
School Heads' Managerial Competence Focusing on Teaching and Learning and Its Relationship with Instructional Competence of Kindergarten Teachers

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Abstract — The researcher aimed to determine the relationship between school heads' competence on focusing on teaching and learning and instructional competence of kindergarten teachers in North Sector, Division of Pampanga during the School Year 2024-2025. Quantitative approach was utilized for this research endeavor. To be more specific, a correlational design was implemented. There were 84 kindergarten teachers who were requested to be the respondents. These teachers were selected randomly. Questionnaire and documentary analysis were utilized as instruments. Weighted mean, frequency and percentage and Pearson r were used for interpretation. Results tell that kindergarten teachers rated their school heads as very competent in focusing on teaching and learning as shown on its grand mean of 3.57. In addition, the instructional competence of kindergarten teachers based on their classroom observation rating. 60.64. % of the kindergarten teachers have outstanding rating, while 39.36% have very satisfactory rating. Furthermore, the relationship between the level of competence of the school heads on focusing on teaching and learning and instructional competence of kindergarten teachers recorded an r-value of 0.6128 and p-value of 0.0000. Lastly, an enhanced technical assistance plan is crafted based on the findings of the study. The study is expected to have implication on the improvement of management of schools in the public system.

Keywords: *managerial competence, teaching and learning, PPSSH, school heads*

I. INTRODUCTION

Teaching and learning effectiveness is the main business of anyone in the field of education. Aside from the teacher, the school head is one of the leaders in education who is greatly concerned in ensuring that teaching and learning is undertaken and completed effectively and efficiently.

The necessity of the competence of the school heads, which is-on standard, is consistently a great demand and a commitment. This is the main view of Hallinger and Wang in 2021 that school leaders must be more concerned in the effective delivery of instruction to affect quality learning. School heads play an essential role in establishing better classroom instruction, which leads to improved teaching results and better educational outcomes. According to the study of Leithwood et al. (2021), the participation of school principals in instructional practices is vital to student academic success. Effective school leadership and management establish the tone for a positive school culture and community as it also fosters an environment where teachers are able to deliver quality education. School principals who focus on instructional leadership create educational environments that encourage teachers to adapt their teaching methods, which results in improved student learning outcomes.

One critical aspect of school leadership needs to deliver ongoing professional development programs which teachers can access throughout their career. Research by Darling-Hammond et al. (2020) shows that when teachers receive professional development which matches their specific needs their teaching abilities and self-assurance improve. School leaders who provide their teachers with continuous professional development through training and workshop programs need to complete reskilling programs which introduce them to current educational advancements and teaching methods. The continuous support enables teachers to enhance their teaching methods while they meet the different educational requirements of their students, which results in better student academic outcomes.

The main responsibility of school leaders exists to establish cooperative relationships between teachers. Hargreaves and Fullan (2020) argue that schools need to implement

collaborative teaching methods because these methods enable educators to exchange effective teaching strategies while creating an environment for ongoing development. School leaders who promote team teaching, peer observation, and joint planning sessions create a professional development environment that enables teachers to teach their peers. The collaborative method improves teaching methods while establishing a collective duty among educators to ensure student achievement.

School leaders must handle two tasks which require them to establish a learning environment that supports students educational needs. The research conducted by Hallinger and Wang in 2021 demonstrates that a well-maintained resource-rich educational setting operates as an essential factor which determines how students engage academically and reach their educational goals. The school climate improves when leaders advance student and staff protection through their dedication to physical and mental health. The school operation requires two separate processes which include creating a classroom environment that meets safety standards and learning requirements and developing a school atmosphere that supports all students. The school needs effective communication between leaders and stakeholders to improve teaching methods. The research conducted by Moller et al. in 2020 demonstrates that schools can build trust with their audiences through transparent communication methods which maintain consistency and help schools develop their goals according to community needs including student and parent expectations. School leaders who maintain ongoing communication with their stakeholders while delivering consistent reports about school advancement create a collaborative space which encourages all participants to take part in the educational activities. The instructional practices maintain their connection to educational standards through open communication which results in better outcomes for student learning.

Harris and Jones (2021) established that teachers must maintain their teaching standards because any drop in quality would create major problems which would affect student learning. The fundamental requirement for positive student outcomes demands quality teaching. Harris and Jones (2021) demonstrate that efficient teaching methods produce direct effects on student academic performance and educational progress. The researchers demonstrated that when teachers use high-quality teaching methods, students show improved ability to recall information, which leads to better academic results. The educational process breaks down when teachers reduce their

teaching standards because this practice leads to knowledge gaps which result in decreased student success. Smith and Bell (2020) established that students who studied under inadequate teaching conditions showed reduced test performance and classroom participation.

The standard of teaching throughout a classroom determines how active students will participate in their studies. According to Brown and Green (2022), students show higher engagement levels together with increased learning motivation when teachers deliver their lessons through interactive methods that follow established instructional frameworks. They explain that inadequate teaching standards which include unpreparedness and use of ineffective instructional techniques lead to student disengagement together with loss of interest. The study conducted by Williams and Adams (2021) demonstrates that students who attend poorly delivered lessons show higher tendencies to develop behavioral problems which result in their decreased classroom involvement and obstruct their academic progress.

