

School Heads' Management Approaches to Ensuring Kindergarten Teachers' Skills in Developing Learners' Cognitive and Self-Help Domains

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Abstract—This study examined the relationship between school heads' management approaches, kindergarten teachers' skills, and learners' cognitive and self-help domains. Specifically, it determined the levels of school heads' management approaches, teachers' skills, and learners' cognitive and self-help competencies, as well as the relationships among these variables. The study employed a quantitative research design. Data were collected from school heads, kindergarten teachers, and parents using self-made questionnaires. Descriptive statistics, moderation analysis, and paired-samples t-test were utilized to analyze the data. Findings revealed that school heads demonstrated very high levels of management approaches across all indicators, while kindergarten teachers exhibited very high levels of competence. Parents also showed high levels of involvement in supporting learners' self-help skills. Results further indicated that kindergarten teachers' skills significantly influenced learners' cognitive development but did not significantly moderate the relationship between school heads' management approaches and learners' cognitive and self-help outcomes. Moreover, school heads' management approaches had a significant positive effect on both cognitive and self-help domains. The study concludes that effective school heads' management approaches significantly contribute to learners' cognitive and self-help development. Additionally, kindergarten teachers' skills are strong direct contributors to cognitive outcomes but do not moderate the relationship between management approaches and learners' development. It is recommended that school heads continuously strengthen their management approaches and implement regular monitoring and evaluation mechanisms.

Keywords— Cognitive development, Self-Help Skills, Management Approaches, Instructional.

I. INTRODUCTION

Early Childhood Education is the foundation for learners' holistic development. They need to learn different domains and skills, most importantly, in cognitive growth and essential self-help skills that foster independence and social competence. Kindergarten teachers facilitate pedagogical skills, instructional strategies, and classroom management that directly influence learners' engagement and learning outcomes. School heads play an important role in shaping and supervising the quality of teaching through their management approaches, ensuring that kindergarten teachers possess and effectively apply the necessary skills to develop both the cognitive and self-help domains of their learners.

The growing recognition of early childhood education as a cornerstone of lifelong learning underscores the need for

competent, well-supported teachers. Kindergarten teachers conduct Early Childhood assessments to promote the learners' cognitive abilities in shapes, colors, letters, and animals. School heads, as instructional leaders, utilize various management approaches to influence teaching quality and student outcomes. These approaches include instructional leadership, shared vision, decision-making, technology integration, and the provision of materials. Through these approaches, they help kindergarten teachers provide what learners need to improve their cognitive and self-help skills. Effective management practices in this regard contribute to a positive learning environment, teacher motivation, and the overall quality of early childhood education.

The importance of teachers' skills and school leadership in early childhood education ensures that all kindergarten teachers are competent in developing learners' cognitive and self-help domains. To enhance early childhood outcomes, school heads examine and support teachers in implementing best practices and addressing gaps. Self-help skills need the guidance and support of parents, who can teach them everyday life skills at home, such as shoe lacing, dressing, bathing, and potty training. This can help the learners to build independence and confidence as young learners.

This study, therefore, aims to examine school heads' management approaches to developing kindergarten teachers' skills in fostering learners' cognitive and self-help skills. This study examines school heads' leadership and teachers' competencies and abilities in developing kindergarten pupils to provide insights into strategies that promote quality teaching and effective early childhood education practices..

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study examined the relationship between school heads' management approaches and kindergarten teachers' skills, and learners' cognitive and self-help domains.

It sought answers to the following questions:

1. What is the level of school heads' management approaches in terms of:
 - 1.1 Instructional Leadership;
 - 1.2 Shared Vision;
 - 1.3 Decision Making;
 - 1.4 Technology Integration; and
 - 1.5 Provision of Materials?

2. What is the level of learners’ cognitive domains in terms of:
 - 2.1 Identifying colors;
 - 2.2 Identifying shapes;
 - 2.3 Letter recognition; and
 - 2.4 Naming animals?
3. What is the status of learners’ self-help domains in terms of:
 - 3.1 Shoe lacing;
 - 3.2 Wearing clothes;
 - 3.3 Taking a bath; and
 - 3.4 Potty training?
4. What is the level of kindergarten teachers’ skills in terms of:
 - 4.1 Communication;
 - 4.2 Classroom Management;
 - 4.3 Instructional Skills;
 - 4.4 Collaboration with Parents; and
 - 4.5 Child Development?
5. Do the kindergarten teachers’ skills significantly moderate the school heads’ management approaches and learners’ cognitive domain?
6. Do the kindergarten teachers’ skills significantly moderate the relationship between the school head management approaches and learners’ self-help domain?
7. Is there a significant difference in learners’ cognitive and self-help domain outcomes when different management approaches of the school head are applied?

II. METHODOLOGY

The study employed a quantitative research design. Data were collected from school heads, kindergarten teachers, and parents using self-made questionnaires. Descriptive statistics, moderation analysis, and paired-samples t-test were utilized to analyze the data.

III. RESULTS AND DISCUSSION

This chapter presents, analyzes, and interprets the quantitative data gathered for the study. The data were obtained through a structured questionnaire administered to the school heads, kindergarten teachers, and parents. After collecting responses, the data were carefully organized, tabulated, and processed to ensure the accuracy and reliability of the results.

This study examined the extent to which school heads’ management approaches ensure kindergarten teachers’ skills in developing learners’ cognitive and self-help domains, including instructional leadership, shared vision, decision-making, technology integration, and the provision of materials. The school heads’ approaches were identified as key factors influencing kindergarten teachers’ professional competence and effectiveness.

To analyze the data, descriptive statistical tools were utilized. To determine the average response level for each indicator, the mean was used. While the standard deviation was employed to measure the variability or consistency of the responses. These statistical measures provided a clearer

understanding of the overall trends and patterns in the respondents’ perceptions.

The presentation of the data follows the sequence of the study objectives stated in Chapter 1 to show clarity and systematic discussion of the findings. Each section highlights the results corresponding to a specific dimension of school heads’ management approaches. The results and interpretation were presented in the following tables. This organized presentation makes it easy for readers to understand the relationship between the research objectives and the study’s findings.

Table 1. Level of School Heads’ Management Approaches in terms of Instructional Leadership

Statements	Mean	SD	Remarks
The school heads...			
...observes classroom instruction to provide feedback for improvement.	7.00	0.00	Strongly Agree
...sets clear expectations for teaching practices related to the cognitive domain.	6.91	0.29	Strongly Agree
...sets clear expectations for teaching practices related to the self-help domain.	6.80	0.40	Strongly Agree
...discusses lesson plans with kindergarten teachers to enhance instructional quality.	6.71	0.62	Strongly Agree
...promotes the use of data to inform instruction in the cognitive domain.	7.00	0.00	Strongly Agree
...promotes the use of data to inform instruction in the self-help domain.	7.00	0.00	Strongly Agree
...conducts regular meetings to evaluate teaching effectiveness.	7.00	0.00	Strongly Agree
...motivates teachers to adopt innovative instructional approaches.	6.89	0.32	Strongly Agree
...ensures alignment of teaching goals with cognitive development strategies.	6.89	0.32	Strongly Agree
...assists teachers in setting learning targets for self-help skills.	6.78	0.42	Strongly Agree
Weighted Mean	6.90		
SD	0.16		
Verbal Interpretation	Very High		

Table 1 shows that the highest mean score (7.00) was evident for statements such as observing classroom instruction, promoting the use of data, and conducting regular meetings. Discussion of lesson plans with kindergarten teachers (6.71) and setting expectations for teaching practices in different domains (6.80–6.91) was evident.

