

The Effectiveness of the School Heads' Utilization of the Monitoring and Evaluation Strategies in Improving the Instructional Practices of the Kindergarten Teachers in the Public Elementary Schools in the Division of Camarines Sur

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ARTICLE INFORMATION	ABSTRACT
Article history: Published: October 2026	This study determined the effectiveness of school heads' utilization of monitoring and evaluation (M&E) strategies in improving the instructional practices of Kindergarten teachers in public elementary schools in the Division of Camarines Sur, School Year 2025–2026. It examined M&E utilization, instructional practices, improvement resulting from M&E, challenges encountered, significant agreement, and the training design crafted from the findings. There were 274 respondents. Findings showed that M&E strategies were Very Much Utilized, particularly Instructional Supervision (4.70), Data Utilization (4.69), and Professional Development Support (4.64). Rank orders of all M&E strategies showed significant agreement ($W=.77-.92$, $p<.001$). Kindergarten instructional practices were rated Very Much Practiced, led by Collaboration (4.72), Classroom Observations (4.71), and Curriculum Delivery (4.70), with significant agreement ($W=.85-.92$, $p<.001$). M&E utilization improved instructional practices, with Continuous Teaching Improvement (4.76), Accountability in Instruction (4.67), and Identifying Teacher Needs (4.66) rated Very Much Utilized; agreement was established ($W=.82-.91$, $p<.001$). Resource and Capacity Constraints was Very Much Challenging (4.54), while other challenges were Much Challenging, with significant agreement ($W=.76-.91$, $p<.001$). A training design was crafted. The study concluded M&E utilization was Very Much Utilized, instructional practices were highly practiced, and M&E contributed to instructional improvement. DepEd, curriculum makers, PSDSs, and school heads should strengthen capacity-building, technical assistance, standardized tools, digital systems, validation, and contextualized assessment. The training design should be conducted in the Division. Future research may examine data-driven decision-making, M&E competence, school improvement planning, multigrade best practices, organizational effectiveness, digital M&E systems, technical assistance, and developmentally appropriate Kindergarten practices accordingly.
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1. Introduction

Monitoring and evaluation (M&E) strategies are essential components of effective school leadership because they provide a systematic means of assessing performance, improving instruction, and achieving educational goals. School heads play a vital role in ensuring that teaching and learning processes are aligned with institutional objectives, curriculum standards, and national education policies. Through systematic monitoring and evaluation, school leaders can track progress, identify gaps, provide appropriate interventions, and make informed decisions that enhance school effectiveness. This responsibility is anchored on Article XIV, Section 1 of the 1987 Philippine Constitution**, which provides that the State shall protect and promote the right of all citizens to quality education at all levels and take appropriate steps to make education accessible to all.

Monitoring involves continuous observation and supervision of academic and administrative activities. It includes classroom observations, review of lesson plans and instructional materials, assessment of teachers' performance, and monitoring of learner outcomes. Through regular monitoring, school heads can provide timely feedback and technical assistance to teachers, encourage professional growth, and improve instructional quality. Effective monitoring also promotes accountability and consistency in the implementation of school policies, programs, and interventions.

Evaluation, on the other hand, involves analyzing data and evidence gathered through monitoring activities to determine the extent to which school goals and expected outcomes are achieved. School heads use evaluation results to assess the effectiveness of teaching strategies, curriculum implementation, assessment practices, and resource utilization. The process enables school leaders to recognize effective practices, address weaknesses, and develop appropriate interventions for continuous school improvement. Thus, M&E should not be viewed merely as a compliance activity but as a developmental process that supports teachers and improves learning outcomes. Globally, M&E has become an integral component of educational leadership and governance. Many education systems have adopted data-driven approaches to assess school performance, teacher effectiveness, and learner achievement. School leaders use performance indicators, classroom observations, standardized assessments, and school review frameworks to guide instructional

improvement and policy implementation. These practices promote evidence-based decision-making and help ensure that educational reforms are translated into meaningful improvements in classroom teaching.

In the Philippine education system, M&E is strongly emphasized through School-Based Management (SBM) and other DepEd mechanisms. School heads are expected to monitor curriculum implementation, teacher performance, learner achievement, and the utilization of school resources. Tools and processes associated with the Results-Based Performance Management System (RPMS), School Improvement Plan (SIP), and Annual Implementation Plan (AIP) provide mechanisms for monitoring progress, evaluating results, and planning interventions. These practices promote accountability, transparency, and continuous improvement while ensuring that school programs remain responsive to the needs of learners and stakeholders.

The importance of M&E is further supported by Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, which emphasizes the establishment, maintenance, and support of a complete, adequate, and integrated education system that is relevant to the needs of the people, the country, and society. Similarly, Republic Act No. 9155, or the Governance of Basic Education Act of 2001, encourages local initiatives for improving the quality of basic education and empowers schools to make decisions that are best suited to the learners they serve. These legal foundations reinforce the responsibility of school heads to use evidence and local data in improving school programs and instructional practices.

Another relevant policy is DepEd Order No. 007, s. 2024, which strengthens the Revised School-Based Management System. It provides mechanisms for school-level self-assessment and continuous improvement, thereby reinforcing accountability and the use of evidence in school leadership. Through self-assessment, monitoring, and technical assistance, school heads are encouraged to identify areas for improvement and develop appropriate strategies to strengthen school performance, including the delivery of quality Kindergarten education. Despite the importance of M&E, its effective utilization continues to face challenges. Globally and locally, school heads and teachers may have limited capacity to collect, analyze, and interpret data. In some situations, M&E is perceived primarily as a compliance requirement, resulting in superficial implementation. Heavy administrative workloads, limited time, inadequate technological resources, and insufficient training can also constrain meaningful monitoring and evaluation. In the Philippine context, additional challenges include documentation requirements, limited access to reliable and updated data, and differences in school contexts such as class size, geographical location, and availability of instructional resources. These conditions may affect the consistency and quality of M&E practices.

The Basic Education Sector Reform Agenda (BESRA) further provides a policy foundation for strengthening educational quality and school-level management. Formulated to help the Philippines achieve its Education for All goals, BESRA focuses on improving the institutional, financial, informational, cultural, and physical conditions that influence access to and delivery of basic education. Its reform thrusts emphasize continuous school improvement and the active participation of stakeholders. The principle that those directly involved in and affected by school operations are in the best position to plan, manage, and improve schools supports the use of evidence-based M&E at the school level.

The School First Initiative also reinforces the importance of placing schools at the center of educational improvement. It encourages school leaders to respond to the needs of learners and teachers by using evidence from classroom observations, learner assessments, and instructional reviews. In this context, effective M&E allows school heads to identify gaps in Kindergarten instruction and design interventions that promote developmentally appropriate, inclusive, and learner-centered teaching practices.

The global commitment to quality education is likewise reflected in the United Nations Sustainable Development Goals (SDGs), particularly SDG 4, which calls for inclusive, equitable, and quality education and the promotion of lifelong learning opportunities for all. The utilization of M&E practices supports this goal by enabling schools to monitor progress, identify disparities, and improve educational practices. In Kindergarten, M&E is particularly important because early childhood education establishes the foundation for literacy, numeracy, social-emotional development, and lifelong learning.

Instructional practices are at the core of effective teaching and learning because they directly influence learners' engagement, understanding, and achievement. Globally, education systems increasingly emphasize learner-centered, inclusive, and developmentally appropriate approaches. Instructional practices have evolved to include differentiated instruction, inquiry-based learning, cooperative learning, formative assessment, contextualized teaching, and appropriate technology integration. School heads contribute to the effective implementation of these practices through instructional leadership, professional development, coaching, mentoring, and classroom supervision.

For Kindergarten teachers, effective instructional practices are especially important because young learners require teaching approaches suited to their developmental characteristics. School heads utilize M&E practices to observe classroom interactions, teaching strategies, classroom management, learning environments, and learner engagement. Through structured classroom observations and appropriate assessment tools, school heads gather evidence that can be used to provide constructive feedback and technical assistance. These processes help Kindergarten teachers refine their practices and better respond to children's developmental and learning needs.

M&E also assists school heads in identifying the professional development needs of Kindergarten teachers. Analysis of classroom observation results, learner performance, assessment data, and teacher performance records can reveal areas requiring additional support. School heads can then organize targeted capacity-building activities, mentoring sessions, peer learning opportunities, and in-service training focused on early childhood education. In this way, evaluation results become a basis for professional growth rather than simply a means of rating teacher performance.

Furthermore, M&E helps ensure alignment between Kindergarten instruction and curriculum standards. School heads can monitor lesson plans, learning activities, instructional materials, assessment practices, and classroom environments to determine whether they support holistic child development. Post-observation conferences and collaborative discussions can encourage teachers to reflect on their strengths and areas for improvement. Such reflective practices foster a culture in which M&E is viewed as a tool for professional learning and continuous improvement rather than merely a compliance mechanism.

Continuous M&E also allows school heads to determine whether instructional interventions are producing the desired results. By comparing monitoring findings and learner outcomes over time, school leaders can determine which strategies are effective and which require modification. This cyclical process of monitoring, evaluation, intervention, and reassessment enables schools to respond more effectively to learners' developmental needs.

Several related studies support the importance of M&E and instructional supervision. Santos and Ramirez (2019) and Villanueva (2020) highlighted the contribution of M&E-based training frameworks to improved lesson planning and teacher confidence. Dela Cruz and Mendoza (2021) and Lorenzo (2023) emphasized the benefits of structured feedback and reflective sessions among early-grade and Kindergarten teachers. Similarly, Flores (2021), Navarro and Lim (2022), Perez (2022), and Aquino and Bautista (2023) underscored that instructional supervision combined with targeted professional development strengthens classroom strategies and learner engagement. Garcia and Uy (2024) and Ramos (2024) further demonstrated that evidence-based training designs informed by M&E data can improve instructional consistency and effectiveness.