The effective teaching performance by educators is the key factor which determines whether students will achieve long-term success. Robinson and Clark (2023) highlight that students who experience high-quality teaching are more likely to develop critical thinking skills and achieve long-term academic success. The researchers show that teaching quality should remain at its highest standard because all learning results will suffer while students face restrictions during their entire educational path. Johnson and Lee (2020) discovered that students who received education from teachers with weaker abilities showed poorer readiness for college studies and encountered increased difficulties during their work life.

Teaching quality creates a strong effect which affects the mental well-being of students. According to Thompson and White (2021) students in classrooms with high-quality teaching experience lower levels of stress and anxiety. The authors state that effective teaching methods create learning environments which help students to achieve their best educational outcomes. Carter and Nguyen (2020) show that students who experience poor teaching methods will develop higher rates of anxiety and depression because of the connection between low-quality instructional methods and increased student mental health problems.

The maintenance of teaching excellence functions as the primary requirement for establishing educational equality. Martinez and Lopez (2022) demonstrate that different teaching

standards create achievement disparities between various student populations. The authors present their research which shows that substandard teaching leads to educational inequities through its negative impact on student success for disadvantaged learners. The findings of Kim and Davis (2020) support this perspective because schools with poor teaching standards experience greater student dropout rates and decreased college enrollment among their minority and low-income students.

The professional development of school head requires competent execution which needs continuous assessment. The effective operation of educational institutions depends on school heads who execute their pivotal function to advance teaching and learning processes. The ability of educational leaders to perform their duties requires essential competencies which determine their effectiveness. School leadership effectiveness leads to better student academic results according to Hallinger and Wang (2021) research study results. School heads who display strong instructional leadership skills establish positive educational settings that support students in achieving academic success.

School heads possess teaching and learning competence through their ability to establish educational objectives, provide teacher assistance, and verify that teaching methods follow the school's educational mission. Robinson, Lloyd, and Rowe (2022) discovered that school administrators who participate in both curriculum development and teacher training programs achieve superior educational results. The process of engagement establishes a connection between teaching approaches and the objectives of the school together with the requirements of the students. School heads who demonstrate their capability to manage educational institutions succeed in their duties by using data metrics to shape their teaching approaches. Leithwood and Sun (2023) demonstrate that data-driven decision-making allows school leaders to discover improvement areas while executing specific improvement actions. School heads can use student performance data to give teachers constructive feedback while they modify teaching approaches to boost student learning results.

Another key skill which school leaders need to acquire enables them to build a team-oriented environment which teachers can share. Spillane Halverson and Diamond (2021) conducted demonstrates that principals who implement collaborative leadership methods for

decision-making and teamwork activities create better outcomes for their educational institutions. The higher teacher satisfaction rates lead to improved academic performance of students.

Professional development is essential for school heads because it helps them maintain their current skills while developing new ones. Clarke and Wildy (2022) emphasize the importance of continuous learning and development for school leaders. School heads who participate in professional development programs learn about current educational trends and effective practices, which they can use to enhance their school's operations.

The school heads who lead educational programs need to possess strong communication abilities to accomplish their work. The research conducted by Harris and Jones in 2023 demonstrates that school heads who maintain effective communication with teachers and students and parents can develop strong connections which lead to a positive school environment. Clear communication helps in setting expectations and ensuring that everyone is working towards common educational goals.

The emotional intelligence of school heads also plays a significant role in their competence. A study by Fullan and Quinn (2021) found that school leaders who exhibit high levels of emotional intelligence are better equipped to handle the challenges of school management. The group possesses the ability to handle stress situations while they handle disputes and establish an educational environment which supports successful teaching and learning activities.

The competence of school heads in teaching and learning encompasses a range of skills and attributes, including instructional leadership, data-driven decision-making, fostering collaboration, professional development, effective communication, and emotional intelligence. These competencies create a positive learning environment which enables students to achieve academic success. The ongoing research development requires school heads to pursue lifelong learning to develop their leadership competencies and drive better educational results. The instructional capabilities of teachers will develop through school heads who demonstrate their teaching competencies in both learning and educational practices. The instructional abilities of teachers receive direct influence from school head competencies which establish their capacity to lead educational programs. When school heads possess teaching and learning expertise they gain the ability to train teachers which results in improved teaching skills. A study by Munir and Khan

(2021) demonstrates that school leaders who possess knowledge about effective teaching methods can assist teachers through mentoring which leads to improved teaching skills.

The vision for high-quality teaching at schools is established through the work of school heads. Davies and Ellison (2022) state that school leaders who establish specific teaching objectives and give teachers needed materials create conditions which enable educators to succeed. The vision shows teachers what they need to accomplish while they work to achieve their teaching goals. School heads who possess effective leadership skills use their abilities to create permanent changes through professional development initiatives. According to Jones and Brown (2023) school leaders who establish continuous professional development programs for their teachers enable their staff to remain updated on modern educational advancements while enhancing their teaching techniques. The available learning opportunities consist of workshops and seminars and collaborative learning sessions.

School heads who observe classrooms and deliver feedback to teachers achieve better results to enhance teachers' teaching skills. A study by Nguyen and Le (2021) suggests that regular and focused feedback from school leaders helps teachers identify areas for improvement and refine their teaching techniques. Teachers require continuous support to achieve their professional development needs.