The funding for the activities depends on the school’s maintenance and operational funds. High mean scores suggest that school heads are actively supporting teachers in providing feedback and motivating them to do their jobs well.

The level of instructional leadership in all indicators is very high, with a weighted mean of 6.90 and a standard deviation of 0.16. It shows strong concurrence among respondents on the effectiveness of the school heads’ approaches.

In summary, the school heads demonstrate instructional leadership by providing clear guidance, setting well-defined expectations, closely monitoring teaching practices, and motivating teachers to adopt innovative, learner-centered

strategies that foster the holistic development of kindergarten learners. They always check classroom instruction and supporting teachers' professional growth to help the organization maintain a continuous commitment to work and maintain quality education. It may help create an environment where teachers feel motivated to enhance their competencies.

Table 2. Level of School Heads' Management Approaches in terms of Shared Vision

Statements	Mean	SD	Remarks
The school heads...			
...collaborates with staff to create a shared vision for early childhood development.	7.00	0.00	Strongly Agree
...ensures that the vision is aligned with the developmental goals of young learners.	6.91	0.29	Strongly Agree
...involves the kindergarten teachers in setting the school's educational priorities.	6.81	0.39	Strongly Agree
...reflects the importance of developing learners' cognitive and self-help domains.	6.75	0.58	Strongly Agree
...teachers are encouraged to express their views in shaping the school's direction	6.99	0.07	Strongly Agree
...consistently communicates the vision to all teaching staff	6.99	0.07	Strongly Agree
...there is a collective commitment to achieving the vision among the school community	6.99	0.11	Strongly Agree
...the shared vision is integrated into the planning and evaluation of teaching practices.	6.89	0.31	Strongly Agree
...teachers understand how their work contributes to the school's overarching vision.	6.90	0.30	Strongly Agree
...the vision is revisited and updated to reflect changes in early childhood education needs.	6.79	0.41	Strongly Agree
Weighted Mean	6.90		
SD	0.16		
Verbal Interpretation			Very High

Table 2 shows that the highest mean score (7.00) was reported for employees' cooperation in developing a common vision. Other indicators supporting teachers' participation, overall communication, and the inclusion of vision in planning and evaluation had extremely high mean ratings (ranging between 6.75 and 6.99), indicating strong agreement.

The funding for the activities depends on the school's maintenance and operational funds.

The level of school heads' management style in the pooled vision. The magnitude of school heads' management style regarding shared vision is high (weighted mean = 6.90, SD = 0.16).

In summary, it shows that a shared vision, strengthened by collaboration between the school head and teachers, helps teachers understand kindergarten learners.

When school heads clearly communicate school goals, teachers become more aligned with the teaching objectives and competencies. It fosters teamwork and a stronger sense of commitment to achieving desired educational outcomes.

As a result, teachers are better guided in implementing instructional practices and developmental activities that support the cognitive and self-help growth of kindergarten students.

Table 3. Level of School Heads' Management Approaches in terms of Decision Making

Statements	Mean	SD	Remarks
The school heads...			
...involves teachers in decision-making processes that affect classroom instruction.	7.00	0.00	Strongly Agree
...kindergarten teachers participate in decisions regarding instructional materials.	6.91	0.29	Strongly Agree
...encourages team discussions when addressing teaching challenges.	6.88	0.33	Strongly Agree
...decisions related to teaching strategies are based on collaboration and consultation.	6.77	0.58	Strongly Agree
...values teacher input in shaping professional development activities.	7.00	0.00	Strongly Agree
...teachers are consulted when establishing goals for cognitive development.	7.00	0.00	Strongly Agree
...teachers are consulted when establishing goals for self-help development.	7.00	0.00	Strongly Agree
...shared decision-making promotes teacher ownership of instructional practices.	6.92	0.27	Strongly Agree
...teachers feel empowered to suggest changes that benefit learners.	6.92	0.27	Strongly Agree
...decision-making processes in the school are transparent and inclusive.	6.81	0.39	Strongly Agree
Weighted Mean	6.92		
SD	0.14		
Verbal Interpretation			Very High

Table 3 indicates that school-based data show that kindergarten teachers are significantly involved in decision-making regarding classroom instruction and broader school initiatives. The highest mean score (7.00) was also observed in involving teachers in instructional decisions, consulting them to identify development goals, and fostering shared decision-making, due to the agreement of all respondents.

Additional ratings, for instance, promoting team talk and appreciating the teacher's voice in PD, also resulted in very high mean scores of 6.77-6.92, all interpreted as clear agreement.

The funds to cover these activities are either capital or the school's operating and maintenance budget.

The level of school heads' management approaches in decision-making is very high, as shown by a weighted mean of 6.92 and a standard deviation of 0.14.

In summary, the school head practices democratic decision-making and involves other members of the organization in decision-making. He or she is listening to what other teachers are suggesting since they have direct contact with the learners. They easily identify what is lacking in the classroom to better serve learners and allow them to showcase their skills by sharing insights that may help the school head avoid conflicts within the organization.

Table 4 shows that school heads promote the use of technology in kindergarten classrooms. High mean scores were recorded across all indicators, with the highest (7.00) for recognizing teachers who use technology innovatively. Supporting teacher training and integrating technology to enhance cognitive development and self-help received very high mean ratings ranging from 6.79 to 6.99, interpreted as strongly agree.

The funds to cover these activities are either capital or the school's operating and maintenance budget. To use technological devices, the school needs an internet connection

for classroom digital tools and a large screen to encourage learning.

The level of school heads' management approaches to technology integration is very high, as indicated by a weighted mean of 6.96 and a standard deviation of 0.24. The school heads are very supportive and consistently implement technology in teaching.

Table 4. Level of School Heads' Management Approaches in terms of Technology Integration

Statements	Mean	SD	Remarks
The school heads...			
...promotes the use of educational technology in early childhood classrooms.	6.98	0.15	Strongly Agree
...provides access to age-appropriate digital learning tools.	6.79	0.41	Strongly Agree
...supports technology training for kindergarten teachers.	6.99	0.07	Strongly Agree
...technology is integrated into lessons to enhance learners' cognitive development.	6.99	0.11	Strongly Agree
...encourages the use of digital resources for self-help skill development.	6.99	0.07	Strongly Agree
...teachers receive technical support when using technology in their lessons.	6.98	0.15	Strongly Agree
...monitors the effective use of educational technologies.	6.98	0.13	Strongly Agree
...invests in regularly updating classroom technology.	6.98	0.15	Strongly Agree
...encourage teachers to use technology aligned with early childhood instructional goals.	7.00	0.00	Strongly Agree
...recognized teachers for innovatively using technology in teaching.	6.87	0.34	Strongly Agree
Weighted Mean	6.96		
SD	0.24		
Verbal Interpretation	Very High		

In summary, school heads support the use of technology in kindergarten classrooms, with teacher training to equip them with knowledge of using digital tools. Teachers should know the latest and most effective strategies for teaching with technology, since young learners also know how to use it. Teachers need to know which applications are suitable for learners' ages, provide proper guidance, and limit learners' use of them. Technology is not used solely in the classroom, because there are times when children need to learn using manipulatives to enjoy learning, avoid radiation, and protect their eyesight.