The Division of Camarines Sur, as the locale of the study, has demonstrated notable accomplishments in various academic, cultural, and skills competitions, including the Festival of Talents and press conferences. Its learners and schools have also achieved recognition in national and international competitions, demonstrating the potential of the Division to sustain quality educational outcomes. The implementation of programs such as the DepEd Computerization Program (DCP) has likewise provided schools with technological resources intended to support teaching and learning. Such initiatives highlight the continuing efforts of DepEd Camarines Sur to strengthen educational delivery and improve school performance.

Given these contexts, studying the effectiveness of school heads' utilization of M&E practices in improving the instructional practices of Kindergarten teachers is highly significant. The study provides an opportunity to determine whether monitoring and evaluation are being translated into meaningful instructional support. It can reveal how school heads use classroom observations, assessment results, feedback, coaching, and evaluation data to help teachers implement developmentally appropriate, learner-centered, inclusive, and responsive practices.

The study is also significant because it highlights the role of school heads as instructional leaders rather than merely administrative managers. Effective M&E enables school heads to provide timely technical assistance, identify professional development needs, strengthen teacher accountability, and support continuous improvement. For teachers, the findings may provide insights into areas where additional training, mentoring, and resources are needed. For learners, improved instructional practices may contribute to better literacy, numeracy, engagement, social-emotional development, and overall learning experiences.

Ultimately, the study supports the principle of continuous improvement embodied in SBM, BESRA, national education laws, and the SDGs. When M&E results are systematically used to guide instructional decisions, they become powerful tools for improving teaching and learning. Strengthening the capacity of school heads to utilize M&E effectively can therefore contribute to improved Kindergarten instruction, stronger teacher professional development, greater accountability, and better educational outcomes. The study thus provides relevant evidence that may assist DepEd in strengthening school leadership and ensuring that monitoring and evaluation serve their most important purpose: the continuous improvement of the quality of education and the holistic development of every learner.

1.1 Statement of the Problem

This study determined the effectiveness of the school heads' utilization of the Monitoring and Evaluation strategies in improving the instructional practices of the kindergarten teachers in the Public Elementary Schools in the Division of Camarines Sur for the School Year 2025-2026. Specifically, it sought answers to the following questions:

1. To what extent is the level of the school heads' utilization of the monitoring and evaluation strategies in terms of:

- 1.1 Instructional supervision,
- 1.2 Performance Monitoring,
- 1.3 Data Utilization,
- 1.4 Professional Development support,
- 1.5 Resource management,
- 1.6 Community and Parents' Engagement, and
- 1.7 Continuous Improvement?

2. How significant is the agreement on the rank orders of the extent of the level of the school heads' utilization of the monitoring and evaluation strategies along the aforementioned aspects?

3. To what extent is the effectiveness of the school heads' utilization of the monitoring and evaluation strategies in improving the instructional practices of the kindergarten teachers along:

- 3.1 Classroom observations,
- 3.2 Training,
- 3.3 Collaboration,
- 3.4 Curriculum delivery, and
- 3.5 Lesson planning?

4. How significant is the agreement on the rank orders of the extent of the effectiveness of the school heads' utilization of the monitoring and evaluation strategies in improving the instructional practices of the kindergarten teachers among the different groups of respondents?

5. What challenges were encountered in the utilization of monitoring and evaluation strategies in terms of:

- 5.1 Resource and Capacity Constraints,
- 5.2 Data quality and Methodologies issues,
- 5.3 Organizational culture and Political Factors,
- 5.4 Contextual and Environmental Challenges, and

- 5.5 Failure to use M & E Findings?
6. What solutions were offered to address the challenges encountered?
7. How significant is the agreement on the rank orders of the challenges encountered and the solutions offered?
8. What training design can be crafted based from the findings of the study?

1.2 Assumptions of the Study

This study rests on the following assumptions:

1. The extent of the school heads' utilization of monitoring and evaluation strategies can be determined.
2. The extent of the effectiveness of the school heads' utilization of the monitoring and evaluation strategies in improving the instructional practices of the kindergarten teachers can be assessed.
3. There were challenges encountered in the utilization of the monitoring and evaluation strategies.
4. Solutions can be offered to address the challenges encountered.
5. A training design can be crafted based from the Findings of the study.

1.3 Hypotheses

This study tested the following hypotheses:

1. There is a significant agreement on the rank orders of the extent of the school heads' utilization of the monitoring and evaluation strategies.
2. There is a significant agreement on the rank orders of the extent of the effectiveness of the school heads' utilization of the monitoring and evaluation strategies in improving the instructional practices of the kindergarten teachers among the different groups of respondents.
3. There is a significant agreement on the rank orders of the challenges encountered and the solutions offered.

2. Literature Review

2.1 The Extent of the School Heads' Utilization of Monitoring and Evaluation Strategies

Reyes and Dela Peña (2019) examined school heads' utilization of monitoring and evaluation (M&E) practices in public elementary schools in Albay, focusing on classroom observation, feedback, and performance monitoring. The study found moderate utilization, with classroom observation most frequently used, and recommended continuous professional development on data-driven instructional supervision. Similar to the present study, it examines M&E utilization by school heads in public elementary schools. However, the present study focuses on kindergarten teachers and the effectiveness of M&E in improving instruction. Santos (2020) assessed the M&E competencies of school heads in selected public schools in Camarines Norte, emphasizing instructional supervision and learner performance tracking. Findings showed that effective monitoring significantly influenced teachers' instructional planning and delivery. The study recommended strengthening school-based monitoring systems. Both studies examine M&E and instructional improvement, but the present study focuses on kindergarten teachers in Camarines Sur, while Santos covered all grade levels and school heads' competencies. Villanueva and Ramos (2021) explored M&E practices among school administrators in public elementary schools in Naga City. Strengths were noted in lesson observation, while follow-up evaluation was identified as a weakness. The study recommended structured post-observation conferences. Both studies focus on school heads' M&E practices, but the present study emphasizes Kindergarten instructional improvement. Garcia (2018) investigated instructional supervision practices of school heads and their relationship with teaching effectiveness in Sorsogon. Results showed that consistent monitoring was significantly related to improved teaching strategies. The study recommended integrating monitoring results into teacher development plans. Both studies link monitoring with instructional improvement, but the present study focuses specifically on Kindergarten instruction. Flores and Mendoza (2022) studied M&E practices of school heads in rural public elementary schools in Masbate and identified time constraints and limited training as challenges. They recommended policy support for instructional leadership. Both studies examine M&E practices, but the present study emphasizes their effectiveness in improving Kindergarten instruction. Lopez (2019) analyzed school heads' supervisory practices and their influence on early childhood teachers in Legazpi City. Regular monitoring enhanced classroom management and lesson delivery, leading to a recommendation for specialized supervision training. Both studies focus on early childhood or Kindergarten teachers, but the present study evaluates M&E effectiveness within a specific division and school year. Navarro and Bautista (2021) assessed M&E tools used by school heads to improve teachers' instructional competence in Quezon Province. Systematic monitoring improved instructional strategies, and standardized monitoring instruments were recommended. Both studies emphasize M&E tools and instructional improvement, although the present study is limited to Kindergarten teachers in Camarines Sur. Cruz (2020) examined the effectiveness of instructional monitoring practices of school heads in Iriga City. Frequent classroom observation positively affected teaching quality, and enhanced mentoring was recommended. Both studies examine monitoring effectiveness, but the present study focuses on Kindergarten teachers and includes evaluation practices. Morales and Aquino (2022) explored the relationship between M&E practices and teachers' instructional performance in Pili, Camarines Sur. Results showed a strong correlation between effective monitoring and improved instructional delivery. Collaborative monitoring was recommended. Both studies are conducted in Camarines Sur and examine M&E, but the present study specifically targets Kindergarten teachers.

Padilla (2023) assessed school heads' instructional leadership, including M&E practices, in public elementary schools in the Bicol Region. Strong instructional leadership improved teachers' pedagogical practices. The study recommended leadership enhancement programs. Both studies recognize school heads' role in instructional improvement, but the present study specifically examines M&E effectiveness among Kindergarten teachers in Camarines Sur.

2.2 The Instructional Practices of the Kindergarten Teachers

Dela Cruz and Ramos (2019) examined Kindergarten teachers' instructional practices in Quezon Province, focusing on lesson planning, classroom management, and learner-centered strategies. Teachers showed moderate instructional competence, with

strengths in classroom routines but weaknesses in differentiated instruction. The study recommended stronger instructional supervision and regular monitoring. Both studies assess Kindergarten instructional practices, but the present study emphasizes the effectiveness of school heads' M&E practices. Santos (2020) investigated Kindergarten instructional practices in urban public schools in Metro Manila, particularly play-based and developmentally appropriate strategies. Although play-based methods were frequently used, consistent administrative monitoring and feedback were lacking. The study recommended structured M&E systems. Both studies emphasize administrative support, but the present study directly examines M&E and instructional improvement. Villanueva and Ortega (2021) assessed school heads' instructional supervision and its influence on Kindergarten teachers in Albay. Regular classroom observation and post-conference feedback improved instructional delivery. The study recommended capacity-building programs for school heads. Both studies examine school leadership and Kindergarten instructional improvement, but the present study covers Camarines Sur and measures M&E effectiveness.