The abilities of school heads determine how collaboration functions within the school environment. Smith and Taylor (2023) demonstrate that school leaders who establish a collaborative atmosphere with teachers create a better situation for teaching and learning at their educational institutions. Teachers who collaborate and exchange effective methods of teaching will develop their teaching abilities.

School principals function as vital elements who establish an environment that promotes school success. Williams and Clark (2022) demonstrate that school leadership creates a beneficial school environment which enables teachers to test different teaching methods and educational techniques. Teachers experience professional growth because they develop higher teaching skills through their improved self-assurance and dedication to work.

The use of data to inform teaching practices is another area where school heads can significantly impact teachers' instructional competence. Patel and Thomas (2021) discovered that school leaders who support data-based decision-making assist teachers in using student achievement data to adapt their teaching methods according to their students' requirements. This approach ensures that teaching is effective and responsive to student needs.

The competence of school heads in teaching and learning is instrumental in developing the instructional competence of teachers. By setting a clear vision, providing professional development, offering feedback, fostering collaboration, creating a positive school climate, and promoting data-driven practices, school leaders can significantly enhance the teaching capabilities of their staff. Ongoing support and leadership from competent school heads are essential for ensuring high-quality instruction and improved student outcomes. The belief of teachers to the professional assistance of the school heads on teaching and learning is affecting the desired impact. Teachers' belief in the professional assistance provided by school heads significantly influences the effectiveness of teaching and learning in schools. When teachers trust and value the support offered by their leaders, they are more likely to implement new teaching strategies and improve their instructional practices. A study by Martin and Johnson (2021) indicates that teachers who feel supported by their school heads are more confident and motivated, leading to better educational outcomes for students.

Teachers establish trust in their school heads when they receive professional support from these leaders. Brown and Miller (2022) discovered that teachers establish higher engagement in professional development and collaboration with their colleagues when they perceive their leaders as knowledgeable experts. The teaching quality improves through their joint work because they create an atmosphere where improvement happens all the time.

School heads play a vital role in supporting teacher professional development through their educational opportunities which help teachers develop their teaching skills. Davis and White (2023) found that teachers who trust their leaders' expertise are more likely to participate in workshops, training sessions, and other professional development activities. Teachers obtain essential opportunities which allow them to acquire knowledge about current educational methods while developing their teaching competencies.

The belief that school heads will provide professional assistance to teachers creates a barrier which prevents teachers from using new teaching methods. Harris and Green (2021) conducted their research that demonstrates the relationship between teacher confidence in their leaders and their willingness to test new teaching methods. Teachers who show readiness to adapt their methods will achieve better results because their students will learn more effectively.

Teachers develop their understanding of professional development options through effective communication from school heads. Patel and Thompson (2022) explain that school leaders need to establish clear and consistent communication which allows teachers to comprehend teaching and learning objectives along with their corresponding expectations. The provision of proper information to teachers enhances their trust in school head guidance which they are more likely to follow.

School administrators need to show emotional support for their staff because this support exists as a crucial element which determines how teachers view their access to professional development resources. Smith and Roberts (2023) demonstrate that school leaders who provide emotional support together with an uplifting work atmosphere can increase teachers' workplace satisfaction and their motivation to perform effectively. Teachers who receive institutional support from their educational environment will participate in professional development activities while they work toward achieving teaching excellence.

Teachers' belief in the professional assistance of school heads can also affect their resilience and ability to cope with challenges. Lopez and Garcia (2021) found that teacher trust in their leaders results in improved teacher capacity to handle workplace pressures which they experience in their profession. Teachers need to maintain their teaching standards through resilience which results in high-performance teaching practices together with positive student outcomes.

The teachers rely on their belief systems to evaluate the help professionals provide through their work with educational administrators. The school leaders who work together with their staff to build trust inside their educational institution establish a good school atmosphere which boosts staff development efforts while teachers adopt new instructional techniques and experience better support through their professional relationships. School administrators need to develop and sustain

trust relationships with stakeholders so their educational support services will achieve intended results. The teaching process depends on teachers believing that school heads will offer them supervisory assistance. Teachers who trust their leaders will support their initiatives because they will use the recommended methods. The study by Andrews and Richards (2021) demonstrates that teachers who value supervisory support from school heads become more dedicated to developing their teaching abilities. Supervisory support creates a positive school atmosphere which enables staff members to work together more effectively. The research by Foster and Harris (2022) demonstrates that teacher trust in their school heads leads to increased collaboration between educators who share effective teaching methods with one another. The school environment develops into a community space where teachers share responsibility to enhance their teaching methods.

Supervisory assistance from school leaders provides essential support that educators need for their professional development. Clark and Williams (2023) discovered that teachers who value and believe in supervision which their supervisors provide, become more active in professional development programs. Through these activities, teachers develop their abilities while remaining informed about contemporary educational developments which lead to better results for students.

The belief that supervisory assistance helps teachers develop their skills better, motivates educators to experiment with different instructional methods and creative teaching approaches. Martin and Lee (2021) conducted research which showed that teachers develop greater confidence to test new teaching methods when they trust their supervisors. The desire to create new things allows teachers to develop teaching methods which improve their classroom performance and teaching effectiveness.

