers a variety of food options.	4.23	Excellent



14. Prices at the canteen/cafeteria are reasonable and affordable.	3.93	Very Good
15. The canteen/cafeteria is spacious enough to accommodate students and school personnel comfortably.	4.16	Very Good
16. Health examinations of food service personnel and regular inspections of the food served are conducted.	4.15	Very Good
<b>B. <u>STUDENT ACTIVITY PROGRAM</u></b>		
17. A leisure and interest program is available that caters to the needs and interests of students.	4.41	Excellent
18. The objectives and activities of clubs and organizations align with the school's values, vision, mission, and goals.	4.41	Excellent
19. The activity program is consistent with the objectives of the school's educational program.	4.41	Excellent
20. The student activity program fosters the development of aesthetic appreciation, moral and spiritual growth, as well as coordination and teamwork skills.	4.44	Excellent
<b>Category Mean</b>	<b>4.33</b>	<b>Excellent</b>

Based on the result, item number 2 (The school has a physician, a nurse, and a dentist.) gets a mean of 4.54 and an excellent grade, and item 2 is ranked 1. Meanwhile, item number 15 (The canteen/cafeteria is large enough to accommodate students and school personnel.) has a mean of 4.16 and a very good mark. Item number 14 (Canteen/cafeteria prices are reasonable) gets a mean of 3.93 and a very good mark. The overall category mean of student services is 4.33, with an excellent rating. Research in the Philippines connected presence, approachability, and responsiveness as sharp interpreters of student pleasure with canteen assistance (Galabo et al., 2019).

## 1.6 School Community Involvement

<b>AREA 7 SCHOOL COMMUNITY INVOLVEMENT</b>	<b>Mean</b>	<b>Description</b>
1. The institution demonstrates a clear effort in identifying and understanding the socio-physical and cultural context of its partner community. This information serves as a foundation for designing relevant outreach programs.	4.38	Excellent
2. The community's natural, human, and technological resources are effectively utilized in implementing outreach initiatives that benefit residents.	4.36	Excellent
3. Outreach programs are well-received by the members of the partner community and are governed by a formal memorandum of agreement between the institution and the community.	4.47	Excellent
4. The institution successfully garners support from the broader community, as evidenced by collaborative efforts and active involvement in outreach activities.	4.43	Excellent

5. The community outreach program reflects the institution's commitment to service and its educational philosophy, which is recognized and valued by the community it serves.	4.47	Excellent
6. The institution makes use of both community and institutional resources, ensuring these are accessible and beneficial to the public when necessary.	.40	Excellent
7. The allocation of resources between the institution and the community is carried out jointly, as outlined in the memorandum of agreement between their respective representatives.	4.41	Excellent
8. The institution fosters social awareness and empathy among faculty, students, and support staff toward the needs and challenges of the community.	4.48	Excellent
9. This sense of social responsibility is integrated into both academic and extracurricular activities.	4.43	Excellent
10. Community service is actively promoted through seminars and programs involving faculty, students, and support personnel.	4.34	Excellent
11. Faculty, students, and support staff are encouraged to take part in the planning, implementation, and evaluation of community service programs.	4.33	Excellent
<b>Category Mean</b>	<b>4.41</b>	<b>Excellent</b>

It was observed that two items received the same weighted mean score. Item 3, "The outreach programs are accepted by the residents of the adopted community and are governed by an approved memorandum of agreement between the institution and the community," and Item 5, "The community outreach program of the institution reflects its service orientation and educational philosophy, which is acknowledged by the community it serves," both attained a weighted mean of 4.47, corresponding to an Excellent rating. Meanwhile, Item 11, "Faculty, students, and support staff are encouraged to participate in the planning, implementation, and evaluation of the community service programs," received a slightly lower but still excellent weighted mean of 4.33.

The overall rating for the School-Community Involvement category was 4.41, also marked Excellent. This reflects the strong commitment of the institution to community engagement. According to Dayao et al. (2023), community outreach initiatives by higher education institutions (HEIs) play a crucial role in promoting educational, social, and economic development within their partner communities.