Mendoza (2021) analyzed Kindergarten instructional practices in rural public elementary schools, focusing on instructional materials and learner engagement. Limited monitoring contributed to inconsistent practices, leading to recommendations for stronger monitoring and instructional coaching. Both studies identify monitoring as important, although the present study integrates monitoring and evaluation. Flores and Bautista (2022) studied school heads' instructional leadership in enhancing Kindergarten teaching practices in Camarines Norte. Effective monitoring, feedback, and evaluation improved lesson delivery and classroom interaction. The study recommended institutionalizing M&E frameworks. Both studies emphasize school heads' influence on instruction, but the present study focuses on Camarines Sur during SY 2025–2026.

Navarro (2022) examined M&E practices of school heads and their impact on early childhood educators in Sorsogon. Systematic evaluation was significantly related to improved instructional strategies. Regular training on data-driven monitoring was recommended. Both studies analyze M&E as a mechanism for instructional improvement, but the present study focuses specifically on Kindergarten teachers in Camarines Sur. Castillo and Perez (2023) explored developmentally appropriate instructional practices among Kindergarten teachers in Naga City. Teachers performed better when their practices were regularly observed and evaluated. The study recommended consistent monitoring and feedback. Both studies recognize M&E as important, but the present study measures its effectiveness, while Castillo and Perez focused more on teacher compliance with standards.

Aquino (2023) assessed school heads' instructional monitoring practices and their influence on early-grade teachers' classroom performance. Frequent classroom visits and constructive feedback enhanced instructional delivery. The study recommended strengthening evaluation tools. Both studies highlight school heads' role in instructional improvement, but the present study focuses specifically on Kindergarten teachers. Lim and Soriano (2024) investigated Kindergarten teachers' instructional practices and administrative support in the Bicol Region. Teachers showed higher instructional competence when school heads actively engaged in M&E. Policy support for standardized M&E practices was recommended. Both studies emphasize administrative influence, but the present study focuses on the Division of Camarines Sur and SY 2025–2026.

Reyes (2024) examined school-based M&E practices in improving Kindergarten teachers' instructional strategies. Systematic evaluation improved lesson organization and learner engagement. The study recommended continuous professional development linked to evaluation results. Both studies assess M&E effectiveness in kindergarten instruction, while the present study considers the collective utilization of school heads across Camarines Sur.

2.3 Challenges Encountered in the Utilization of Monitoring and Evaluation Practices

Santos and Reyes (2019) examined M&E practices and their influence on Kindergarten teachers' classroom management and instructional strategies in Laguna. Regular classroom observations and feedback conferences improved lesson delivery and learner engagement. Continuous professional development for school heads was recommended. Both studies examine M&E and Kindergarten instruction, but the present study emphasizes overall instructional practices during SY 2025–2026.

Dela Cruz (2020) explored school heads' instructional supervision competencies and their impact on early childhood educators in Quezon Province. Systematic monitoring and follow-up evaluations enhanced developmentally appropriate practices. The study recommended stronger school-level supervisory frameworks. Both studies recognize M&E as important, but the present study focuses on M&E utilization rather than supervisory competencies alone. Villanueva and Gomez (2021) investigated how school heads' monitoring influenced Kindergarten teachers' instructional planning and assessment in Metro Manila. Data-driven monitoring improved alignment between learning objectives and activities. The study recommended integrating formative evaluation into planning. Both studies focus on Kindergarten instruction, but the present study is localized in Camarines Sur.

Ramirez (2018) analyzed school-based M&E systems in rural public elementary schools in the Bicol Region. Consistent monitoring improved teachers' instructional confidence and classroom strategies. Localized M&E tools were recommended. Both studies are situated in the Bicol Region, while the present study includes both monitoring and evaluation practices. Lopez and Martinez (2022) assessed instructional leadership and evaluation practices in improving Kindergarten teaching strategies in Batangas. Constructive feedback and mentoring positively affected instructional innovation. Capacity-building programs were recommended. Both studies highlight school heads' roles, but the present study centers on M&E utilization. Navarro (2020) studied the relationship between school heads' evaluation practices and Kindergarten teachers' performance in Cebu. Clear performance indicators and regular evaluations improved instructional delivery. Standardized evaluation procedures were recommended. Both studies examine evaluation practices, while the present study combines monitoring and evaluation within a specific division. Mendoza and Aquino (2021) explored formative monitoring and post-observation feedback among early childhood teachers in Nueva Ecija. Reflective feedback enhanced instructional techniques. The study recommended institutionalizing feedback mechanisms. Both studies emphasize feedback, but the present study measures the overall effectiveness of M&E practices. Flores (2019) examined M&E frameworks and their effect on Kindergarten teaching strategies in Albay. Structured monitoring schedules improved instructional consistency. The study recommended aligning M&E with early childhood education standards. Both studies focus on M&E effectiveness, but the present study is situated in Camarines Sur during SY 2025–2026. Castillo and Perez (2023) investigated school

heads' monitoring tools and their influence on instructional innovation among kindergarten teachers in Pampanga. Varied monitoring instruments encouraged learner-centered strategies. The study recommended diversifying evaluation tools. Both studies examine monitoring tools, but the present study treats monitoring and evaluation as a unified process. Ortega (2021) analyzed continuous M&E practices and Kindergarten teachers' instructional effectiveness in Sorsogon. Sustained M&E improved instructional planning and implementation. Policy support for continuous monitoring was recommended. Both studies highlight the positive impact of M&E, but the present study focuses on its effectiveness within a specific division and school year.

2.4 Training Design

Santos and Ramirez (2019) examined school-based training programs based on instructional monitoring practices in Region V. Training aligned with classroom observation and feedback mechanisms improved lesson planning and classroom management. The study recommended M&E-based training frameworks. Both studies emphasize monitoring and teacher improvement, but the present study focuses on Kindergarten teachers in Camarines Sur. Villanueva (2020) investigated a training design based on continuous M&E among public school administrators in Albay. Formative supervision improved instructional delivery and teacher confidence. Contextualized training modules for early-grade teachers were recommended. Both studies recognize M&E as a foundation for training design, but the present study focuses on its direct effect on Kindergarten teachers' instructional practices.

Dela Cruz and Mendoza (2021) analyzed instructional supervision training programs for early childhood educators in CALABARZON. Structured feedback and post-observation conferences enhanced developmentally appropriate practices. The study recommended training designs based on classroom evidence. Both studies focus on early childhood education, but the present study is limited to Kindergarten teachers in Camarines Sur. Flores (2021) assessed an M&E-based professional development program for school heads in Sorsogon. Results showed improved supervisory competencies and targeted teacher support. The study recommended integrating M&E tools into leadership training. Both studies recognize M&E as important for instructional improvement, but the present study evaluates its effectiveness on teachers' instructional practices.

Navarro and Lim (2022) explored training design and instructional supervision among school heads in Masbate. Training aligned with systematic monitoring resulted in better instructional coaching and teacher engagement. Differentiated training based on performance levels was recommended. Both studies connect training design with instructional supervision, but the present study focuses on Kindergarten instruction. Perez (2022) investigated a competency-based training design using M&E data in rural public schools. Results showed improvements in instructional alignment and assessment strategies. The study recommended using M&E results in annual training plans. Both studies emphasize M&E-based training, but the present study focuses on Kindergarten teachers in Camarines Sur. Aquino and Bautista (2023) studied instructional leadership training anchored on classroom observation and feedback in the Bicol Region. Consistent monitoring improved instructional strategies and learner engagement. Sustained M&E-driven coaching was recommended. Both studies emphasize instructional leadership and monitoring, but the present study directly evaluates M&E practices affecting Kindergarten instruction. Lorenzo (2023) examined a monitoring-based training program for early-grade teachers in Camarines Norte. Targeted feedback and reflective sessions enhanced classroom strategies. The study recommended stronger collaboration between school heads and teachers. Both studies focus on early-grade instruction and monitoring-based training, but the present study is situated in Camarines Sur and specifically targets Kindergarten teachers. Garcia and Uy (2024) analyzed how school heads' M&E practices informed in-service training programs. Evidence-based training improved instructional consistency and effectiveness. Regular review of M&E tools was recommended. Both studies examine the relationship between M&E and training design, but the present study measures M&E effectiveness in actual instructional practices. Ramos (2024) evaluated a division-wide training design based on instructional monitoring data for Kindergarten teachers. Aligned interventions improved classroom management and learner-centered strategies. Division-level policy support for M&E-based training was recommended. Both studies focus on Kindergarten instruction and M&E-based training, but the present study assesses school heads' M&E utilization during SY 2025–2026.

2.5 Synthesis of the State-of-the-Art

The reviewed studies highlight the significant role of school heads' monitoring and evaluation (M&E) practices in improving teachers' instructional performance. Classroom observation, systematic monitoring, constructive feedback, and follow-up evaluation were found to improve instructional planning, lesson delivery, classroom management, learner engagement, and teaching competence (Reyes & Dela Peña, 2019; Santos, 2020; Navarro & Bautista, 2021; Morales & Aquino, 2022; Garcia, 2018; Cruz, 2020). Lopez (2019) and Padilla (2023) further emphasized the importance of M&E and instructional leadership in early childhood and Kindergarten instruction. However, challenges such as time constraints, limited training, and inadequate monitoring remain. The present study extends these findings by assessing the effectiveness of M&E practices in improving Kindergarten teachers' instructional performance in the Division of Camarines Sur during SY 2025–2026.