Supervision requires two essential elements which include effective feedback delivery. According to Johnson and Stewart (2022), teachers who believe in the importance of feedback from school heads are more likely to act on it and make necessary improvements. The feedback loop functions as an essential component which supports ongoing professional growth while it improves teaching outcomes.

The emotional support provided through supervision is another critical factor. Williams and Turner (2023) demonstrate that teachers who receive emotional backing from their school

leaders experience greater job satisfaction while their chances of burnout decrease. This support helps teachers maintain a positive attitude towards their work, which is essential for sustaining high-quality teaching.

Teachers' belief in supervisory help also impacts their resilience and ability to manage classroom challenges. According to Lopez and Cruz (2021) when teachers have faith in their school heads' supervision they are better equipped to handle difficulties and adapt to changes. The learning environment depends on this resilient behavior which helps to establish an environment that allows students to learn effectively.

Teachers must believe that school heads provide them with supervisory assistance to achieve effective teaching and learning. The system creates a cooperative environment which supports teacher growth while enabling them to develop new methods to practice their profession and receive feedback which helps them build their emotional strength. School heads need to establish and sustain this positive belief system because it becomes necessary for their supervisory activities to generate improved educational results.

The Department of Education in the Philippines issued DepEd Order No. 24, s. 2020, which outlines the Philippine Professional Standards for School Heads (PPSSH). This order aims to define clear expectations and standards for school leaders to enhance their competencies and effectiveness. According to Santos and Cruz (2021), the PPSSH provides a comprehensive framework that guides school heads in performing their roles efficiently and improving overall school management.

The PPSSH framework requires school leaders to master three essential domains which include strategic leadership and school operations management and the creation of a positive school environment. The domains which Flores and Ramirez (2022) identified help school heads direct their efforts toward three main tasks which involve strategic planning and operational efficiency and the creation of a conducive learning environment. The complete development of teachers and students requires these competencies.

The PPSSH establishes professional development as its essential element. The order requires school heads to engage in continuous learning which enables them to acquire knowledge

about current educational trends and leadership practices. Velasco and Morales (2021) state that school leaders achieve skill enhancement through ongoing professional development which enables them to handle new challenges and develop new solutions for their schools.

The PPSSH also emphasizes the importance of instructional leadership. School heads are expected to be actively involved in curriculum planning, teacher supervision, and ensuring the quality of instruction. A study by Alonzo and Reyes (2022) found that school heads who prioritize instructional leadership contribute significantly to improved teaching practices and student learning outcomes. This involvement ensures that educational standards are met and maintained.

The PPSSH establishes ethical leadership as its essential component. School heads are expected to demonstrate integrity together with fairness and ethical conduct. Diaz and Ferrer (2023) demonstrate that ethical leadership establishes trust together with respect within the school community because these elements create a positive and productive learning environment. The entire school environment receives its initial direction from ethical leaders. This direction affects how teachers and students conduct themselves throughout the school day.

The PPSSH emphasizes the importance of community engagement as an essential element of its program. School heads are encouraged to build strong relationships with parents, community members, and other stakeholders. Garcia and Bautista (2021) show that schools achieve better educational results when their students face diverse needs through effective community engagement practices that create programs for collaboration and support. Schools benefit from extra resources when their communities become involved.

The PPSSH establishes an unambiguous method which schools use to assess their administrators' performance. The evaluation process provides a framework which maintains accountability while supporting ongoing development efforts. Mendoza and Cruz (2022) explain that regular performance assessments enable school heads to discover their development areas which lead to specific learning and advancement paths. The systematic method guarantees continuous excellence pathing for school leaders.

The Philippine Professional Standards for School Heads (PPSSH) Domain 3 establishes "Fostering a Culture of Continuous Improvement" as its main focus. The domain establishes the

necessity for organizations to develop a space which supports continuous learning for both their employees and their students. School heads who prioritize continuous improvement create an environment which promotes innovation and collaboration and lifelong learning according to Del Rosario and Mendoza 2021. School heads must create conditions which enable teachers to advance their professional development. School heads must provide support for professional development programs which help teachers to develop their teaching skills and knowledge. The research of Santos and Lopez 2022 demonstrated that teacher participation in professional development increases when school leaders support and take part in these programs which results in better teaching methods and student achievement.

The educational system needs to build better systems for assessment but needs to create better framework. School heads are encouraged to use data to identify areas for improvement and to monitor the progress of initiatives aimed at enhancing school performance. The authors Garcia and Torres (2023) explain that school leaders need to use data effectively because it allows them to make proper decisions and establish achievable objectives and develop specific solutions for institutional requirements. The third domain requires collaboration as its essential element. School heads need to create spaces where teachers and staff and students can work together to achieve shared objectives. The research by Reyes and Aquino (2021) shows that professional learning communities and team teaching create better instructional methods while they also develop community ties and shared accountability among all school members.

Training includes information which extends until October of the year 2023. The research shows that Domain 3 establishes reflective practice as an essential requirement. School heads need to establish their own self-reflection schedule while they need to create opportunities for their staff members to practice reflective thinking. Diaz and Martinez (2022) argue that reflective practice allows school leaders and teachers to critically assess their work, identify strengths and areas for improvement, and develop strategies for continuous growth. The organization needs this reflective method because it works as the foundation for establishing a culture which values ongoing enhancement.