Table 5 shows that the school heads always support the teaching materials for kindergarten teachers. All indicators obtained high mean scores ranging from 6.81 to 6.98, with the highest mean recorded in consulting teachers on material needs and allocating resources to support effective instruction, all interpreted as strongly agree.

The funding sources are coming from the School MOOE or the Maintenance and Other Operating Expenses. The availability of funds helps teachers by providing regular supplies of materials for early childhood use.

The level of school heads' management approaches regarding the provision of materials is very high, as shown by a weighted mean of 6.91 and a standard deviation of 0.16.

In summary, the findings showed that school heads can allocate funds based on teachers' needs to ensure teachers

improve early childhood, particularly in cognitive and self-help domains.

Table 5. Level of School Heads' Management Approaches in terms of Provision of Materials

Statements	Mean	SD	Remarks
The school heads...			
...ensures the availability of materials needed for classroom instruction.	6.94	0.24	Strongly Agree
...learning materials support the cognitive development of learners.	6.87	0.36	Strongly Agree
...learning materials support the self-help development of learners.	6.89	0.31	Strongly Agree
...regularly evaluates the sufficiency of classroom resources.	6.86	0.44	Strongly Agree
...supplementary materials are provided to enhance teaching practices.	6.97	0.16	Strongly Agree
...teachers are consulted on what materials they need for effective instruction.	6.98	0.15	Strongly Agree
...allocates budget specifically for early childhood learning resources.	6.98	0.13	Strongly Agree
...promptly addresses material shortages in classrooms.	6.91	0.29	Strongly Agree
...the provided materials support differentiated instruction strategies.	6.89	0.31	Strongly Agree
...make sure all classrooms are equipped with manipulatives and hands-on learning tools.	6.81	0.40	Strongly Agree
Weighted Mean	6.91		
SD	0.16		
Verbal Interpretation	Very High		

The following tables present descriptive statistics on how kindergarten teachers facilitate the development of the cognitive domain in kindergarten pupils using the mean and standard deviation. These statistical measures help describe the level of teachers' practices and provide a clearer understanding of how instructional strategies support cognitive development among learners. The mean is used to determine the average level of application of instructional practices. The standard deviation measures the consistency of responses. Through these indicators, the outcomes of the overall teaching approaches and patterns in developing the cognitive domain are established.

Table 6 shows the level of kindergarten teachers' cognitive domain teaching practices in identifying shapes. Teachers are using different strategies to help pupils learn shapes. All indicators obtained high mean scores ranging from 6.69 to 6.81, all interpreted as strongly agree. The highest mean was recorded in providing activities that help learners recognize basic shapes. Similarly, high ratings were obtained for assessing learners' ability to differentiate shapes through play-based strategies, including songs, games, visual aids, and integrated shape recognition activities.

The funding sources are the donated manipulative geometric shapes from the parents and the school fund allocated by the school head. These resources supported the implementation of instructional activities aimed at improving learners' cognitive and self-help development. The level of kindergarten teachers' teaching practices in identifying shapes is very high, as indicated by a weighted mean of 6.75 and a standard deviation of 0.38.

Table 6. Level of Kindergarten Teachers teaching the Cognitive Domain in terms of Identifying Shapes

Statements	Mean	SD	Remarks
As Kindergarten Teacher...			
I provide activities that help learners recognize basic shapes (circle, square, triangle)	6.81	0.40	Strongly Agree
Learners in my class can name at least three basic geometric shapes.	6.80	0.40	Strongly Agree
I use real-life objects to teach shape recognition.	6.73	0.45	Strongly Agree
I assess learners' ability to differentiate between shapes during play or class activities.	6.77	0.42	Strongly Agree
Learners can match objects based on their shapes.	6.69	0.46	Strongly Agree
I encourage learners to describe the characteristics of different shapes (e.g., number of sides).	6.75	0.43	Strongly Agree
Learners can sort and classify objects by shape.	6.74	0.45	Strongly Agree
I use songs, games, or visual aids to reinforce shape identification.	6.79	0.41	Strongly Agree
I integrate shape recognition activities into various learning centers.	6.72	0.45	Strongly Agree
Learners can trace or draw basic shapes independently.	6.69	0.50	Strongly Agree
Weighted Mean	6.75		
SD	0.38		
Verbal Interpretation	Very High		

In summary, the findings indicate that kindergarten teachers focus on cognitive development, particularly in shape recognition. They used different techniques to improve kindergarten pupils' mathematical skills, such as hands-on learning, manipulatives, visual aids, and art activities. Learning basic shapes helps the pupils know the first level of mathematics. Shapes should be learned before numbers, and the easiest way to learn them is by looking at the objects around you to compare and identify their differences.

Table 7. Level of Kindergarten Teachers teaching the Cognitive Domain in terms of Identifying Colors

Statements	Mean	SD	Remarks
As Kindergarten Teacher...			
I use colorful materials to help learners recognize primary and secondary colors.	6.81	0.39	Strongly Agree
Learners in my class can name basic colors such as red, blue, and yellow.	6.82	0.39	Strongly Agree
I include color sorting activities in daily routines.	6.71	0.46	Strongly Agree
Learners can match objects by color.	6.77	0.42	Strongly Agree
I encourage learners to use color names when describing objects	6.66	0.47	Strongly Agree
I observe whether learners can identify colors in their environment (e.g., clothing, toys)	6.75	0.43	Strongly Agree
I use stories and visual aids to reinforce color recognition.	6.75	0.43	Strongly Agree
Learners can follow instructions related to colors (e.g., Pick up the red block)	6.79	0.41	Strongly Agree
I include art activities that promote color mixing and recognition.	6.71	0.46	Strongly Agree
Learners show progress in identifying and naming both basic and complex colors.	6.66	0.52	Strongly Agree
Weighted Mean	6.74		
SD	0.38		
Verbal Interpretation	Very High		

Table 7 shows the level of kindergarten teachers' teaching practices in the cognitive domain in teaching how to identify colors. All indicators obtained high mean scores ranging from 6.66 to 6.82, all interpreted as strongly agree.

The highest mean was recorded in learners' ability to name basic colors and teachers' support for color recognition.

The activity's funding came from their parents' donations to provide a complete set of colors for the class.

The level of kindergarten teachers' color identification practices is very high, as indicated by a weighted mean of 6.74 and a standard deviation of 0.38. This indicates that teachers consistently use effective strategies to help kindergarten pupils recognize and differentiate various colors during classroom activities.

In summary, it shows that kindergarten teachers use strategies in teaching color recognition. Pupils learn through a combination of structured classroom activities, interactive games, and environmental exposure. It strengthens their color recognition skills through real-life observations within their environment. Teachers reinforce meaningful learning and promote better retention among kindergarten pupils.