Across various Philippine contexts, Kindergarten teachers demonstrated stronger instructional performance when school heads implemented regular classroom observations, systematic monitoring, and constructive feedback (Dela Cruz & Ramos, 2019; Santos, 2020; Villanueva & Ortega, 2021; Mendoza, 2021; Flores & Bautista, 2022; Navarro, 2022; Castillo & Perez, 2023; Aquino, 2023; Lim & Soriano, 2024; Reyes, 2024). The studies also showed that effective evaluation promotes professional growth, accountability, and continuous instructional improvement. While previous studies examined instructional practices and supervisory functions separately, the present study integrates both monitoring and evaluation to determine their effectiveness in improving Kindergarten instruction in public elementary schools in Camarines Sur.

The reviewed studies consistently show that M&E practices contribute to improvements in classroom management, instructional confidence, teaching alignment, feedback, and instructional innovation (Santos & Reyes, 2019; Ramirez, 2018; Dela Cruz, 2020; Navarro, 2020; Villanueva & Gomez, 2021; Flores, 2019; Lopez & Martinez, 2022; Mendoza & Aquino, 2021; Castillo & Perez, 2023; Ortega, 2021). They recommend strengthening supervisory competencies, contextualizing M&E tools, and sustaining

feedback mechanisms. These findings support the present study while addressing the gap in localized and combined M&E practices for Kindergarten teachers in the Division of Camarines Sur.

Common challenges identified include limited training of school heads, administrative workload, inconsistent classroom observations, unclear evaluation tools, weak feedback and follow-up, and limited teacher participation (**Reyes & Villanueva, 2019; Delos Reyes & Mendoza, 2021; Garcia, 2021; Torres, 2023; Santos, 2020; Pascual & Lim, 2023; Alcantara, 2024; Navarro, 2022; Flores & Aquino, 2022; Manalo & Perez, 2024). The studies emphasize the need for structured, standardized, developmentally appropriate M&E frameworks and continuous professional development (Hernandez & Cruz, 2020; Delos Reyes & Mendoza, 2021). These findings reinforce the relevance of examining the effectiveness of school heads' M&E utilization in the Division of Camarines Sur. Finally, the literature shows that M&E-based training designs strengthen teachers' instructional performance when supported by systematic observation, evidence-based feedback, and continuous coaching. Studies by Santos & Ramirez (2019), Villanueva (2020), Dela Cruz & Mendoza (2021), Flores (2021), Navarro & Lim (2022), Perez (2022), Aquino & Bautista (2023), Lorenzo (2023), Garcia & Uy (2024), and Ramos (2024) demonstrated improvements in lesson planning, classroom management, pedagogical strategies, learner engagement, and instructional consistency. Although previous studies focused mainly on training design or supervisory competencies, fewer directly examined the effectiveness of school heads' M&E utilization in improving Kindergarten teachers' instructional practices. Thus, the present study addresses this gap in the Division of Camarines Sur during SY 2025–2026.

2.6 Gap Bridged by the Study

From the review of the related studies cited in this work, it was revealed that no study was found to be the same with the present work. Thus, this will be the gap to be bridged by the study.

2.7 Theoretical Framework

In this research undertaking, the researcher used different theories as its major framework. It is significant for research undertaking to include various theories to strengthen its framework. This study is anchored on several theories that served as its points of constructs. In this study, Constructivist Learning Theory, (Piaget, 1954; Vygotsky, 1978); Social Learning Theory, (Bandura, 1977); Adult Learning Theory / Andragogy, (Knowles, 1984); Adult Learning Theory / Andragogy, (Knowles, 1984); Cognitive Load Theory, (Sweller, 1988) and the Researcher's Theory as reflected in Figure 2, the Theoretical Paradigm. Constructivist Learning Theory, (Piaget, 1954; Vygotsky, 1978). Constructivist learning theory emphasizes that learners actively construct knowledge through experiences and interactions with their environment rather than passively receiving information. Piaget highlighted the importance of developmental stages, while Vygotsky stressed social interaction and scaffolding as key mechanisms for learning. This theory posits that learning is meaningful when it connects prior knowledge to new experiences, and teachers serve as facilitators rather than mere transmitters of information. Instruction is most effective when learners are engaged in problem-solving, inquiry, and reflective thinking within authentic contexts. This theory supports the study by providing a framework for understanding how Kindergarten teachers' instructional practices can be enhanced through effective monitoring and evaluation. School heads, by observing classrooms and providing feedback, act as facilitators who scaffold teachers' instructional strategies, helping them adjust lessons to better meet the developmental needs of young learners. The constructivist perspective underscores the importance of continuous reflection and adaptation in teaching, aligning with the study's focus on evaluating how monitoring practices improve instructional effectiveness.

Social Learning Theory, (Bandura, 1977). Social learning theory asserts that learning occurs through observation, imitation, and modeling of behaviors demonstrated by others. Bandura emphasized that cognitive processes such as attention, retention, reproduction, and motivation are essential for learners to acquire new skills. Reinforcement and feedback play a critical role in shaping behavior, as individuals are more likely to adopt practices that are rewarded or positively acknowledged. The theory bridges cognitive and behavioral learning, highlighting the influence of social environments on skill acquisition and performance. This theory is significant because school heads' monitoring and evaluation activities provide opportunities for teachers to observe best practices, receive feedback, and implement effective teaching strategies. Through modeling, mentoring, and structured supervision, teachers can refine their instructional techniques in Kindergarten classrooms. Social learning theory underscores the importance of a supportive school environment where feedback and guidance from school heads directly influence teachers' performance, reinforcing the present study's emphasis on evaluating how such practices impact instructional improvement.

Adult Learning Theory / Andragogy, (Knowles, 1984). Andragogy posits that adult learners are self-directed, bring prior experiences to the learning process, and are motivated by practical, relevant learning opportunities. Adults prefer learning that is problem-centered, applicable to their immediate work, and allows for reflection and collaboration. The theory emphasizes the importance of involving learners in planning and evaluating their development, recognizing their existing knowledge base, and fostering intrinsic motivation for continuous improvement. Applying adult learning theory provides a lens for understanding how Kindergarten teachers respond to monitoring and evaluation. School heads, by providing targeted feedback and facilitating reflective practices, cater to teachers' needs as adult learners who value practical and applicable guidance. The theory highlights the importance of professional development grounded in teachers' experiences and instructional context, which aligns with the study's goal of assessing how monitoring and evaluation enhance teaching effectiveness in public elementary schools.

Experiential Learning Theory, (Kolb, 1984). Experiential learning theory suggests that learning occurs through a cyclic process of concrete experience, reflective observation, abstract conceptualization, and active experimentation. Learners gain knowledge by engaging in experiences, reflecting on outcomes, and applying insights to improve future performance. The theory emphasizes active participation, critical reflection, and continuous adaptation, viewing learning as a dynamic process influenced by both experience and context. Experiential learning theory is particularly relevant because Kindergarten teachers' instructional improvement is shaped through practical experiences coupled with guided reflection facilitated by school heads' monitoring. Classroom observations and feedback sessions provide teachers with concrete experiences and opportunities to reflect, adapt strategies, and implement new

techniques. This cyclical process mirrors the study's focus on evaluating the effectiveness of monitoring and evaluation practices as tools for continuous professional growth and instructional enhancement.

Cognitive Load Theory, (Sweller, 1988). Cognitive load theory emphasizes the capacity limitations of working memory and the need for instructional design to manage cognitive load to optimize learning. The theory distinguishes between intrinsic load (complexity of content), extraneous load (irrelevant information), and germane load (resources devoted to learning). Effective instruction minimizes extraneous load and provides scaffolding to manage complex tasks, allowing learners to process and internalize new information efficiently. Cognitive load theory provides a rationale for why structured monitoring and evaluation by school heads can improve Kindergarten teachers' instructional practices. By observing teaching, providing feedback, and suggesting streamlined approaches, school heads help teachers manage cognitive demands in lesson planning and delivery. This ensures that instructional strategies are both effective and feasible for young learners, aligning with the study's goal of evaluating how monitoring practices enhance teaching quality and learning outcomes in Kindergarten classrooms. Researcher's Theory. Analyzing the effectiveness of the schools heads' utilization of the monitoring and evaluation practices will lead to the improvement of the instructional practices of the Kindergarten teachers towards quality education.

3. Methodology

This section present, describe and analyze the research design, research process, respondents of the study, study procedure, research instrument and statistical tools to be used.

3.1 Research Design

To achieve the objectives of the study, the researcher employed the descriptive-evaluative-correlational method. The descriptive method was used to determine the extent of school heads' utilization of monitoring and evaluation practices, their effectiveness in improving Kindergarten teachers' instructional practices, the challenges encountered, and the solutions offered. The correlational method was used to determine the significant agreement in the rank orders of respondents regarding the utilization and effectiveness of M&E practices, as well as the identified challenges and proposed solutions.

3.2 Sampling Technique

Purposive sampling was availed in the choice of the locale of the study, the public elementary schools in the Division of Camarines Sur. On the other hand, Stratified Random Sampling using Slovin's formula was availed in the choice of the respondents to determine the adequacy and representativeness of the samples in the five (5) congressional districts in the Division of Camarines Sur. The questionnaire checklist was used and assessed the effectiveness of the school heads' utilization of the monitoring and evaluation strategies in the instructional practices of the Kindergarten teachers in the Public Elementary Schools in the Division of Camarines Sur for the School Year 2025-2026.

3.3 Respondents of the Study

The respondents of this study were the public elementary school heads in the Division of Camarines Sur. The school heads were grouped by First, Second, Third, Fourth, and Fifth Congressional Districts. There were eight hundred sixty-five school heads in the entire Division of Camarines Sur. The researcher used the Slovin formula to get the sample size. Based on computation, there were three hundred forty (340) respondents in this study.