The establishment of a secure and encouraging educational space represents one of Domain 3's key objectives. School heads have the responsibility to create an educational environment

which enables students to learn while protecting the health and academic success of every student and staff member. The research conducted by Velasco and Santos (2021) discovered that schools with positive and supportive atmospheres create conditions which lead students to participate more fully while their behavior problems decrease and their academic results rise.

The research shows that Domain 3 requires school heads to take charge of school organizational transformations. School leaders need to assist their schools during transformation processes while they require staff support to adapt to the recent educational changes which include new technologies and instructional methods. Ramos and Cruz (2023) found that school heads who possess change management expertise can effectively deal with school challenges while creating lasting benefits which help the entire school community.

Domain 3 of the PPSSH highlights the crucial role of school heads in fostering a culture of continuous improvement. By promoting professional growth, using data effectively, encouraging collaboration, engaging in reflective practice, creating a supportive environment, and leading change, school leaders can enhance the overall effectiveness of their schools. This domain underscores the importance of ongoing learning and development in achieving educational excellence.

The review of related highlighted the indispensability of the school heads' competence on teaching and learning. There was also greater emphasis on the effect of the mentioned competence on the teaching competence of the teachers. Further, the literature gave premium also on the importance of positive beliefs of the teachers on the professional help provide by the school heads. On the other hand, looking at the review of related studies, it is evident that the completed studies were focused on supervision and relationship to teaching competence, performance of learners and professional development of teachers. Taking the competence of the school heads based on standards and its effect on the teaching competence as moderated by positive beliefs of teachers is not yet investigated. With this research gap, the researcher is convinced that an empirical study must be undertaken.

In view of the foregoing, the researcher conducted this study that determined the relationship between school heads' competence on focusing on teaching and learning and

instructional competence of kindergarten teachers in North Sector, Division of Pampanga during the School Year 2024-2025.

Conceptual Framework

The study used the IV-DV model to have a graphical presentation of the study as shown in Figure 1.

The independent variables of this study was the school heads' competence on focusing on teaching and learning, while the dependent variable was the instructional competence.

The arrow in the middle reflected the hypothesized relationship between variables.

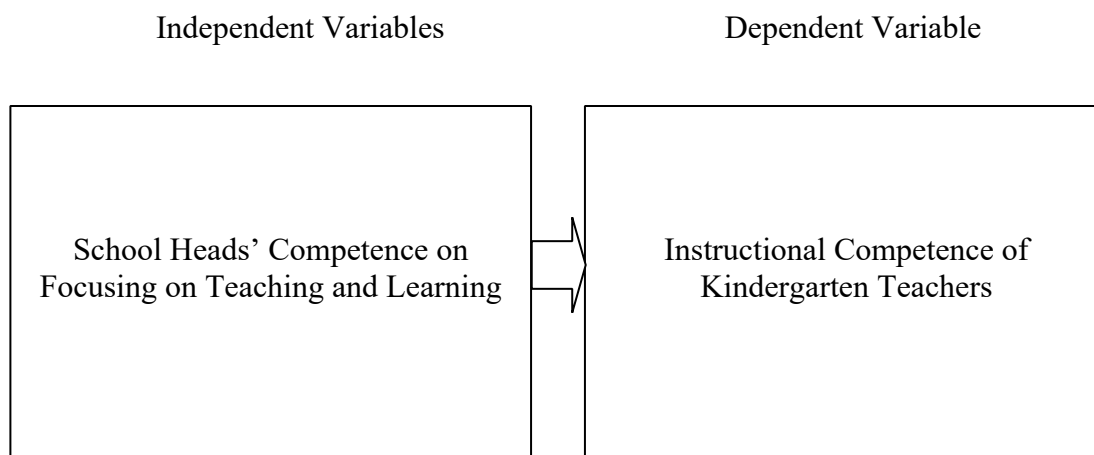


FIGURE 1
PARADIGM OF THE STUDY

Statement of the Problem

The researcher aimed to determine the relationship between school heads' competence on focusing on teaching and learning and instructional competence of kindergarten teachers in North Sector, Division of Pampanga during the School Year 2024-2025.

Specifically, the following questions were answered:

1. How may the level of competence of the school heads based on the PPSSH Domain 3 Focusing on Teaching and Learning be described?
2. How is the level of the instructional competence of the kindergarten teachers based on their obtained classroom observation ratings?
3. Is there a significant relationship between the level of competence of the school heads based on the PPSSH Domain 3 Focusing on Teaching and Learning and instructional competence of kindergarten teachers?
4. Based on the findings of the study, what enhanced technical assistance plan may be developed?

Hypothesis

The study was anchored on the null hypothesis that there is no significant relationship between the level of competence of the school heads based on the PPSSH Domain 3 Focusing on Teaching and Learning and instructional competence of kindergarten teachers.

The final outcome of the research will be of great help to the following:

School Heads. The need to help the teachers through their competence can be more accentuated by referring to research findings that is proving their positive contribution to instructional competence of their teachers. This can be more accentuated by looking at the findings of this study hence, serving as their motivation to reach out the teachers to improve their instructional competence.