Table 8. Level of Kindergarten Teachers teaching the Cognitive Domain in terms of Letter Recognition

Statements	Mean	SD	Remarks
As Kindergarten Teacher...			
I teach both uppercase and lowercase letters during class activities.	6.82	0.39	Strongly Agree
Learners in my class can recognize and name several letters of the alphabet.	6.71	0.46	Strongly Agree
I use alphabet songs, rhymes, and games to teach letter recognition.	6.71	0.46	Strongly Agree
Learners can identify letters in their own names.	6.50	0.66	Strongly Agree
I incorporate letter-based activities in various learning stations.	6.63	0.48	Strongly Agree
Learners can match spoken letter names with their printed forms.	6.54	0.62	Strongly Agree
I assess learners' ability to identify letters through observation and structured activities.	6.72	0.45	Strongly Agree
Learners show familiarity with the sequence of the alphabet.	6.58	0.54	Strongly Agree
I provide tracing and writing activities to support the alphabet.	6.67	0.47	Strongly Agree
Learners demonstrate increasing ability to distinguish between similar-looking letters (e.g., b and d).	6.51	0.50	Strongly Agree
Weighted Mean	6.64		
SD	0.38		
Verbal Interpretation	Very High		

Table 8 shows kindergarten teachers' teaching practices in the cognitive domain, specifically letter recognition. It is indicated that teachers consistently implement instructional strategies that promote learners' familiarity with the letters of the alphabet. All indicators obtained high mean scores ranging from 6.50 to 6.82, all interpreted as strongly agree. The highest mean was recorded in teaching both uppercase and lowercase letters, indicating that teachers emphasize alphabet instruction. High ratings were also shown in the use of alphabet songs, rhymes, games, and structured classroom activities.

The funding for the activity came from the materials the teacher uses in the classroom, such as charts, books, and even videos. Learning materials like puzzles, flipcharts, and storybooks were given to teachers to use in the classroom and let the young learners use them. These resources enhanced the learning experience by providing hands-on, engaging activities that supported the development of learners' cognitive and self-help skills.

The level of kindergarten teachers' teaching practices in letter recognition is very high, as evidenced by the weighted mean of 6.64 and a standard deviation of 0.38, indicating strong agreement and consistency among respondents. This demonstrates that teachers consistently employ effective strategies to help learners identify and differentiate letters, fostering early literacy skills in the classroom.

In summary, the findings indicate that kindergarten teachers use developmentally appropriate strategies to strengthen learners' letter recognition skills. These practices significantly contribute to the development of early literacy.

Table 9. Level of Kindergarten Teachers teaching the Cognitive Domain in terms of Naming Animals

Statements	Mean	SD	Remarks
As Kindergarten Teacher...			
I introduce a variety of animals (farm, wild, aquatic pets) in class activities.	6.78	0.42	Strongly Agree
Learners can correctly name common animals when shown pictures or toys..	6.78	0.41	Strongly Agree
I use activities to support recall of animal names.	6.69	0.46	Strongly Agree
I ask learners to match animals to their correct names or sounds.	6.75	0.43	Strongly Agree
Learners participate actively in discussions about animals.	6.69	0.46	Strongly Agree
I observe learners using animal names during free play or storytelling.	6.74	0.44	Strongly Agree
Learners can categorize animals by habitat (e.g., land, sea, air).	6.69	0.47	Strongly Agree
I use games or flashcards to regularly review animal names.	6.77	0.42	Strongly Agree
Learners show curiosity and interest in learning new animal names.	6.71	0.46	Strongly Agree
I assess learners' ability to name animals through verbal or non-verbal cues (e.g., pointing, repeating).	6.68	0.50	Strongly Agree
Weighted Mean	6.73		
SD	0.38		
Verbal Interpretation	Very High		

Table 9 shows the level of kindergarten teachers' cognitive-domain teaching practices in naming animals. The results showed that teachers consistently implement instructional strategies that enhance learners' ability to recognize, recall, and categorize different animals. All indicators obtained high mean scores ranging from 6.68 to 6.78, all interpreted as strongly agree. The highest mean was recorded in introducing a variety of animals, including farm, wild, aquatic, and pet animals, as well as learners' ability to correctly name common animals when shown pictures or toys.

Funding from the available teaching materials in kindergarten classrooms, with support from the school fund, allows children to use toys and books to learn about animals.

Parents may also let their children join a field trip to the zoo to give them time to look at real animals and learn how to care for them.

The level of kindergarten teachers' teaching practices in naming animals is very high, as indicated by a weighted mean of 6.73 and a standard deviation of 0.38. This indicates that teachers effectively engage learners in activities that enhance their knowledge of animals, promoting both vocabulary development and cognitive growth.

In summary, the findings indicate that kindergarten teachers effectively use varied, interactive strategies to strengthen learners' knowledge of animals. These practices contribute significantly to practice vocabulary in early childhood education.

The following tables present descriptive statistics of parents' participation in the self-help domain of pupils using the mean and standard deviation as measures. The mean shows the level of parental involvement in helping their children develop self-help skills at home. It identifies which area the parent is more engaged in and needs intervention.

Table 10. Level of Parents' Participation in Learner's Self-Help Domain in terms of Shoe Lacing

Statements	Mean	SD	Remarks
As a parent...			
My child attempts to lace their own shoes.	5.88	1.46	Agree
My child can thread shoelaces through eyelets with little to no help.	5.84	1.50	Agree
My child can tie shoelaces in a bow.	5.22	1.92	Slightly Agree
My child shows interest in learning how to lace and tie shoes.	5.86	1.41	Agree
I regularly encourage my child to practice shoe lacing.	5.72	1.50	Agree
My child becomes frustrated easily when trying to lace or tie his or her shoes.	5.66	1.56	Agree
My child requires visual or verbal guidance when lacing shoes.	6.08	1.34	Agree
My child can untie their shoelaces without assistance.	5.76	1.54	Agree
My child can complete shoe lacing without reminders.	5.32	1.88	Slightly Agree
My child uses both hands effectively to coordinate lacing movements.	5.82	1.24	Agree
Weighted Mean	5.71		
SD	1.24		
Verbal Interpretation	High		

Table 10 shows the level of parents' participation in their child's self-help domain for shoe lacing. It is indicated that parents generally support and encourage their children's efforts in learning to tie their shoes. All indicators yielded mean scores ranging from 5.22 to 6.08, with verbal responses indicating Agree or Slightly Agree, reflecting a generally high level of parents' participation.

The highest mean was observed in children who required verbal guidance when lacing shoes (6.08), indicating that parents are attentive and support their children during the learning process.

High ratings were also observed for children's willingness to tie their shoes independently. The slightly lower mean for children tying shoelaces in a bow (5.22) suggests that they need practice.

The funding for this activity came from their parents, who provided shoes, and from teachers, who let them practice it in school as well. There are also board toys of shoes with holes and lace for the kindergarten pupils to use in the classroom. The level of parents' participation in their child's shoe lacing is high, as evidenced by the weighted mean of 5.71 and a standard deviation of 1.24. This suggests that parents are actively involved in supporting their children's self-help skills, reinforcing learning and practice at home.

In summary, the findings showed that parents play an important role in facilitating their children's self-help skills in shoe lacing by practice, although some children are still developing full independence in this skill. This skill helps the children learn to prepare before going outside their home.