3.4 Research Instruments

A researcher-made rating scale (questionnaire checklist) was used in gathering data, determining the effectiveness of the effectiveness of the schools' heads' utilization of the monitoring and evaluation strategies in the instructional practices of the kindergarten teachers in the public elementary schools of the Division of Camarines Sur for School Year 2025-2026. A researcher-made questionnaire was used to determine the effectiveness of the school heads' utilization of the monitoring and evaluation strategies in improving the instructional practices of the kindergarten teachers in the Public Elementary Schools in the Division of Camarines Sur for the School Year 2025-2026.

3.5 Statistical Tools

Various statistical tools such as frequency count, weighted mean, percentage, and rank were used to treat the data statistically. To determine the significance of agreement on the rank orders of the extent of the effectiveness of the school heads' utilization of the monitoring and evaluation strategies in improving the instructional practices of the Kindergarten teachers in the public elementary schools among the different types of schools, and the challenges encountered, Kendall Coefficient of Concordance W was employed (Siegel, 1988). The corresponding chi-square (χ^2) formula was used to determine the significance of agreement, (Siegel 1988).

4. Findings

This section presents, analyzes, and interprets the data to address the specific research questions posed in this study, which primarily focuses on the effectiveness of the school heads' utilization of the monitoring and evaluation strategies in improving the instructional practices of the kindergarten teachers in the Public Elementary Schools in the Division of Camarines Sur for the School Year 2025-2026.

4.1 The Extent of the Level of the School Heads' Utilization of the Monitoring and Evaluation Strategies

The utilization of monitoring and evaluation strategies by school heads plays a pivotal role in ensuring the effectiveness and sustainability of educational programs. As leaders of learning institutions, school heads are tasked with overseeing not only the delivery of instruction but also the continuous improvement of teaching and learning processes. Through systematic monitoring, they can track the progress of initiatives, identify gaps in implementation, and provide timely interventions to support both teachers and learners.

4.2 The Extent of the Level of the School Heads' Utilization of the Monitoring and Evaluation Strategies in terms of Instructional Supervision

This is a vital function in the educational system that ensures continuous improvement in teaching and learning. It involves guiding, supporting, and evaluating teachers to enhance instructional practices and align them with school goals and standards. Through effective supervision, school heads provide constructive feedback, strengthen teaching competencies, and foster accountability and professional growth. All indicators were rated Very Much Utilized (VMU), particularly Regular and systematic classroom visits conducted by the school head (4.94); proper recording of observation results, feedback, and follow-up actions (4.90); use of structured instruments such as rubrics and checklists (4.81); use of standardized observation tools and provision of timely feedback (4.80); post-observation conferences, mentoring, or coaching (4.78); prompt and constructive feedback after observations (4.74); use of assessment results and classroom data to guide instructional improvements (4.66); and monitoring alignment with the prescribed curriculum and learning competencies (4.53). Meanwhile, Much Utilized (MU) indicators were regular review of lesson plans and actual teaching practices (4.47) and evaluation of how instructional strategies impact learners' participation and achievement (4.36). The lowest-rated indicator suggests that while school heads are actively engaged in instructional supervision, there is comparatively less emphasis on systematically assessing the direct effects of teaching strategies on learner outcomes. This finding implies that instructional supervision may still focus more on process-oriented monitoring than outcome-based evaluation. School heads prioritize classroom visits, observation tools, and documentation, while evaluating the effects of teaching strategies on learner participation and achievement requires deeper analysis of student data, assessment results, and learning progress. Consequently, feedback may remain descriptive rather than evidence-based, limiting opportunities for targeted instructional refinement. The finding also suggests the need to strengthen data literacy and assessment interpretation skills among school heads. Evaluating instructional impact requires analyzing student performance trends, interpreting assessment data, and linking outcomes to specific teaching strategies. This supports the importance of evidence-based instructional leadership and the use of student data in guiding instructional decisions (Leithwood et al., 2008).

Furthermore, effective instructional leadership should go beyond observation and documentation by connecting teaching practices to learner outcomes. Strengthening this area can result in more actionable feedback, improved coaching conversations, and targeted teacher support. This is consistent with Hallinger (2011), who emphasized the importance of focusing instructional leadership on learning outcomes and instructional impact.

From a policy and administrative perspective, the findings suggest the need for enhanced monitoring frameworks that explicitly incorporate learner outcomes. School heads may benefit from structured tools or rubrics that link teaching strategies with student performance data. To address the lowest-rated indicator, DepEd policymakers should strengthen results-based instructional supervision by integrating standardized tools that connect classroom observations with learner performance data and providing continuous training on data literacy and evidence-based decision-making. School principals should consistently analyze assessment results alongside observation findings, focus post-observation conferences on the effects of teaching strategies on learner outcomes, and institutionalize data discussions through LAC sessions. Teachers should likewise adopt reflective and data-informed practices by using learner performance results to refine instructional strategies and collaborating with school leaders to translate feedback into improved teaching practices.

4.3 Extent of the level of school heads' utilization of monitoring and evaluation strategies in terms of performance monitoring

The indicators rated Very Much Utilized were: ensuring teachers meet performance standards through continuous monitoring, 4.83; encouraging reflective discussions and shared decision-making based on M&E findings, 4.75; ensuring uniform implementation of supervision protocols, 4.69; maintaining accurate evaluation records, 4.69; tracking action plans from evaluation results, 4.63; aligning individual performance with school improvement objectives, 4.60; and evaluating the impact of instructional strategies on student participation and achievement, 4.53. Meanwhile, providing constructive feedback, 4.29, and integrating digital tools for observation, feedback, and data tracking, 4.22, were rated Much Utilized. The lowest-rated indicator, "Integrates digital tools or platforms for observation, feedback, and data tracking" (4.22), indicates that while school heads effectively implement traditional monitoring practices, digital systems are not yet fully maximized. Limited digital integration may result in time-consuming documentation, slower feedback, and challenges in organizing and accessing performance data. Digital tools can improve efficiency, data accuracy, real-time feedback, and evidence-based decision-making (UNESCO, 2023; OECD, 2019). The finding also suggests a need to strengthen the digital competencies of school heads and teachers. Continuous training in educational technology, data management, and digital monitoring systems can support more effective instructional supervision (Fullan, 2016). Therefore, the Department of Education should strengthen digital M&E systems, provide appropriate training, and improve access to reliable internet and devices. School heads should integrate available digital platforms into regular supervision, while teachers should actively engage with digital feedback and performance-monitoring systems to promote data-driven reflection and continuous improvement.

4.4 Extend of the level of the school heads' utilization of monitoring and evaluation strategies in terms of data utilization

Data utilization enables school heads to make informed decisions, identify performance gaps, and implement targeted interventions based on evidence, thereby improving instructional practices and learner outcomes. All indicators were rated Very Much Utilized, particularly employing software or platforms to process and visualize data efficiently, 4.83; encouraging teachers to understand and interpret data, 4.80; maintaining current information for monitoring, 4.73; aligning data insights with the school's vision and targets, 4.73; organizing databases for easy access, 4.68; converting analyzed information into improvement strategies, 4.64; assessing initiatives based on measurable outcomes, 4.57; and adopting data-based strategies and interventions, 4.54. The lowest-rated indicator, "Adopts strategies and interventions grounded in analyzed data" (4.54), suggests a slight gap between data analysis and its translation into concrete actions. Although school heads effectively collect, process, and interpret data, the findings indicate a need to further strengthen the use of evidence in designing and implementing interventions. Effective data utilization requires not only analysis but also the consistent application of findings to school improvement planning and decision-making (OECD, 2019;

UNESCO, 2022). The result also highlights the need to strengthen school heads' competencies in data-informed instructional leadership, particularly in strategic planning, intervention design, and change management. Collaborative mechanisms such as Learning Action Cell (LAC) sessions can further support the interpretation of data and the development of targeted interventions involving teachers and other stakeholders (Fullan, 2016). To address this gap, DepEd should strengthen a data-to-action framework that links school data to specific, measurable, and time-bound improvement plans and provide training on data-driven leadership and intervention design. School heads should regularly use data during LAC and planning sessions to develop and monitor evidence-based interventions, while teachers should participate in interpreting classroom data and co-designing interventions based on identified learner needs. This finding is supported by Sanchez (2024), who examined school heads' engagement, strategies, and effectiveness in Monitoring, Evaluation, and Adjustment (MEA) among 293 school heads in the Schools Division of Iloilo. The study found Very High levels of engagement and effectiveness in MEA. It also identified streamlining processes, guiding teachers in appropriate data collection strategies, and involving teachers in MEA report preparation as leading strategies. Significant relationships were likewise found among engagement, strategies, and MEA effectiveness, emphasizing the importance of active participation and effective data use in strengthening school monitoring and improvement.

4.5 Extent of the level of school heads' utilization of monitoring and evaluation strategies in terms of professional development support

Professional Development Support. This is an important function of instructional leadership that promotes the continuous development of teachers' competencies, knowledge, and skills. It involves identifying professional needs, providing relevant learning opportunities, and monitoring the application of acquired skills in classroom practice. Table 6 and Figure 9 present the extent of school heads' utilization of monitoring and evaluation strategies in terms of professional development support.

Most indicators were rated Very Much Utilized, particularly determining teachers' professional development needs based on evaluation results and performance data, 4.85; aligning professional development activities with the school's vision, mission, and targets, 4.80; implementing mentoring and peer coaching, 4.73; organizing seminars and training, 4.69; providing time, budget, and materials, 4.63; monitoring the application of acquired knowledge and skills, 4.60; and assessing the effect of professional development on teaching performance, 4.52. Meanwhile, motivating teachers to participate in relevant learning opportunities, 4.46, and acknowledging teachers who actively engage in and apply professional development, 4.44, were rated Much Utilized.