Teachers. Their instructional competence that is assured to be consistently enhanced is a greater priority. Thus, empirical data in research findings are necessary for decision making. The findings in this study can be utilized by the teachers in creating a healthy realization on the importance of the positive beliefs on the professional assistance and competence of their school heads. With this realization, it will contribute to a more healthy and productive collaboration of the school heads and teachers on matters related to teaching and learning.

Future Researchers. The enrichment of data through research is a major concern of future researchers. It is necessary that they understand completely research gaps that require further investigation. This study can therefore serve as a springboard in assessing research gaps as the baselines for further investigation.

Scope and Delimitation

It was the main purpose of this study to determine the relationship between school heads' competence on focusing on teaching and learning and instructional competence of kindergarten teachers in North Sector, Division of Pampanga during the School Year 2024-2025.

To materialize the study, the researcher focused on describing the school heads' competence on focusing on teaching and learning.

The instructional competence was based on classroom observation rating.

Definition of Terms

To have a richer understanding, the following terms are defined:

PPSSH Domain 3. This refers to the standards for school heads that is focusing on their competence to provide professional assistance towards effective teaching and learning.

Instructional Competence. This refers to the classroom observation rating obtained by the kindergarten teachers in their rated classroom observation using the prescribe Classroom Observation Tool (COT) of the Department of Education.

II. METHODOLOGY

This chapter presents and discusses the research design, participants and sampling, the sources of data, instrumentation, data collecting procedure and data analysis, which are used in the conduct of this research.

Research Design

The research used quantitative research methods. The quantitative research design establishes a structured process for researchers to measure and investigate different data points which enables them to discover patterns and relationships and make overall findings through numeric research data. The approach uses standardized measurement instruments which include surveys and questionnaires and statistical testing methods to obtain data from diverse respondents. The research aims to test hypotheses through variable measurement which leads to conclusions that researchers can apply to broader groups of people according to Creswell and Creswell 2023. The research uses quantitative methods to achieve reliable results which scientists can confirm through independent testing according to its standardized procedures. The research design uses quantitative methods to provide accurate measurable evidence which supports decision-making processes in social sciences education research and health research and market research according to Babbie 2022.

The researchers used a correlational design to achieve their goal of obtaining detailed information about their study. Phyllis (2014) explains that this research method focuses more on studying how different variables in the study relate to each other. The research approach operates as nonexperimental research because it allows researchers to assess particular variable pairs through measurement. The research team will conduct statistical relationship analysis to examine how the two measured variables interact after completing their measurement process. The correlation metric can produce results that show positive or negative values based on the current situation. The dependent variable experiences changes whenever the independent variable changes, which includes both increases and decreases in its value.

This was the most suited type of research because of its objective of determining the relationship between school heads' competence on focusing on teaching and learning and instructional competence of kindergarten teachers in North Sector, Division of Pampanga during the School Year 2024-2025.

Respondents of the Study

Respondents of the study came from the North Sector, Division of Pampanga. As a big sector, it is noted that there are a lot of schools in the sector. To know the exact number of kindergarten teachers, the researcher requested the information from the Schools Division Office, specifically from School Governance Operations Division.

After getting the population, the researcher used a sample size. In computation, G power with 0.05 level of significance was adopted. Using it, there were 89 teachers who were requested to be the respondents.

Following the completion of the computation to determine the size of the sample, the following step was to select the teachers. The method of sampling was a stratified version of random sampling that the researcher used. This indicates that each and every member of the population had the potential to be chosen as a respondent in the survey. Because of this, the researcher had the opportunity to reduce the amount of bias that was caused by the randomization process.

TABLE 1
RESPONDENTS OF THE STUDY

Districts	Frequency	Percentage
District 1	15	15.96
District 2	14	14.89
District 3	14	14.89
District 4	12	12.77
District 5	9	9.57
District 6	8	8.51
District 7	12	12.77
District 8	10	10.64
Total	94	100.00

As shown in Table 1, the researcher considered 94 teachers from the locale as the respondents of the study.

Research Instruments

The following were the instruments of the study:

The PPSSH Domain 3 Competence Assessment for School Heads. This was be the main questionnaire that will be administered to the school heads to assessed their own level of

competence in discharging their functions based on the specific indicators of the PPSSH Domain

3. The researcher verbatim took the indicators from DepEd Order 24 s 2020 containing the mentioned Domain and indicators. The indicators will be transformed in to a questionnaire form with corresponding Likert Scale to facilitate the quantitative responses and analysis.

One important aspect that should be assured was the validity of the developed questionnaires. A group of five experts were involved in the content validation of the questionnaires composed of the following: Professor of Research in the Graduate School, Human Resource Management Officer of the Schools Division Office, School Principal IV who are full-fledged doctorate degree holder and a Master Teacher II in English. They made their own assessments guided by the Four-Point Likert Scale from Not relevant to Highly Relevant.

The second instrument was documentary analysis for teaching performance. The researcher requested the classroom observation rating from the school heads.

Data Collection

Gathering of data started with a letter of request to be sent to the Schools Division Superintendent. It was also stated in the letters that the schools and teachers were the target respondents. After which, the researcher sent a copy of the approval to the school heads of the district before the actual data collection.