Table 11. Level of Parents' Participation in Learner's Self-Help Domain in terms of Wearing of Clothes

Statements	Mean	SD	Remarks
As a parent...			
My child can dress themselves without assistance.	5.94	1.41	Agree
My child can identify the front and back of clothing items.	5.80	1.47	Agree
My child can put on shirts or t-shirts without help.	5.68	1.61	Agree
My child can wear pants or shorts independently.	5.84	1.49	Agree
My child can manage buttons, snaps, or zippers.	5.53	1.69	Agree
My child often requires help with dressing.	5.96	1.36	Agree
My child selects their own clothes for the day.	5.94	1.38	Agree
I give my child opportunities to practice dressing independently.	6.15	1.22	Agree
My child dresses appropriately for the weather with minimal help.	6.00	1.30	Agree
My child expresses pride after dressing themselves.	5.89	1.29	Agree
Weighted Mean	5.89		
SD	1.15		
Verbal Interpretation	High		

Table 11 shows the level of parents' participation in their child's self-help domain regarding clothing. The results showed that parents generally provide support and opportunities for their children to dress independently. All indicators obtained mean scores ranging from 5.53 to 6.15, all of which were verbally interpreted as Agree, indicating an overall high level of parents' participation. The highest mean was observed in children who dressed appropriately for the weather with minimal help (6.15), indicating that parents monitor their child's ability to dress suitably for the weather. High ratings were also observed in children's ability to dress themselves without assistance, put on shirts and pants independently, and express pride after dressing. These findings indicate that the learners are developing strong self-help skills, fostering both independence and confidence in their daily routines.

The funding for this activity came from the parents, as they are the ones who buy their children's clothes. Children develop this life skill in the comfort of their homes with their parents. The level of parents' participation in their child's clothing is high, as indicated by a weighted mean of 5.89 and a standard deviation of 1.15. This reflects the active role of parents in guiding and supporting their children's self-help skills, which

contributes to the development of independence and confidence in daily activities.

In summary, it suggests that parents need to support their children's self-help skills in dressing to practice independence and the freedom to choose the clothes they want to wear every day. Parents check their children's chosen clothes to make sure they are comfortable and presentable, so their children can show themselves with confidence.

Table 12. Level of Parents' Participation in Learner's Self-Help Domain in terms of Taking a Bath

Statements	Mean	SD	Remarks
As a parent...			
My child can wash their body with minimal supervision.	6.08	1.36	Agree
My child understands how to use soap and rinse properly.	6.18	1.11	Agree
My child enjoys bathing and cooperates during bath time.	6.12	1.28	Agree
My child can dry themselves with a towel after a bath.	6.11	1.15	Agree
My child can wash their hair with some assistance.	6.02	1.25	Agree
My child needs constant reminders to wash all parts of the body.	6.10	1.19	Agree
My child shows independence in preparing for bath time (e.g., getting a towel, clothes).	5.96	1.35	Agree
My child follows a consistent routine when bathing.	6.02	1.20	Agree
I encourage my child to take responsibility during bath time.	6.01	1.24	Agree
My child can bathe independently with occasional verbal cues.	5.91	1.38	Agree
Weighted Mean	6.05		
SD	1.03		
Verbal Interpretation	High		

Table 12 shows the level of parents' participation in their child's self-help domain regarding taking a bath. It was evident that parents generally provide support with children's personal hygiene. All indicators obtained mean scores ranging from 5.91 to 6.18, all of which were verbally interpreted as Agree, reflecting a high level of parents' participation. The highest mean was observed in children's understanding of how to use soap and rinse properly (6.18), followed by children cooperating during bath time (6.12).

This shows that parents emphasize a cooperative attitude toward bath routines. High ratings were also noted in children washing their bodies with minimal supervision, drying themselves with a towel, and receiving occasional verbal cues, demonstrating gradual development of self-help skills and responsibility.

The sourcing fund of this activity was provided by the parents because the hygiene products were used at home, and they are the ones who teach bathing, since it's a private matter. Their contribution ensured that learners had access to the necessary materials while reinforcing personal hygiene habits within the family setting.

The level of parents' participation in their child's bathing is high, as indicated by a weighted mean of 6.05 and a standard deviation of 1.03.

In summary, it suggests that parents effectively support their children's self-help skills in personal hygiene by

supervising independent practice. Taking a bath at home, not at school, so parents need to teach and guide their children to do so to learn good hygiene and how to take care of themselves, even without the presence of adults.

Table 13. Level of Parents' Participation in Learner's Self-Help Domain in terms of Potty Training

Statements	Mean	SD	Remarks
As a parent...			
My child can recognize when they need to use the toilet.	6.24	1.18	Agree
My child can use the toilet independently.	5.98	1.39	Agree
My child washes hands after using the toilet.	6.06	1.28	Agree
My child tells me when they need to go to the bathroom.	6.25	1.18	Agree
My child can remove and wear clothes during toileting.	6.06	1.35	Agree
My child stays dry for extended periods during the day.	5.94	1.38	Agree
My child still has frequent accidents.	5.61	1.78	Agree
I consistently guide and support my child during potty training.	6.06	1.32	Agree
My child uses the toilet at night or during naps.	5.91	1.49	Agree
My child expresses confidence and comfort when using the toilet.	6.11	1.17	Agree
Weighted Mean	6.02		
SD	1.03		
Verbal Interpretation	High		

Table 13 shows the level of parents' participation in their child's self-help domain regarding potty training. It shows that parents are supporting their children in developing toileting independence. All indicators obtained mean scores ranging from 5.61 to 6.25, all of which were verbally interpreted as Agree, reflecting a high level of parents' participation. The highest mean was observed in children's ability to recognize when they need to use the toilet (6.24) and to inform parents when they need to go (6.25), indicating parents' awareness and communication during potty training. There are high ratings for children washing their hands after using the toilet, using the toilet independently, and for parents' guidance in potty training, which demonstrate a balance of supervision and fostering independence. It shows that children are gradually developing self-confidence and comfort when using the toilet, staying dry for extended periods, and managing clothing during toileting. The slightly lower mean in children still having frequent accidents (5.61) reflects the ongoing nature of this developmental skill.

The level of parents' participation in their child's potty training is high, as evidenced by the weighted mean of 6.02 and a standard deviation of 1.03. This indicates that parents are actively involved in guiding their children in essential self-help skills and promoting independence and proper hygiene practices at home.

In summary, it suggests that parents effectively support their children's self-help skills in toileting by encouraging independence. Kindergarten pupils need to learn toileting because they attend schools without their parents, and it builds self-confidence to know how to use the toilet properly and to have the guts to tell the teacher whenever they need to go to the comfort room.

The following tables present descriptive statistics of kindergarten teachers' skills using the mean and standard deviation as measures. These statistics provide a clear overview of teachers' performance levels, enabling an assessment of their instructional effectiveness and consistency in facilitating learning. Potty training helps children manage bodily functions and reduces the risk of infections. Using the toilet builds self-esteem in young children. It also supports social development and makes them feel more comfortable in school or play. It is also a basic step for a healthy routine.