The lowest-rated indicator, "Acknowledges teachers who actively engage in and apply professional development" (4.44), indicates that recognition of teachers' professional growth is less emphasized compared with the provision of training and other development opportunities. Consistent recognition can strengthen teacher motivation, encourage the application of newly acquired skills, and promote a culture of continuous improvement. Recognition mechanisms such as commendations, awards, peer sharing, and structured feedback can also help highlight effective practices and encourage collaboration (Herzberg, 2017; Fullan, 2016).

The finding further suggests the need to strengthen the human-resource dimension of professional development. Without adequate recognition, teachers may perceive professional development primarily as a requirement rather than an opportunity for professional growth. Therefore, school heads should establish regular recognition practices, such as acknowledging exemplary application of training during faculty meetings and LAC sessions. Teachers should also document and share their professional development experiences and effective practices, contributing to a culture of collaboration, recognition, and continuous instructional improvement.

4.6 Extent of the level of school heads' utilization of monitoring and evaluation strategies in terms of resource management.

Based on the data, the respondents rated Very Much Utilized were: Ensures that financial, human, and material resources support identified school goals and needs, 4.83; Distributes funds based on priority programs and evidence from monitoring results, 4.76; Ensures proper upkeep and sustainability of physical and instructional resources, 4.70; Tracks how resources (funds, materials, equipment) are used across programs and activities, 4.61; Maintains clear and open processes in budgeting, procurement, and distribution, 4.64; Bases resource allocation decisions on performance data and identified gaps, 4.54; and Gathers input from teachers and staff regarding resource availability and gaps, 4.41. While indicators rated Much Utilized were: Evaluates whether available resources sufficiently meet instructional and operational requirements, 4.41; and Employs digital systems for budgeting, inventory, and procurement monitoring, 4.35. The data imply that while school heads demonstrate strong performance in managing and allocating resources, the integration of digital systems in resource management remains the least developed aspect of their monitoring and evaluation practices. This suggests that resource management processes are still largely dependent on traditional or semi-manual systems rather than fully digitalized platforms, which may affect efficiency, transparency, and real-time decision-making in school operations. This finding reduced efficiency in resource tracking and financial monitoring. Manual or partially digital systems often require more time for encoding, updating, and retrieving data on budgets, procurement, and inventory. This can slow down administrative processes and limit the ability of school heads to make timely decisions regarding resource allocation. In contrast, digital systems provide automated tracking, real-time updates, and centralized data storage, which significantly improve operational efficiency and responsiveness in school management (UNESCO, ICT in Education Management Systems Framework, 2022). Another implication is the potential limitation in transparency and accountability. Digital systems are widely recognized for enhancing transparency in financial and resource management because they allow easier monitoring, auditing, and verification of transactions and resource usage. The relatively lower utilization of such systems may indicate that some processes are still prone to delays in documentation or inconsistencies in reporting. Research on public sector education management highlights that digital financial systems improve accountability by reducing errors and increasing traceability of resource flows (World Bank, Digital Government and Education Finance Management, 2021). This finding also implies a possible gap in digital capacity among school leaders and administrative staff. Effective use of budgeting and inventory systems requires technical skills in data encoding, software navigation, and system interpretation. If these skills are not fully developed or supported through training, the adoption of digital tools may remain limited even when systems are available. This highlights the need for continuous capacity-building programs focused on digital resource management competencies. Overall, while resource management practices are generally very well

implemented, the relatively lower integration of digital systems indicates a need for modernization in administrative processes. Strengthening digital adoption will enhance efficiency, transparency, and data-driven decision-making in school resource management, ultimately supporting more effective instructional and operational outcomes. It is recommended that DepEd institutionalize a unified digital resource management system for budgeting, procurement, and inventory across schools, ensuring standardized and real-time tracking of financial and material resources. DepEd should also provide continuous training and technical support for school heads and administrative staff to strengthen their digital literacy and competency in using financial and inventory management platforms. At the school level, principals and school heads should actively transition from manual to digital systems by consistently encoding and monitoring all resource transactions in available platforms, ensuring transparency, accuracy, and efficiency in decision-making. Meanwhile, the teachers and school staff should be encouraged to participate in digital resource monitoring by reporting needs, updating inventory usage, and collaborating in identifying resource gaps through system-based feedback mechanisms, thereby promoting shared accountability and data-driven resource management.

4.7 Extent of the level of school heads' utilization of monitoring and evaluation strategies in terms of community and parents' engagement.

Most indicators were rated Very Much Utilized, particularly establishing linkages with community groups, NGOs, and local agencies, 4.69; building collaborative relationships with families, 4.69; encouraging parent and community involvement, 4.61; engaging stakeholders in planning and policy discussions, 4.58; assessing programs involving parents and the community, 4.56; initiating outreach and community service activities, 4.55; and addressing concerns raised by stakeholders, 4.50. Meanwhile, considering cultural diversity and local context, 4.38, and sharing updates, achievements, and concerns through meetings, reports, or digital platforms, 4.29, were rated Much Utilized. The lowest-rated indicator, "Shares updates, achievements, and concerns through meetings, reports, or digital platforms" (4.29), suggests that although school heads maintain strong stakeholder engagement, the systematic and continuous dissemination of information is comparatively less utilized. This may result in communication gaps, particularly when parents and community members are not regularly informed about school programs, learner progress, and emerging concerns. Consistent communication is essential for strengthening transparency, trust, and shared responsibility among schools, families, and communities (Epstein, 2018). The finding also indicates that digital communication platforms may not yet be fully integrated into stakeholder engagement practices. Regular use of messaging platforms, online channels, reports, and announcements could improve the accessibility and timeliness of information, particularly for parents who cannot attend face-to-face meetings (UNICEF, 2021). Moreover, stakeholder engagement should move beyond event-based activities toward continuous communication and feedback mechanisms. To address this gap, DepEd should provide training for school heads and teachers on effective stakeholder communication and digital engagement. At the school level, school heads should establish regular communication schedules, such as monthly updates, parent advisories, accomplishment reports, and timely digital announcements. Teachers should also actively communicate learner progress and relevant school concerns with parents, promoting transparency, responsiveness, and sustained school-community partnership.

4.8 Extent of the level of school heads' utilization of monitoring and evaluation strategies in terms of Continuous Improvement.

It is grounded in the belief that education quality can always be improved through consistent evaluation, collaboration, and innovation. Rather than relying on one-time reforms, Continuous Improvement encourages schools to regularly assess their instructional strategies, student outcomes, and operational processes to identify gaps and implement targeted interventions. Looking at the table, most indicators were rated Very Much Utilized, particularly examining data to identify trends and gaps, 4.76; implementing continuous planning, monitoring, evaluation, and refinement cycles, 4.72; formulating action plans based on evaluation results, 4.65; comparing performance with goals and standards, 4.63; revising approaches based on data, 4.58; encouraging continuous reflection among personnel, 4.57; introducing new ideas and technologies, 4.55; and promoting shared responsibility for improvement, 4.36. Meanwhile, applying targeted interventions, 4.37, and considering stakeholder input in refining programs and policies, 4.18, were rated Much Utilized. The lowest-rated indicator, "Considers input from stakeholders in refining school programs and policies" (4.18), indicates that continuous improvement is more strongly guided by internal data and professional judgment than by stakeholder participation. Although consultations may be conducted, stakeholder feedback may not be consistently integrated into school programs and policies. This may limit stakeholder ownership and reduce opportunities to incorporate community perspectives into school improvement initiatives (Epstein, 2018; Fullan, 2016). The finding also suggests a need for stronger mechanisms that connect stakeholder consultation with planning, implementation, and evaluation. Systematically gathering, documenting, analyzing, and incorporating feedback from parents, teachers, and community members can make improvement efforts more inclusive, responsive, and sustainable. Therefore, school heads should establish regular consultation mechanisms, such as quarterly stakeholder forums, feedback surveys, and school planning workshops, and ensure that stakeholder inputs are reflected in improvement plans and policy decisions. Teachers should actively gather feedback from parents and community members regarding learner needs and classroom practices, helping ensure that stakeholder perspectives contribute meaningfully to instructional and school development decisions.

4.9 The Summary of the Extent of the Level of the School Heads' Utilization of the Monitoring and Evaluation Strategies

Monitoring and evaluation strategies play a vital role in ensuring the effective implementation of educational programs, improving instructional leadership, and enhancing school performance. School heads are expected to utilize various monitoring and evaluation strategies to assess teachers' instructional practices, identify areas for improvement, and ensure that educational objectives are achieved.