The distribution of the questionnaire was done systematically. The copy of the school class program was analyzed to check the vacant time of the respondents. This was done to make sure that classes would not be affected for the sake of research. With the assistance of the school heads, the researcher explained personally the purpose of the research during the actual distribution. Ten weeks was spent for distribution. After which, to increase the retrieval rate, the researcher personally collected the answered survey. In this current time, data collection may be done through online platform. Survey was given through messenger application, google form and other available means.

Ethical Considerations

In any research, it is very important that ethical consideration is being practiced. To do this, protocols on visiting schools were reviewed by the researchers and were done religiously. Also, the right of the teachers to withdraw anytime during the research undertaking was respected. Before answering the survey, the purpose of this research was explained among the teachers. They were given the chance not to right their name to protect their identity. All of the information that were collected were only used for the purpose of this study.

Statistical Treatment of Data

The data collected were tabulated and were subjected to statistical treatment through the assistance of the licensed statistician of the graduate school.

1. Weighted Means, to determine the level of competence of the school heads on PPSSH Domain 3 using this scale.

Scale Value	Verbal Interpretations	Range of the Weighted Means
4	Very Competent	3.50-4.00
3	Competent	2.50-3.49
2	Somewhat Competent	1.50-2.49
1	Not Competent	1.00-1.49

2. Mean, to determine the level of the instructional competence of the teachers.

3. Pearson R Moment of Correlation, to examine the relationship of variables

III. RESULTS AND DUSCUSSION

This chapter provides details about the results of application of statistical treatment on the gathered data.

1. Competence of the School Heads based on the PPSSH Domain 3 Focusing on Teaching and Learning

The of competence of the school heads based on the PPSSH Domain 3 Focusing on Teaching and Learning was assessed using questionnaire.

Kindergarten teachers rated their school heads as very competent in focusing on teaching and learning as shown on its grand mean of 3.57 (SD=0.34). The same illustration tells that fifth indicator “regularly observing classroom instruction to ensure high-quality teaching” has a mean of 3.78 (SD=0.32), which is the highest. On one point, lowest mean of 3.32 (SD=0.28) is given to “actively involving teachers in instructional planning and decision-making”.

The data tells that school heads are effectively carrying out their instructional leadership roles and are consistently supporting classroom practices. School heads deliver vital support to teachers by establishing instructional leadership methods which guide teachers through their teaching responsibilities while creating an environment that helps students learn. The team uses classroom observations together with feedback and coaching methods to help teachers develop their teaching methods while maintaining high standards of educational delivery. School leaders support teacher development through professional growth programs which include mentoring and Learning Action Cells (LAC) and training sessions that help teachers enhance their skills and stay current with educational developments (Alonzo & Reyes, 2022). The team establishes necessary resources which include teaching materials and sufficient planning duration so educators can track student progress. School heads establish a framework for teachers to work together with open communication because this shared process improves their teaching methods which results in better student academic performance.

TABLE 2
ASSESSMENT OF COMPETENCE ON FOCUSING ON TEACHING AND LEARNING

Indicators	Mean	SD	Description
1. ensuring that instructional programs align with the school's vision and mission.	3.76	0.32	Very Competent
2. actively involving teachers in instructional planning and decision-making.	3.32	0.28	Competent
3. encouraging teachers to attend relevant professional development programs.	3.37	0.37	Competent
4. providing mentoring and coaching to improve teachers' instructional practices.	3.67	0.29	Very Competent
5. regularly observing classroom instruction to ensure high-quality teaching.	3.78	0.32	Very Competent
6. using assessment data to improve teaching practices and learning outcomes.	3.64	0.37	Very Competent
7. promoting the use of learner-centered teaching strategies.	3.71	0.34	Very Competent
8. supporting the integration of technology in teaching and learning activities.	3.69	0.34	Very Competent
9. fostering a collaborative culture among teachers to share best practices.	3.43	0.36	Competent
10. ensuring that teaching and learning activities are inclusive and accessible to all learners.	3.49	0.32	Competent
Grand Mean	3.57	0.34	Very Competent

2. Instructional Competence of Kindergarten Teachers

The study also gathered data on the instructional competence of kindergarten teachers based on their classroom observation rating. 60.64% of the kindergarten teachers have outstanding rating, while 39.36% have very satisfactory rating. This means that teachers were able to go beyond the minimum expectations in teaching and they have a huge chance to be promoted.

The effectiveness of teachers is a crucial factor to examine when assessing students' overall performance and the type of education they receive. The understanding of teacher performance elements needs to reach complete depth because this knowledge will enable proper teacher support through their required knowledge and necessary tools (Harris & Jones, 2021). The teachers require this essential knowledge because it enables them to perform their professional responsibilities.

TABLE 4
SUMMARY OF PERFORMANCE RATING

Rating	Frequency	Percentage
Outstanding	57	60.64
Very Satisfactory	37	39.36
Total	94	100.00

3. Relationship between between the Competence of the School Heads on Focusing on Teaching and Learning and Instructional Competence of Kindergarten Teachers

Another goal of the study is to look on the relationship between the level of competence of the school heads on focusing on teaching and learning and instructional competence of kindergarten teachers. The researcher subjected the previous data to another statistical treatment and was able to have this result.