Table 14. Level of Kindergarten Teachers' Skills in terms of Communication

Statements	Mean	SD	Remarks
As Kindergarten Teacher...			
I clearly explain instructions to young learners in ways they can understand.	6.83	0.37	Strongly Agree
I adjust my communication style to suit learners at different developmental levels.	6.79	0.41	Strongly Agree
I use nonverbal cues (gestures, tone, facial expressions) to support children's understanding.	6.70	0.46	Strongly Agree
I actively encourage learners to express their thoughts and feelings during class activities.	6.77	0.43	Strongly Agree
I communicate classroom expectations effectively.	6.74	0.46	Strongly Agree
I regularly update parents about their child's academic progress.	6.73	0.44	Strongly Agree
I communicate with parents in a respectful, sensitive manner.	6.76	0.47	Strongly Agree
I respond promptly to concerns raised by parents.	6.73	0.42	Strongly Agree
I collaborate with fellow teachers regarding strategies to support learners.	6.73	0.46	Strongly Agree
I communicate in tools (newsletter, chat, meeting) with parents.	6.75	0.50	Strongly Agree
Weighted Mean	6.75		
SD	0.38		
Verbal Interpretation	Very High		

Table 14 presents kindergarten teachers' communication skills. It shows that teachers effectively communicate strategies and collaborate among kindergarten pupils and parents. All indicators got high mean scores, ranging from 6.70 to 6.83, and were interpreted as Strongly Agree. The highest mean was observed when teachers explain instructions to pupils (6.83), indicating that proper communication is needed in the classroom.

Different communication styles can be used for different developmental levels to encourage learners to express their thoughts and feelings and to use non-verbal cues such as gestures, tone, and facial expressions. It shows that teachers maintain effective communication with parents to inform them of the child's progress. They communicate with parents via online messaging and hold face-to-face meetings. High ratings were also observed in collaborative communication using a holistic approach for both teaching and learning.

The sourcing fund for these communication activities was allocated to the school fund, using the internet connection, to enable kindergarten teachers to communicate with parents easily.

Kindergarten teachers' communication skills are very high, as evidenced by a weighted mean of 6.75 and a standard deviation of 0.38. This demonstrates that teachers effectively

convey instructions and interact with learners, fostering a positive and engaging classroom environment.

In summary, it suggests that kindergarten teachers use communication strategies that can improve children's comprehension and foster harmonious relationships with parents. Such effective communication not only strengthens the partnership between teachers and parents but also creates a supportive, conducive learning environment that promotes children's well-being and comfort.

Table 15. Level of Kindergarten Teachers' Skills in terms of Classroom Management

Statements	Mean	SD	Remarks
As Kindergarten Teacher...			
I establish clear routines that learners can follow.	6.83	0.38	Strongly Agree
I manage classroom behavior using positive reinforcement techniques.	6.79	0.41	Strongly Agree
I effectively redirect disruptive behavior without interrupting instruction.	6.68	0.49	Strongly Agree
I maintain a safe and orderly learning environment.	6.76	0.43	Strongly Agree
I ensure that transitions between activities are well-managed.	6.74	0.44	Strongly Agree
I create a classroom climate that encourages respect.	6.75	0.43	Strongly Agree
I consistently apply classroom rules.	6.75	0.43	Strongly Agree
I use child-friendly strategies to manage conflicts among learners.	6.74	0.44	Strongly Agree
I organize learning materials.	6.74	0.47	Strongly Agree
I prepare for class in advance to avoid disruptions during instruction.	6.74	0.44	Strongly Agree
Weighted Mean	6.75		
SD	0.38		
Verbal Interpretation	Very High		

Table 15 shows kindergarten teachers' skill levels in classroom management. It shows that teachers maintain an organized, safe, and conducive learning environment. All indicators obtained high mean scores ranging from 6.68 to 6.83, all verbally interpreted as Strongly Agree. Establishing clear routines that learners can follow had the highest mean (6.83) and shows teachers' support for young learners' engagement and independence. High ratings were also noted in managing classroom behavior through positive reinforcement, redirecting disruptive behavior, and maintaining a safe and orderly environment. The findings further show that teachers effectively manage transitions between activities, foster a classroom climate that encourages respect, consistently apply rules, use child-friendly conflict-resolution strategies, organize learning materials, and prepare for class in advance to prevent disruptions.

The funds were allocated from the school fund and stakeholder donations to ensure the safety of pupils' classrooms. These financial resources ensured that the learning environment was secure, well-equipped, and conducive to the students' overall well-being and academic growth.

The level of kindergarten teachers' classroom management skills is very high, as evidenced by the weighted mean of 6.75 and a standard deviation of 0.38. This indicates that teachers

effectively maintain an organized and disciplined learning environment, promoting student engagement and maximizing instructional time.

In summary, it suggests that kindergarten teachers use proactive classroom management strategies and implement positive behavior among kindergarten pupils as part of discipline. Teachers also ensure the classroom is safe and comfortable for the pupils. Informing parents about their children's behavior may help the teacher and parents develop their character and learning routines.

Enabel (2023) and Fisher (2025) make the same observation about how kindergarten classrooms can improve pupils' moods. Using different techniques, such as play-based activities, can build a strong relationship between teachers and children, encouraging them to show their character and bond with their classmates.

Table 16. Level of Kindergarten Teachers' Skills in terms of Instructional Skills

Statements	Mean	SD	Remarks
As Kindergarten Teacher...			
I use a variety of teaching methods to engage young learners.	6.81	0.39	Strongly Agree
I design activities that are developmentally appropriate for my learners.	6.76	0.44	Strongly Agree
I integrate play-based learning strategies into my lessons.	6.71	0.47	Strongly Agree
I adapt my instruction to meet the diverse needs of learners.	6.76	0.44	Strongly Agree
I regularly assess learners' understanding during instruction.	6.74	0.44	Strongly Agree
I link lesson objectives to real-life situations to enhance learning.	6.76	0.43	Strongly Agree
I use visual aids and manipulatives to support learning.	6.77	0.42	Strongly Agree
I monitor learner progress and adjust instruction as needed.	6.73	0.44	Strongly Agree
I incorporate strategies that support cognitive development.	6.74	0.46	Strongly Agree
I incorporate strategies that support self-help development.	6.75	0.43	Strongly Agree
Weighted Mean	6.75		
SD	0.38		
Verbal Interpretation	Very High		

Table 16 shows kindergarten teachers' instructional skills. It shows that the teachers always demonstrate effective instructional practices that can develop kindergarten pupils. All indicators obtained high mean scores ranging from 6.71 to 6.81, all verbally interpreted as Strongly Agree.

The highest mean was obtained in using teaching methods to engage learners (6.81). High ratings were also given for appropriate activities, integrating play-based learning strategies, and adapting instruction to meet the needs of the children. Teachers regularly assess learners' understanding aligned with objectives, use materials, monitor progress, and implement strategies that support both cognitive and self-help domains. These practices reflect a holistic approach to teaching that caters to the multiple developmental domains of early childhood learners.

The funding for this activity is allocated from school funds, enabling teachers to participate in training for continuous professional growth. This investment in

professional development enhances teachers' skills and instructional strategies, ultimately benefiting learners' academic and personal growth.

The level of kindergarten teachers' instructional skills is very high, as evidenced by a weighted mean of 6.75 and a standard deviation of 0.38.

In summary, it suggests that kindergarten teachers implement developmentally appropriate instructional strategies that enhance learners' cognitive and self-help skills, thereby ensuring a supportive learning environment. Kindergarten teachers are hands-on with their students because of their young age. They know the skills they will use without scaring the pupils to learn.

Alexander, Irby, Etchells, and Rodriguez (2025) have the same observation regarding the instructional skills used by the teacher through making and asking questions. Kindergarten pupils learn from the book when teachers ask what happens to the story's characters, check their comprehension, and see if they can elaborate on the story. Children can apply these situations to their daily lives and share their experiences. They want to learn in a fun way and enjoy being independent at school. It enables kindergarten teachers to deliver lessons effectively and engage young learners.

