

PROFICIENCY LEVEL OF SELECTED EARLY CHILDHOOD
TEACHER-EDUCATION GRADUATES OF HARRIS MEMORIAL COLLEGE:
IMPLICATIONS TO CURRICULUM ENRICHMENT

BY

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WE HEREBY APPROVE THE DISSERTATION

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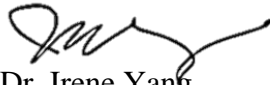
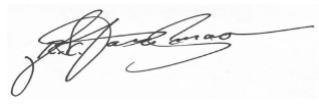
PONELYN D. KARUMATHY

ENTITLED

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AS PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE

DOCTOR OF PHILOSOPHY IN HOLISTIC CHILD DEVELOPMENT

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ABSTRACT

The present research entitled, “Proficiency Levels of Selected Early Childhood Teacher-Education Graduates of Harris Memorial College: Implications to Curriculum Enrichment,” had been undertaken against the backdrop of the declared efforts of CHED to improve the quality of education in the Philippines by setting the highest standards as regards the objectives, components, and processes of the pre-service teacher education curriculum. The investigation had put forward the following questions: Are graduates of HMC adequately equipped to serve as early childhood educators? How proficient are they in the four domains of: (1) content knowledge and pedagogy; (2) learning environment; (3) diversity of learners; and (4) spiritual maturity and Christian witness?

A trifocal theoretical and scientific framework comprising the social constructivist theory of Lev Semenovich Vygotsky, the Philippine Professional Standards for Teachers (PPST) of DepEd, and Harold Burgess’s Model for Analyzing Religious Education Curriculum has served as the foundation for this research. Vygotsky’s idea that highly proficient teachers are essential in the educational venture of children undergirds the theoretical framework of this work, whereas PPST and Burgess’s model through the discussion of Catherine Stonehouse provided the bases of the four domains that have been employed.

This investigation has a descriptive-survey design that employs a combination of quantitative and qualitative methodology in gathering data through the self-evaluation of alumni, the evaluation by alumni’s peers, and alumni’s supervisors. There are 90 respondents taken as sample through sequential nested nonprobability-probability sampling method. Quantitative data were subjected to frequency distribution, weighted

mean computation, Chi-square Test of Independence, and one-way ANOVA or Analysis of Variance. Qualitative data were processed through MAXQDA software for coding, clustering, and thematic analysis and interpretation. Results on the demographic characteristics of respondents revealed that majority of the alumni has less than three years of teaching while majority of the peers and supervisors have four years or more of teaching and administration service. Majority of the alumni and the peer respondents are serving as preschool teachers while exactly half of the supervisors are functioning as principal and the remaining half has the title as school administrator. Findings through the Chi-square Test of Independence established that there is no significant relationship between the number of years in the institution nor the position of the respondents when tested against the proficiency ratings they conferred. The evaluation of the alumni, peers, and supervisors constantly indicated that the HMC graduates have high proficiency levels in the domains of content knowledge and pedagogy, learning environment, diversity of learners, and spiritual maturity and Christian witness which means that the alumni are adequately equipped to serve as early childhood educators. The overall ranking of results showed that the HMC graduates were rated highest in spiritual maturity and Christian witness, second in the domain of learning environment, third in content knowledge and pedagogy, and fourth in diversity of learners. The one-way Analysis of Variance confirmed that there is not any notable statistical variation between and among the evaluation of the alumni, the peer, and the supervisor respondents.

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DECLARATION

No portion of the work referred to in the dissertation has been submitted in support of an application for another degree or qualification of this or any other university or other institute of learning.

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Date

ACADEMIC INTEGRITY COMMITMENT

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DEDICATION

This study is whole-heartedly and humbly dedicated to God, and to Harris Memorial College, pioneer of Kindergarten Education in the Philippines, on its forthcoming centennial celebrations of the Kindergarten Program in 2022, and of the training of teachers in 2024.

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As this research project, after having taken quite a bit of twists and turns along its route and also experiencing some initially unforeseen wandering in the endless oceans, at times even accompanied by sighs and sobs touching upon anxiety and anguish of the unknown, is finally in sight of the joyful port of final destination, my heart is literally bursting with an immense sense of gratitude and relief. I recognize fully well that these profound feelings have their final source in Jesus Christ, my Lord and Savior, who has never left me alone! I humbly acknowledge innumerable ways of His love and guidance along the rather arduous voyage with this project. At this juncture of the completion of my PhD studies, I can loudly proclaim along with the Psalmist, “For great is the Lord, and greatly to be praised” (Ps 96:4).

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ACRONYMS

BEEEd - ECE	Bachelor of Elementary Education, Major in Early Childhood Education
CHED	Commission on Higher Education
CMO	CHED Memorandum Order
DepEd	Department of Education
ECE	Early Childhood Education
HEI	Higher Education Institution
HMC	Harris Memorial College
MAXQDA	Max Qualitative Data Analysis
MKO	More Knowledgeable Other
OBE	Outcomes-Based Education
SEAMEO INNOTECH	Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology
PPST	Philippine Professional Standards for Teachers
PSG	Policies, Standards and Guidelines
QA	Quality Assurance
ZPD	Zone of Proximal Development