

## Montessori Approach to Preschool Education: The Case of Educare Program in Naga City

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### Abstract

The study was conducted to describe the Montessori approach to preschool education in the case of the Educare program in Naga City, Bicol, Philippines. It was geared towards determining the extent of compliance of the Educare program to the standards of the Montessori approach in terms of the prepared environment, methods, outcomes, and institutional support. Mixed methods were employed to describe and analyze the compliance of the Educare program with the standards of the Montessori approach. The respondents were the 42 Educare teachers in Naga City. The main instruments used were the survey questionnaire, observation tool, checklist, and interview guide in data gathering and analyzed through frequency counting, getting the percentage, and weighted mean. Findings of the study show that the compliance of the Educare program of Naga City was in a “Standard” of the Montessori approach in the prepared environment. The observation in methods garnered a rating of “Satisfactorily,” and the outcomes of Montessori education in sensorial and culture education obtained a “Highest percentage.” The institutional support such as logistical assistance, social support, and financial aid mainly affected the performance of the Educare program of Naga City, and the Educare program was aligned with the Montessori approach. It is recommended that collaboration from all stakeholders and the school personnel be sustained and strengthened to provide full support to the existing Educare programs by allocating budget funds to improve Educare programs that would encourage the support of the community, stakeholders, and parents to achieve optimum success not just in terms of academic but building the social aspect of the learners.

*Keywords – Early childhood education, Montessori standards, Mixed method, Educare compliance*