Table 17. Level of Kindergarten Teachers' Skills in Terms of Collaboration with Parents

Statements	Mean	SD	Remarks
As Kindergarten Teacher...			
I maintain regular communication with parents about their child's progress.	6.82	0.38	Strongly Agree
I involve parents in supporting classroom learning activities.	6.78	0.42	Strongly Agree
I listen to parents' concerns and respond appropriately.	6.71	0.48	Strongly Agree
I share strategies with parents to reinforce learning at home.	6.76	0.44	Strongly Agree
I involve parents in discussions regarding their child's development.	6.76	0.43	Strongly Agree
I encourage parents to participate in school activities and events.	6.77	0.42	Strongly Agree
I provide updates on cognitive development.	6.76	0.43	Strongly Agree
I provide updates on self-help development.			Agree
I respect family values in my communication.	6.74	0.44	Strongly Agree
I create opportunities for parents to be involved in their child's education.	6.74	0.47	Strongly Agree
	6.76	0.43	Strongly Agree
Weighted Mean	6.76		
SD	0.38		
Verbal Interpretation	Very High		

Table 17 shows kindergarten teachers' levels of collaboration with parents. It shows that teachers collaborate with parents in supporting their child's development. All indicators obtained high mean scores ranging from 6.71 to 6.82, all verbally interpreted as Strongly Agree.

The highest mean was obtained in maintaining regular communication with parents about their child's progress (6.82). Teachers prioritize keeping parents involved in every school activity. High ratings were also noted for involving parents in classroom learning activities, listening to parent concerns, and sharing strategies for teaching remediation at

home. Teachers involve parents in discussions about child development and let them join school events. It enhances both student learning and parent engagement.

The funding for this activity came from the school fund, the general parents' officers, and the association, through support for school events by parents. School programs may invite and motivate parents to actively participate in the activities.

The level of kindergarten teachers' collaboration with parents is very high, as indicated by a weighted mean of 6.76 and a standard deviation of 0.38. This reflects strong partnerships between teachers and parents, fostering a supportive environment that enhances the learners' development both at home and in the classroom.

In summary, it suggests that kindergarten teachers build partnerships with parents by maintaining open communication, offering support, and encouraging active involvement to strengthen home-school collaboration. Regular meetings and effective dissemination of information can further solidify these partnerships, ultimately contributing to the learners' academic progress and overall development.

Williams (2025) and Hryniewicz and Luff (2020) share the same perspective on parental involvement in school activities, emphasizing that it can be effectively achieved through meetings that formally inform parents about their child's progress and school activities. By sharing the school's goals with parents, a sense of unity and common vision is fostered, encouraging their support and active participation.

Table 18. Level of Kindergarten Teachers' Skills in terms of Child Development

Statements	Mean	SD	Remarks
As Kindergarten Teacher...			
I understand the developmental milestones of kindergarten learners.	6.83	0.38	Strongly Agree
I assess learners to track developmental progress.	6.78	0.41	Strongly Agree
I design learning experiences appropriate to the learners' developmental stages.	6.69	0.49	Strongly Agree
I identify early signs of developmental delays and refer them for support.	6.76	0.43	Strongly Agree
I support learners' emotional development in class.	6.75	0.43	Strongly Agree
I foster self-help skills like dressing, eating, and organizing materials.	6.74	0.44	Strongly Agree
I provide activities that promote problem-solving and critical thinking.	6.74	0.44	Strongly Agree
I adjust learning strategies based on each learner's developmental needs.	6.74	0.44	Strongly Agree
I encourage independence in daily routines and classroom tasks.	6.74	0.46	Strongly Agree
I integrate cognitive and self-help developmental goals into lessons.	6.76	0.43	Strongly Agree
Weighted Mean	6.75		
SD	0.38		
Verbal Interpretation	Very High		

Table 18 shows kindergarten teachers' skill levels in child development. It shows that teachers consistently demonstrate a strong understanding of early childhood developmental milestones and apply this knowledge to support learners' growth in different domains. All indicators obtained high

mean scores ranging from 6.69 to 6.83, all verbally interpreted as Strongly Agree.

The highest mean was obtained in understanding the developmental milestones of kindergarten learners (6.83). Teachers have a solid foundation in child development knowledge. High ratings were received for assessing learners to monitor their progress, designing learning experiences across all developmental stages, identifying early signs of delays for timely referral, and supporting learners' emotional development in class. Teachers help develop self-help skills such as dressing and eating. It provides activities that promote problem-solving and critical thinking, tailored to individual needs, to support both academic and personal growth.

The funding for this activity was allocated from the school fund to support the continuous development of kindergarten pupils across all learning domains.

The level of kindergarten teachers' skills in child development is very high, as indicated by a weighted mean of 6.75 and a standard deviation of 0.38. This indicates that teachers possess strong knowledge and competence in understanding and supporting the physical, cognitive, and socio-emotional growth of their learners.

In summary, it suggests that kindergarten teachers use their understanding of child development to design learning experiences that enhance cognitive, emotional, and self-help skills, thereby promoting the holistic growth of young children. By applying this knowledge, teachers can tailor their instruction to meet learners' diverse needs, supporting well-rounded development in the early years.

Manglik (2020) and Taraman (2024) hold that when a child develops all domains in early childhood, they are ready for the next level of learning. Learning domains help children become confident and independent in showing their strengths and abilities in the classroom and even in daily life. A kindergarten teacher is responsible for the overall development of children by helping them strengthen all learning domains in early childhood. Teachers use appropriate activities to develop skills through play and hands-on learning, thereby enhancing independence and confidence. Teachers also monitor children's progress individually and meet each child's needs. It enhances cognitive, emotional, and self-help skills, thereby promoting the holistic growth of young children.

Table 19 shows that the moderation analysis of kindergarten teachers' skills significantly moderates the relationship between school heads' management approaches and learners' cognitive domain.

The effect of school heads' management approaches is not significant ($\beta = -0.0382$, $SE = 0.3392$, $z = -0.11$, $p = .910$). It indicates that management approaches alone do not directly influence kindergarten learners' cognitive abilities, as classroom interactions and daily instructional practices are more influential.

Management approaches alone do not significantly predict learners' cognitive development.

On the other hand, kindergarten teachers' skills demonstrate a significant positive effect on learners' cognitive skills ($\beta = 0.1696$, $SE = 0.0634$, $z = 2.68$, $p = .007$). It shows

that teachers' direct contact with learners supports cognitive development among learners, independent of the broader management strategies of school heads.

Table 19. Moderational Analysis of Kindergarten Teachers' Skills on the Relationship Between School Heads' Management Approaches and Learners' Cognitive Domain

Moderation Estimates			Estimate	SE	Z	p
School Head Management Approaches			-0.0382	0.3392	-0.113	0.91
Kindergarten Teaching Skills			0.1696	0.0634	2.675	0.007
School Head Management Approaches *	Kindergarten Teaching Skills		0.9434	1.0618	0.889	0.374
Simple Slope Estimates			Estimate	SE	Z	p
Average			-0.0382	0.34	-0.112	0.911
Low (-1SD)			-0.3929	0.58	-0.677	0.498
High (+1SD)			0.3166	0.463	0.684	0.494

Note. shows the effect of the predictor (SHMA) on the dependent variable (LCD) at different levels of the moderator (KTS)

School heads' management approaches and kindergarten teachers' skills are not significant ($\beta = 0.9434$, $SE = 1.0618$, $z = 0.89$, $p = .374$). Even though teachers' skills are helpful, they do not significantly alter school heads' management approaches to learners' cognitive outcomes, suggesting that administrative leadership and teacher skills operate independently in this context.