## 1.8 Physical Plant and Facilities

<b>AREA 8 PHYSICAL PLANT AND FACILITIES</b>	<b>Mean</b>	<b>Description</b>
1. The institution is situated in an environment conducive to both learning and relaxation.	4.45	Excellent
2. The site adequately accommodates the current student population, with provisions for anticipated future expansion.	4.38	Excellent
3. The site adequately accommodates the current student population, with provisions for anticipated future expansion.	4.28	Excellent

4. The campus is accessible through well-maintained roads, walkways, and public transportation.	4.38	Excellent
5. A site map is prominently displayed on campus, clearly indicating building locations, driveways, parking areas, and other key features.	4.33	Excellent
6. The campus is thoughtfully planned, attractively landscaped, and well-maintained.	4.28	Excellent
7. Covered walkways are provided where necessary to protect students from adverse weather when moving between buildings.	4.39	Excellent
8. The campus is spacious enough to support outdoor educational activities such as social, physical, athletic, cultural, and military training.	4.36	Excellent
9. A systematic campus development program is in place, incorporating effective environmental management practices.	4.36	Excellent
10. Measures for traffic safety are implemented on campus.	4.23	Excellent
11. Adequate facilities exist for sewage, solid waste disposal, and proper drainage.	4.33	Excellent
12. There are enough operational and conveniently located drinking water stations.	4.23	Excellent
13. The campus enforces a strict no-smoking policy.	4.49	Excellent
14. Classroom sizes meet standard specifications tailored to their specific activities and promote effective learning.	4.52	Excellent
15. Classrooms are designed specifically to meet the needs of preschool children.	4.47	Excellent
16. Classrooms feature various learning corners or activity areas.	4.41	Excellent
17. Classrooms are well-lit and properly ventilated.	4.47	Excellent
18. Classroom activities are free from disturbances caused by the playground or external noises.	4.41	Excellent
19. Classroom furniture is adequate, functional, and comfortable.	4.37	Excellent
20. Classrooms are equipped with LCD projectors and televisions with cable connections.	4.45	Excellent
21. Separate comfort rooms for girls and boys are available within the preschool area.	4.20	Excellent
22. Sanitary drinking water is always readily accessible.	4.31	Excellent
24. A mini stage is provided in the classroom for drama presentations.	4.34	Excellent
25. Facilities comply with all required safety and sanitary standards as mandated by local ordinances.	4.31	Excellent
<b>Category Mean</b>	<b>4.36</b>	<b>Excellent</b>

It manifested that item number 14 (Classroom size meets standard specifications for specific activities. They are conducive to learning.) got the highest mean of 4.52 with an excellent rating. This means that the standard classroom for preschoolers is met. The basic environment of early childhood scholastic amenities plays a central role in toddlers' happening and learning experiences. Research has shown that

teaching space size, design, and overall tangible plant quality substantially impact young children's thought and social growth (Moore & Sugiyama, 2023). While item number 21 (There are comfort rooms for girls and boys inside the preschool room.) gets the lowest mean of 4.20, and still an excellent grade. The overall category mean of physical plant and facilities is 4.36, with an excellent mark.

## 1.9 Organization and Administration

Based on the result, item number 2(The duties, prerogatives, and responsibilities of the principals are clearly defined and delineated.) gets the highest mean of 4.53 and a grade of excellent. Principals play a fundamental role in forming a beneficial school environment, backing teachers' specialist change, and advancing district connections (Stronge et al., 2008). Meanwhile, item number 15 (The number of non-academic personnel is adequate to meet the needs of the school.) gets the lowest mean of 4.38 and is still an excellent rating. The overall mean category of organization and administration is 4.45, with an excellent rating.