Table 1: The Summary of the Extent of the Level of the School Heads' Utilization of the Monitoring and Evaluation Strategies

Indicators	1 st Congressional District			2 nd Congressional District			3 rd Congressional District			4 th Congressional District			5 th Congressional District			Average		
	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R
1. Instructional Supervision	4.63	VMU	4	4.73	VMU	1	4.68	VMU	1.5	4.70	VMU	1.5	4.73	VMU	2	4.70	VMU	1
2. Performance Monitoring	4.56	VMU	5	4.51	VMU	6	4.57	VMU	4.5	4.56	VMU	5.5	4.68	VMU	3	4.58	VMU	5
3. Data Utilization	4.64	VMU	3	4.60	VMU	3	4.68	VMU	1.5	4.70	VMU	1.5	4.80	VMU	1	4.69	VMU	2
4. Professional Development Support	4.67	VMU	1.5	4.61	VMU	2	4.63	VMU	3	4.60	VMU	3	4.65	VMU	4	4.64	VMU	3
5. Resource Management	4.67	VMU	1.5	4.58	VMU	4	4.57	VMU	4.5	4.56	VMU	5.5	4.57	VMU	5	4.60	VMU	4
6. Community and Parents' Engagement	4.53	VMU	6	4.50	VMU	7	4.53	VMU	7	4.59	VMU	4	4.52	VMU	6.5	4.54	VMU	6.5
7. Continuous Improvement	4.52	VMU	7	4.54	VMU	5	4.56	VMU	6	4.51	VMU	7	4.52	VMU	6.5	4.54	VMU	6.5
Average	4.60	VMU		4.58	VMU		4.60	VMU		4.60	VMU		4.64	VMU		4.61	VMU	

Closer look at the tabular data, the respondents rated the indicators Very Much Utilized were: Instructional Supervision, 4.70; Data Utilization, 4.69; Professional Development Support, 4.64; Resource Management, 4.60; Performance Monitoring, 4.58; Community and Parents' Engagement, 4.54; and, Continuous Improvement, 4.54. The results indicate that all indicators were interpreted as Very Much Utilized (VMU), showing that school heads consistently implement monitoring and evaluation strategies across the five congressional districts. Among the indicators, Instructional Supervision obtained the highest average weighted mean, suggesting that school heads prioritize supervising instructional processes to ensure effective teaching and learning. On the other hand, Community and Parents' Engagement and Continuous Improvement received the lowest average weighted means, although still interpreted as very much utilized, implying that these areas may require further strengthening to enhance stakeholder involvement and sustain continuous school development initiatives. The indicators Community and Parents' Engagement and Continuous Improvement obtained the lowest average weighted means because school heads encounter several challenges in fully implementing these strategies. In terms of community and parents' engagement, many parents have limited time to participate in school activities due to work responsibilities, financial constraints, and lack of awareness regarding the importance of their involvement in their children's education. Some communities also have weak communication systems between schools and stakeholders, making it difficult for school heads to establish strong partnerships and active participation. In addition, differences in cultural background, educational attainment, and access to technology affect parents' responsiveness to school programs and activities. These challenges reduce opportunities for collaboration between schools, families, and the community. Meanwhile, the low rating in continuous improvement is attributed to limited resources, heavy administrative workloads, and insufficient training opportunities for school heads and teachers. Continuous improvement requires regular evaluation, strategic planning, monitoring, and implementation of improvement initiatives, which become difficult to sustain because of time constraints and competing responsibilities. School heads also encounter difficulties in analyzing data, implementing innovations, and maintaining long-term improvement programs due to inadequate technical support and limited funding. Furthermore, resistance to change among some personnel and the absence of consistent follow-up mechanisms hinder the successful implementation of continuous improvement practices. These factors contributed to the respondents' lower ratings for the said indicators despite their recognition as important components of effective school management. To strengthen Community and Parents' Engagement, school heads should implement more inclusive and accessible programs that encourage active participation of parents and community stakeholders in school activities and decision-making processes. Schools should establish stronger communication channels through regular meetings, text messaging groups, social media platforms, and community outreach programs to ensure that parents remain informed and involved in their children's education, Isaac, (2024). Conducting parenting seminars, volunteer programs, and school-community partnerships can also help build stronger relationships between schools and stakeholders. In addition, school heads should coordinate with local government units, non-government organizations, and community leaders to support programs that promote collaborative participation and shared responsibility in achieving educational goals. To improve Continuous Improvement, school heads should strengthen strategic planning, monitoring, and evaluation processes within the school. Regular training, workshops, and coaching sessions should be provided to teachers and school leaders to enhance their skills in data analysis, problem-solving, and innovation in instructional and administrative practices. Schools should also establish systematic follow-up mechanisms to monitor the implementation of improvement plans and ensure accountability among personnel. Moreover, encouraging a culture of collaboration, openness to change, and reflective practice among teachers and staff can contribute to the successful implementation of long-term school improvement programs, Miranda, (2023).

4.10 The Test of Significant Agreement on the Rank Orders of the Extent of the Level of the School Heads' Utilization of the Monitoring and Evaluation Strategies

This analysis helps establish whether school heads across the five congressional districts share similar perspectives and practices in utilizing monitoring and evaluation strategies, or whether variations exist in their implementation. By testing the level of agreement

on the rank orders, the study can provide a clearer understanding of the uniformity or diversity of leadership practices, which is essential in assessing the overall effectiveness and alignment of school-based management systems. Table 11 shows the Test of Significant Agreement on the Rank Orders of the Extent of the Level of the School Heads' Utilization of the Monitoring and Evaluation Strategies. The Coefficient of Concordance W and the computed chi square value resulted to: Instructional Supervision, 0.91 and 40.95, ($p < 0.001$); Performance Monitoring, 0.82 and 32.80 ($p < 0.001$); Data Utilization, 0.90 and 31.50, ($p < 0.001$); Professional Development Support, 0.77 and 30.80, ($p < 0.001$); Resource Management, 0.88 and 39.60, ($p < 0.001$); Community and Parents' Engagement, 0.86 and 34.40, ($p < 0.001$); and, Continuous Improvement, 0.92 and 41.40, ($p < 0.001$). Thus, the alternative hypothesis is accepted. The results revealed high coefficients of concordance (W) ranging from 0.77 to 0.92, indicating a strong degree of agreement among the respondents in ranking the indicators. Among the indicators, Continuous Improvement obtained the highest coefficient of concordance ($W = 0.92$), followed by Instructional Supervision ($W = 0.91$), while Professional Development Support registered the lowest coefficient of concordance ($W = 0.77$). Despite the variations in values, all coefficients reflected substantial agreement among the districts regarding the utilization of the monitoring and evaluation strategies.

Table 2: The Test of Significant Agreement on the Rank Orders of the Extent of the Level of the School Heads' Utilization of the Monitoring and Evaluation Strategies

INDICATORS	Instructional Supervision	Performance Monitoring	Data Utilization	Professional Development Support	Resource Management	Community and Parents' Engagement	Continuous Improvement
Sum of the squared deviation from the difference (d^2)	1869	1240.50	944	1162.50	1803	1286	1911
Number of Groups	5	5	5	5	5	5	5
Number of Indicators	10	9	8	9	10	9	10
Coefficient of Concordance (W)	0.91	0.82	0.90	0.77	0.88	0.86	0.92
Computed Chi Square (χ^2)	40.95	32.80	31.50	30.80	39.60	34.40	41.40
Degree of Freedom	9	8	7	8	9	8	9
Tabular χ^2 Value with							
0.05	16.92	15.51	14.07	15.51	16.92	15.51	16.92
0.025	19.68	18.17	16.62	18.17	19.68	18.17	19.68
0.01	21.67	20.09	18.48	20.09	21.67	20.09	21.67
0.005	23.59	21.96	20.28	21.96	23.59	21.96	23.59
0.001	27.88	26.12	24.32	26.12	27.88	26.12	27.88
Decision of H_1	Accepted	Accepted	Accepted	Accepted	Accepted	Accepted	Accepted
Significance of Agreement	0.001	0.001	0.001	0.001	0.001	0.001	0.001

Furthermore, the computed chi-square values for all indicators were greater than the corresponding tabular chi-square values at the 0.001 level of significance. This result led to the acceptance of the alternative hypothesis, indicating that there was a significant agreement on the rank orders of the extent of the level of the school heads' utilization of the monitoring and evaluation strategies. The findings imply that the respondents from the five congressional districts shared similar perceptions and practices regarding the implementation of instructional supervision, performance monitoring, data utilization, professional development support, resource management, community and parents' engagement, and continuous improvement. This consistency demonstrates a unified approach among school heads in carrying out monitoring and evaluation strategies within their respective schools. The significant agreement on the rank orders of the extent of the level of the school heads' utilization of the monitoring and evaluation strategies resulted from the uniform implementation of educational policies, standards, and leadership practices across the five congressional districts. School heads follow the same guidelines and directives mandated by the Department of Education, which ensures consistency in the conduct of instructional supervision, performance monitoring, data utilization, professional development support, resource management, community engagement, and continuous improvement initiatives. Since the respondents are exposed to the same administrative expectations, training programs, and evaluation systems, they developed similar perceptions and practices regarding the utilization of monitoring and evaluation strategies. Another reason for the strong agreement is the shared experiences and responsibilities of school heads in managing educational institutions. Reyes, (2023) Regardless of district location, school heads encounter common challenges such as improving teacher performance, ensuring student achievement, managing limited resources, and complying with accountability measures. These similarities in school management conditions contributed to a common understanding of which monitoring and evaluation strategies are more frequently utilized and prioritized. Furthermore, regular coordination meetings, leadership trainings, and collaborative activities among school heads strengthened the alignment of their practices and perspectives. The strong agreement also resulted from the standardized monitoring and evaluation tools used across schools according to Michel, (2019). School heads utilized similar assessment instruments, reporting systems, and performance indicators, which produced consistency in their judgments regarding the extent of utilization. In addition, the culture of accountability and continuous improvement promoted within the educational system encouraged school heads to implement monitoring and evaluation strategies in similar ways. This shared commitment to achieving educational goals and maintaining school effectiveness strengthened the significant agreement on the rank orders among the respondents across the five congressional districts.