It shows that kindergarten teachers' skills do not significantly moderate the relationship between school heads' management approaches and learners' cognitive development.

The simple slope analysis supports this finding: the effect of school heads' management approaches on learners' cognitive domain is not significant at low ($\beta = -0.3929$, $p = .498$), average ($\beta = -0.0382$, $p = .911$), or high ($\beta = 0.3166$, $p = .494$) levels of kindergarten teachers' skills.

This reinforces the idea that variation in teachers' skills does not meaningfully change the negligible effect of management approaches on cognitive outcomes. Overall, while teachers' skills have a significant relationship with learners' cognitive ability, the lack of a moderating effect may indicate that structural or administrative factors do not directly interact with teachers' classroom-level skills in influencing learners' cognitive development. This finding suggests that while individual teacher competencies are important, they may operate independently from broader management approaches in influencing learners' cognitive outcomes. It highlights that effective teaching skills alone can significantly contribute to cognitive development regardless of the management systems in place. However, the absence of a moderating effect implies that school-level administrative practices do not necessarily amplify or weaken the impact of teacher skills. This may indicate that cognitive outcomes are more directly shaped by classroom-level interactions.

Therefore, the null hypothesis regarding the moderating role of kindergarten teachers' skills is accepted.

Table 20. Moderational Analysis of Kindergarten Teachers' Skills on the Relationship Between School Heads' Management Approaches and Learners' Self-Help Domain

Moderation Estimates			Estimate	SE	Z	p
School Head Management Approaches			-0.2959	1.059	-0.279	0.78
Kindergarten Teaching Skills			0.0548	0.198	0.277	0.782
School Head Management Approaches *	Kindergarten Teaching Skills		-2.0792	3.315	-0.627	0.531

Simple Slope Estimates			Estimate	SE	Z	p
Average			-0.296	1.06	-0.279	0.78
Low (-1SD)			0.486	1.81	0.268	0.788
High (+1SD)			-1.078	1.44	-0.746	0.455

Note. shows the effect of the predictor (SHMA) on the dependent variable (LSHD) at different levels of the moderator (KTS)

Table 20 shows the moderation analysis testing whether kindergarten teachers' skills moderate the relationship between school heads' management approaches and learners' self-help domain. Neither the main effect of SHMA ($\beta = -0.2959$, $SE = 1.0590$, $z = -0.28$, $p = .780$) nor the main effect of kindergarten teachers' skills ($\beta = 0.0548$, $SE = 0.1980$, $z = 0.28$, $p = .782$) is statistically significant.

It shows that self-help skill development in kindergarten learners is improved by consistent daily routines and parental guidance rather than by the school head's management approaches or teachers' skills.

Furthermore, the interaction term between SHMA and KTS is not statistically significant ($\beta = -2.0792$, $SE = 3.3150$, $z = -0.63$, $p = .531$). It implies that the combination of school heads' management approaches and teachers' skills does not meaningfully affect learners' self-help outcomes, possibly because these administrative and classroom-level factors operate independently in this context.

Table 21. Paired Sample t-test Results on Learners' Cognitive and Self-Help Outcomes

Management Approach	Domain	Mean Difference (Post - Pre)	Avg. t-Stat	p-Value (Approx.)	Decision
Instructional Leadership	Cognitive	0.15	5.79	< 0.001	Significant
Instructional Leadership	Self-Help	0.15	5.79	< 0.001	Significant
Shared Vision	Cognitive	0.15	6.18	< 0.001	Significant
Shared Vision	Self-Help	0.15	6.18	< 0.001	Significant
Decision Making	Cognitive	0.17	6.75	< 0.001	Significant
Decision Making	Self-Help	0.17	6.75	< 0.001	Significant
Technology Integration	Cognitive	0.21	8.27	< 0.001	Significant
Technology Integration	Self-Help	0.21	8.27	< 0.001	Significant
Provision of Materials	Cognitive	0.16	6.28	< 0.001	Significant
Provision of Materials	Self-Help	0.16	6.28	< 0.001	Significant

The simple slope estimates confirm this result. The effect of school head management approaches on learners' self-help domain remains non-significant at low ($\beta = 0.4860$, $p = .788$), average ($\beta = -0.2960$, $p = .780$), and high ($\beta = -1.0780$, $p = .455$) levels of kindergarten teachers' skills, reinforcing the idea that variations in teachers' skills do not alter the negligible impact of school heads' management approaches on self-help skill development. Therefore, the null hypothesis regarding moderation is accepted.

The results of the paired-sample t-test show that all management approaches of the school head — Instructional Leadership, Shared Vision, Decision Making, Technology Integration, and Provision of Materials — had a significant positive difference on learners' outcomes in both the cognitive and self-help domains. The mean differences (Post - Pre) ranged from 0.15 to 0.21, indicating that learners' scores improved after implementing the respective management approaches. The average t-statistics were all negative (ranging from -5.79 to -8.27), reflecting that the post-test scores were significantly higher than the pre-test scores. The p-values were all less than 0.001, indicating that the improvements were statistically significant at the 0.05 level. School heads' management practices have a meaningful and positive impact on both cognitive skills and self-help skills.

IV. CONCLUSION AND RECOMMENDATIONS

Based on the null hypothesis, the kindergarten teachers' skills significantly moderate the relationship between school heads' management approaches and learners' cognitive skills, and are accepted. Moderation analysis demonstrated no significant effect. Kindergarten teachers' skills do not influence the effects of school heads' management approaches on learners' cognitive domain.

The null hypothesis asserts that kindergarten teachers' skills significantly moderate the relationship between school heads' management approaches and learners' self-help skills, and is accepted. The result showed no significant influence, indicating that teachers' skills do not significantly change the effect of school heads' management approaches on learners' self-help domain.

The null hypothesis that school heads' management approaches have no significant difference on learners' cognitive and self-help outcomes is rejected, as the paired-samples t-test shows significant positive effects. Effective school management, including instructional leadership, shared vision, decision-making, technology integration, and provision of materials, is a significant factor influencing learners' overall development. These findings highlight the importance of strategic and proactive school leadership in supporting both cognitive and self-help competencies among kindergarten learners. At the same time, teachers' skills remain the primary direct contributors to cognitive development.

In the formulated conclusions from the findings, it was recommended that:

Because kindergarten teachers' skills have a strong impact on children's cognitive development, schools may continue and expand professional development programs focused on

teaching methods, classroom management, and whole-child support.

Since school management practices are important for meeting students' developmental needs, school leaders may strengthen current monitoring, supervision, and support systems to make sure they are used consistently and effectively.

It may be recommended that School heads consistently strengthen effective management approaches in terms of instructional leadership, collaborative decision-making, technology integration, and the provision of materials. Regular monitoring and evaluation mechanisms may also be implemented to ensure that these management approaches consistently support the cognitive and self-help development of kindergarten learners.

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