<b>AREA 9 ORGANIZATION AND ADMINISTRATION</b>	<b>Mean</b>	<b>Description</b>
1. The chief executive officer collaborates effectively with the principal and other administrative officers.	4.49	Excellent
2. The duties, rights, and responsibilities of the principal are clearly defined and well outlined.	4.53	Excellent
3. The principal performs official functions efficiently, without undue pressure or interference.	4.43	Excellent
4. The principal maintains a cooperative working relationship with the chief executive officer and other administrative officials.	4.44	Excellent
5. Faculty and non-academic staff in the basic education department clearly understand the proper channels for receiving orders and submitting requests.\	4.43	Excellent
6. Administrative officers provide strong leadership in advancing the school's philosophy, vision, mission, and community service.	4.41	Excellent
7. Administrative officers possess the professional qualifications necessary to fulfill their duties and responsibilities.	4.46	Excellent
8. Administrative officers carry out their roles free from political, economic, or other undue influences.	4.44	Excellent
9. Administrative officers collaborate harmoniously and effectively with one another.	4.46	Excellent
10. Academic administration ensures that the school's philosophy, vision, mission, and objectives are reflected in the instructional program.	4.47	Excellent
11. The administration supervises the continuous review and enhancement of the school's curriculum.	4.50	Excellent
12. A well-organized and functional supervisory program is in place for classroom instruction.	4.47	Excellent

13. Adequate insurance coverage is provided for buildings, equipment, books, and records against losses such as fire or flooding.	4.43	Excellent
14. The working conditions for non-academic personnel support their effective job performance.	4.47	Excellent
15. The number of non-academic personnel is sufficient to meet the school's operational needs.	4.38	Excellent
16. Clear and well-defined job descriptions exist and are communicated to the relevant personnel.	4.45	Excellent
<b>Category Mean</b>	<b>4.45</b>	<b>Excellent</b>

## SUMMARY TABLE

Areas	Weighted Mean	Description
Philosophy and Objectives	4.59	Excellent
Faculty	4.39	Excellent
Curriculum/Instruction	4.44	Excellent
Laboratories	4.28	Excellent
Library	4.34	Excellent
Student Services	4.33	Excellent
School Community Involvement	4.41	Excellent
Physical Plant and Facilities	4.36	Excellent
Organization and Administration	4.45	Excellent

There were nine areas in determining the status of the preschool program of Our Lady of the Pillar College – Cauayan. Based on the obtained results, the Philosophy and Objectives get a mean of 4.59 and an excellent mark. Area one is the highest among the others. The least is Laboratories with a mean of 4.28. The table above shows that all the areas have an excellent mark.

## IV. Conclusion

### 1. Philosophy and Objectives

The school's philosophy, vision, and mission are clearly stated and understood by the whole organization.

### 2. Faculty

The performance of the faculty is excellent, but they need more training and workshops in teaching pedagogy as well as dealing with the behaviors of the preschoolers to maintain the excellent mark they obtained in the survey.

### 3. Curriculum and Instruction

The curriculum and instruction of the preschool program comply excellently with the learning competencies of the Basic Education Curriculum (DepEd).

### 4. Laboratories (Playroom)

The laboratory is excellent, but it needs to be upgraded through the procurement of new facilities and equipment needed for social, aesthetic, communication, and fine/motor skills development. A spacious and safe playroom is also required.

### 5. Library

The library is monitored by a qualified librarian and has enough collections of print and non-print materials

for all students, but lacks collections intended for preschoolers.

## 6. Student Services

The student services cater to the needs of the students in terms of extracurricular activities and look after the welfare and development of each preschooler.

## 7. School Community Involvement

The school is committed and active in the outreach programs of the different adapted barangays of OLPC. Regular involvement of the pupils and the faculty is required to have an in-depth relationship with the people in the adapted barangay of OLPC.

## 8. Physical Plant and Facilities

The Physical Plant and Facilities component received an Excellent rating. Classrooms are appropriately sized and meet standard specifications, ensuring they are suitable for a variety of learning activities. The learning environment is conducive to academic engagement and overall student development.

## 9. Organization and Administration

The Organization and Administration aspect also garnered high marks. The duties, The responsibilities and prerogatives of the school's administrative personnel are clearly defined and well-articulated. The administration demonstrates effective leadership in fulfilling the institution's philosophy, vision, mission, and commitment to community service.

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