This study aimed to describe the effect of preschool education on the achievement of Grade I pupils in District I and II of Bacarra, Ilocos Norte for the school year 1985-1986. It further tried to compare academic achievement of Grade I pupils with and without preschool education. It also tried to find out the influence of age, sex, socio economic status and reading readiness on academic achievement.

Methodology

This investigation made use of the descriptive survey method. The instruments used were the Reading Readiness test, the Grade I Achievement Tests, the Socio-Economic Interview Sheet and some documentary forms. A total of 180 respondents, 90 with preschool education and another set of 90 without data were tallied and statistically treated using the t-test of significance, chi-square, the Product Moment Correlation or Pearson r and the point biserial correlation technique.

Findings:

On the basis of facts revealed in this study, the researcher had the following findings:

1. Comparison of the Achievement of Grade I Pupils with and without Preschool Education

   1.1 A difference of 3.034 between the means of the Grade I pupils with and without preschool education had a t-value of 3.370 which is greater than the tabular value of 2.58 at 1 percent level of significance. This implies a very significant difference favoring the pupils with preschooling in English.

   1.2 In Pilipino, a difference of 3.822 from the mean scores of the compared groups than the tabular value of 2.58 at 1 percent level of significance. The findings are evident of
the superiority of pupils with preschool education over those without preschool education.

1.3 In Mathematics, a mean difference of 3.19 between the mean scores of Grade I pupils with and without preschool education was obtained. Tested for significance, the value was 3.178 which is greater than the tabular value of 2.58 at 1 percent level. These finding affirmed in Sibika at Kultura with a very significant difference of 2.666 between the score obtained by the compared groups. The t-value was 3.15 which is greater than the tabular value of 2.58 at one percent level of significance.

2. Comparison of the Achievement of Boys and Girls with and without Preschool Education

2.1 Boys and preschool education scored higher than those without preshcooling. Differences in mean were: English – 2.669, Pilipino – 1.01, Math – 2.899, and Sibika at a Kultura – 1.898. the t-test for these subject areas were all significant at both .05 and .01 levels which proved that boys with preschooling performed really better than the boys without preschooling.

2.2 Girls exposed to preschool education fared better the girls not exposed to preschool. Mean differences were: English – 3.272, Pilipino - .519, Math – 2.861, Sibika at Kultura – 2.533. The t-test of 2.435 for English was found to be significant, 4.167 for Pilipino was very significant, 2.213 for Math was significant, and 1.929 for Sibika at Kultura slightly favoring the girls with preschool education.

3. Relationship between Age, Socio-economic Status, Reading Readiness and Achievement of Grade I Pupils With and Without Preschool Education

3.1 The degree of relationship obtained between age and achievement scores found insignificant among pupils with and without preschool education. To the unexposed group negative correlation was revealed – that is age is inversely related to achievement scores.

3.2 Relationship between socio-economic status and achievement scores differed in the groups of pupils with and without preschool education. The obtained X2 value (6.549) for the exposed group revealed significant relationship, whereas for the unexposed group the x2 value of 3.76 was not significant. It indicated no relationship with achievement.

3.3 Very significant correlation between reading readiness and achievement was revealed by a coefficient correlation of .335 with a t-value of 3.335 for the group with preschool education and .930 for the group without preschool education.
Conclusions

In the light of the findings in this study, the following conclusions are made:

1. In the four subject areas – English, Pilipino, Mathematics and Sibika at Kultura, it was definitely proven that preschool education is a significant factor that enhances academic performance. This is attributed to the fact that a child who undertake preschooling has already developed basic skills concerned in the four subject areas thus, building a strong academic foundation.

2. Academic achievement of grade one pupils with and without preschool education is significantly influenced by reading readiness while age and sex showed negligible relationship.

Recommendations:

The following recommendations are advanced based on the findings and conclusions drawn:

1. To minimize the contribution of preschool education to the development of at least basic education, this should be legalized as the first formal step in the educational ladder. Government funds should be allotted for the organization and operation. The Department of Education, Culture and Sports should extend expert supervision and assistance to preschool teachers.

2. More preschool classes should be organized especially in DDU areas to narrow the gap between the “haves” and the “have nots”.

3. In-service training programs for preschool teachers should be organized to upgrade their teaching competencies and to prepare appropriate instructional materials.

4. Preschool education should be offered as an area of specialization in teacher-training institutions.

5. Teachers should put more attention on the reading readiness activities before going on to formal reading lessons to equip the pupils with the enthusiasm and readiness to read.

6. Teachers, school heads and parents should consider the relationship existing between reading readiness and socio-economic status of the home. They should work cooperatively for the success of the child.
7. Further of research is encouraged on
   7.1. Assessment of the school performance of pupils with and without preschool education from Grade I to VI.
   7.2. Other psychological and social gains from preschool experience.