Table 5 shows that relationship between the level of competence of the school heads on focusing on teaching and learning and instructional competence of kindergarten teachers recorded an r-value of 0.6128 and p-value of 0.0000. This means that the relationship is statistically significant. When competence of the school heads on focusing on teaching and learning improves, the instructional competence is also expected to improve.

The relationship between school heads' instructional supervision and teachers' competence is both direct and significant, as effective supervision serves as a key driver in enhancing teaching quality. School heads establish instructional supervision through their school-based activities, which include classroom observations, feedback sessions, coaching, and mentoring and this approach enables teachers to learn better ways to manage their classrooms, deliver their content, and use their teaching materials. Teachers can continuously improve their skills through ongoing support that helps them recognize their strengths, determine their necessary development areas, and find better teaching methods. Instructional supervision supports professional development because it motivates teachers to attend training sessions, participate in cooperative learning activities, and implement research-supported methods. Teachers who receive this training become more confident in their teaching abilities while developing skills to meet different learning needs. School heads who provide effective instructional supervision create a positive relationship which leads to increased teaching skills that result in better student academic results (Clark & Williams, 2023).

TABLE 4
PEARSON ANALYSIS OF VARIABLES

Variables	r-value	p-value	Description
Effectiveness of the Performance Assessments and Feedback and Teaching Performance	0.6128	0.0000	Significant

4. Proposed Enhanced Technical Assistance Plan

Using the findings of the study, the researcher conceptualized this enhanced technical assistance plan.

Focus Area	Objectives	Technical Assistance Activities	Persons Involved	Timeline	Success Indicators
Actively involving teachers in instructional planning and decision-making	Increase teacher participation and ownership in instructional processes	Conduct collaborative planning sessions; Include teachers in curriculum review and decision-making meetings; Organize regular consultative conferences	School Heads, Master Teachers, Teachers	Monthly	Increased teacher participation in planning; Improved quality of instructional plans
Encouraging teachers to attend relevant professional development programs	Enhance teachers' knowledge and instructional competence	Identify training needs; Facilitate attendance to seminars, workshops, and LAC sessions; Provide post-	School Heads, Teachers	Quarterly	Increased teacher participation in trainings; Improved teaching performance ratings

		training echo sessions			
Fostering a collaborative culture among teachers to share best practices	Promote teamwork and sharing of effective teaching strategies	Conduct Learning Action Cell (LAC) sessions; Organize peer observations and demonstration teaching; Establish professional learning communities	School Heads, Master Teachers, Teachers	Monthly	Increased collaboration among teachers; Adoption of best practices in teaching
Ensuring that teaching and learning activities are inclusive and accessible to all learners	Improve inclusivity and responsiveness of teaching strategies	Provide training on inclusive education; Develop differentiated instructional materials; Monitor implementation of inclusive practices in classrooms	School Heads, Teachers, SPED Coordinators	Quarterly	Improved learner participation ; Evidence of inclusive practices in classroom observations

CONCLUSIONS AND RECOMMENDATIONS

This chapter contains details on summary of findings, conclusions and recommendations of the study.

Summary of Findings

The following were the summary of findings:

1. Kindergarten teachers rated their school heads as very competent in focusing on teaching and learning as shown on its grand mean of 3.57.
2. The instructional competence of kindergarten teachers based on their classroom observation rating. 60.64. % of the kindergarten teachers have outstanding rating, while 39.36% have very satisfactory rating.
3. The relationship between the level of competence of the school heads on focusing on teaching and learning and instructional competence of kindergarten teachers recorded an r-value of 0.6128 and p-value of 0.0000.
4. An enhanced technical assistance plan is crafted based on the findings of the study.

Conclusions

The following were the conclusions based on the summary of findings:

1. School heads are effectively carrying out their instructional leadership roles and are consistently supporting classroom practices. School heads deliver vital support to teachers by establishing instructional leadership methods which guide teachers through their teaching responsibilities while creating an environment that helps students learn.
2. Kindergarten teachers were able to go beyond the minimum expectations in teaching and they have a huge chance to be promoted.

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3. The relationship is statistically significant. When competence of the school heads on focusing on teaching and learning improves, the instructional competence is also expected to improve.
 4. The proposed enhanced technical assistance plan aims to help kindergarten teachers improve their instructional competence through instructional supervision that will be provided by the school heads.

Recommendations

The following are the recommendations of the study based on the conclusions:

1. School heads should maintain their current instructional leadership abilities while developing their professional skills through ongoing implementation of their existing classroom observation system and their system for giving feedback and their teaching support system.
2. Schools need to sustain excellent teaching standards through ongoing professional development programs which will offer specific support methods and coaching services and mentoring programs for teachers who show very satisfactory performance to achieve the outstanding level.
3. School heads need to increase their instructional supervision activities because their leadership development directly affects teachers' ability to teach. The organization needs to focus on three main areas which include data-driven supervision methods and personalized feedback systems and capacity-building initiatives.
4. The enhanced technical assistance plan may be adopted in one school to test its effectiveness. It may be fully implemented, regularly monitored, and evaluated to ensure its effectiveness in improving teachers' instructional competence, with adjustments made based on feedback and performance results.
5. Future researchers may dwell on conducting study on how the school heads ensure that kindergarten teachers are able to sustain their effective instructional competence.

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