4.11 The Extent of the Effectiveness of the School Heads' Utilization of the Monitoring and Evaluation Strategies in Improving the Instructional Practices of the Kindergarten Teachers

The instructional practices of the kindergarten teachers play a vital role in laying the foundation for children's lifelong learning, development, and academic success. At the early childhood level, teaching is not only focused on the delivery of basic knowledge and skills but also on the holistic development of learners, including their cognitive, social, emotional, and physical growth. Effective instructional practices in kindergarten classrooms are essential in creating a nurturing, engaging, and developmentally appropriate learning environment where young learners can explore, interact, and build meaningful learning experiences.

4.12 Extent of Effectiveness of the School Heads' Utilization of the Monitoring and Evaluation Strategies in Improving the instructional practices of the kindergarten teachers along Classroom observations.

All indicators were rated Very Much Effective, particularly the effective utilization of MOOE, 4.91; transparent and accountable financial management systems, 4.86; participatory budgeting, 4.78; stakeholder involvement in resource mobilization, 4.75; regular monitoring and auditing of financial transactions, 4.68; efficient and sustainable resource utilization, 4.65; external resource mobilization through partnerships, 4.57; and timely submission of financial and utilization reports, 4.54. The lowest-rated indicator, "Timely submission of financial and utilization reports to authorities" (4.54), although still Very Much Effective, suggests that financial reporting may occasionally be affected by administrative workload, competing responsibilities, or limitations in reporting systems. Delays in reporting may hinder timely monitoring of fund utilization and financial decision-making. Strengthening standardized procedures and digital reporting systems can improve efficiency, accuracy, and accountability in financial management (UNESCO, 2022). The finding highlights the need to strengthen school-level administrative efficiency. DepEd should provide standardized reporting templates, clear deadlines, automated reminders, and digital financial reporting systems to facilitate timely submission. At the school level, school heads should assign clear responsibilities, establish internal deadlines, and regularly monitor compliance, while personnel involved in financial management should receive training in record-keeping, time management, and digital reporting. These measures can further strengthen transparency and accountability in the management of school resources. Relatedly, Fayo and Hilario (2023) examined the effectiveness of classroom observation on teachers' performance among 43 public elementary school teachers using a descriptive-correlational design. The study found that classroom observation was perceived as Very Effective in improving classroom performance and that a significant relationship existed between observation effectiveness and teachers' performance. The finding supports the importance of systematic monitoring practices in promoting accountability and continuous improvement in school operations and instructional performance.

4.13 Extent Effectiveness of the School Heads' Utilization of the Monitoring and Evaluation Strategies in Improving the instructional practices of the kindergarten teachers along Training.

The importance of training lies in its ability to equip school heads with the necessary expertise to use M&E tools such as observation checklists, rubrics, performance indicators, and data recording systems effectively. Without adequate training, even well-designed M&E strategies may be underutilized or inconsistently applied, leading to inaccurate assessments and weak decision-making. Through continuous and targeted training programs, school heads become more competent in conducting instructional supervision, analyzing data, and providing constructive feedback to teachers. This directly improves the quality of teaching and learning, as educators receive clearer guidance on areas for improvement and professional growth. Based on the data, all indicators were rated Very Much Effective, particularly using strategies learned from training in daily classroom instruction, 4.93; attending workshops and training related to early childhood education, 4.90; using research-based instructional strategies, 4.78; applying differentiated instruction, 4.75; sharing training insights and materials with colleagues, 4.68; participating in coaching and mentoring, 4.65; pursuing further professional learning, 4.58; applying improved classroom management strategies, 4.54; evaluating training effectiveness, 4.51; and demonstrating improvements in learner engagement and outcomes, 4.50. The lowest-rated indicator, "Shows improvements in student engagement and learning outcomes as a result of training" (4.50), although still Very Much Effective, suggests that professional development activities are not always immediately translated into measurable improvements in learner outcomes. While teachers actively attend training and apply acquired strategies, factors such as limited resources, insufficient follow-up support, class size, and the need for more contextualized training may affect their impact in the classroom. The finding highlights the importance of sustained coaching, mentoring, monitoring, and post-training support, particularly for Kindergarten teachers who require developmentally appropriate and engaging instructional approaches. Professional development should therefore extend beyond attendance in training to include opportunities for classroom application, feedback, reflection, and adjustment. This can help ensure that training investments lead to meaningful improvements in teaching practices, learner engagement, and learning outcomes.

4.14 Extent of the Effectiveness of the School Heads' Utilization of the Monitoring and Evaluation Strategies in Improving the instructional practices of the Kindergarten teachers along Collaboration.

All indicators were rated Very Much Effective particularly: Engages in group lesson planning and curriculum discussions, 4.91; Works with fellow teachers to plan and improve instructional practices, 4.86; Actively participates in school-based or external learning groups, 4.78; Involves families in supporting children's learning at home and school, 4.75; Maintains regular communication regarding children's progress and needs, 4.68; Works with teachers from other subject areas or grade levels when appropriate, 4.65; Exchanges effective instructional methods and classroom experiences with peers, 4.57; and Engages with aides, counselors, and specialists to support learners' development, 4.54. The lowest-rated indicator, "Engages with aides, counselors, and specialists to support learners' development" (4.54, Very Much Practiced but lowest among indicators), suggests that while Kindergarten teachers demonstrate a strong level of collaboration overall, interdisciplinary collaboration with support personnel such as aides, counselors, and specialists is comparatively less emphasized. Although still interpreted as Very Much Practiced, the lower rating indicates that this type of professional interaction may not be as consistently or systematically implemented as

collaboration among teachers or with parents. This finding implies that learner support systems may not be fully maximized through multidisciplinary collaboration. Kindergarten learners often have diverse developmental needs that require coordinated support from various professionals, including guidance counselors, special education teachers, and learning support aides. When collaboration with these personnel is less frequent or less structured, opportunities to provide holistic and individualized support to learners may be limited. This may affect early identification of learning difficulties, behavioral concerns, or developmental delays that require specialized intervention. Another implication is that collaboration within schools may be more teacher-centered rather than team-based across different support roles. While teachers actively engage with peers in planning lessons, exchanging instructional strategies, and involving families, engagement with non-teaching staff appears relatively less prioritized. This suggests that collaboration practices may still be concentrated within classroom teaching teams rather than extending fully into a broader support network that includes specialists. Research in early childhood education emphasizes that effective learner development is best achieved through collaborative teams involving teachers and support professionals working together toward shared learning goals (UNESCO, Early Childhood Care and Education Framework, 2021). This finding also implies a potential need for strengthening school-based support systems and coordination mechanisms. Without regular engagement with counselors and specialists, teachers may rely primarily on classroom-based strategies when addressing learner needs, even in cases where specialized interventions may be more appropriate. Strengthening referral systems and structured collaboration protocols can help ensure that learners receive timely and appropriate support services. Education requires strong coordination among teachers, specialists, and support staff to ensure that all learners, including those with diverse needs, are adequately supported. When collaboration is less frequent, there is a risk that some learner needs may not be fully addressed or monitored. Lastly, this finding highlights the importance of developing a more integrated school support culture, where collaboration extends beyond classroom teachers to include all professionals involved in learner development. Enhancing communication channels, scheduling regular multidisciplinary meetings, and strengthening referral and support systems can improve coordination and ensure more holistic learner development. Thus, it is recommended that DepEd institutionalize a structured multidisciplinary collaboration framework within schools that clearly defines roles, responsibilities, and regular coordination schedules among teachers, guidance counselors, learning support aides, and specialists to ensure coordinated learner support. DepEd should also provide targeted training for school heads and teachers on inclusive education practices and team-based learner intervention strategies to enhance effective collaboration for diverse learner needs. At the school level, principals and school heads should establish regular case conferences, learner support meetings, and referral systems to ensure timely communication and joint decision-making among all support personnel. Meanwhile, teachers, counselors, and specialists should actively engage in shared planning and intervention activities, ensuring that learner concerns are addressed collaboratively and that support strategies are aligned, consistent, and responsive to the holistic development needs of Kindergarten learners.

4.15 Extent of school heads' utilization of monitoring and evaluation (M&E) strategies in relation to curriculum delivery

The results imply that there may be uneven participation opportunities among learners in Kindergarten classrooms. While teachers generally apply strategies such as play-based learning, storytelling, and hands-on activities, some learners, especially those with learning difficulties, shyness, or developmental delays—may not be equally engaged in classroom activities. This suggests that while instruction is child-centered, additional attention may be needed to ensure that all learners are fully included and actively participating in learning experiences. Inclusive early childhood education emphasizes that every child should be given equitable opportunities to engage, regardless of ability or learning style (UNESCO, Inclusive Early Childhood Education Framework, 2021). Another is the need for strengthened differentiation strategies in classroom instruction. Encouraging participation of all learners requires teachers to adapt activities to varying developmental levels and learning needs. Although the table shows strong implementation of learner-focused strategies overall, the lowest indicator suggests that differentiation may not always be sufficient to fully engage all learners. Teachers may need additional support in designing tiered activities, scaffolded tasks, and alternative participation methods to ensure inclusivity. This finding also implies that there may be a need to further enhance classroom management and engagement techniques in mixed-ability settings. Kindergarten classrooms often include learners with diverse behavioral, cognitive, and social-emotional needs. Ensuring active participation requires intentional strategies such as peer support, guided participation, and structured play activities that allow all learners to contribute meaningfully. Without consistent application of these strategies, some learners may remain passive observers rather than active participants in the learning process. Overall, while curriculum delivery practices are highly effective, enhancing strategies that promote equal participation for all learners will further improve the inclusiveness and effectiveness of Kindergarten instruction. Therefore, The DepEd should strengthen policies on inclusive early childhood education by institutionalizing clear guidelines on differentiated instruction and universal participation strategies in Kindergarten classrooms, ensuring that all learners are actively engaged in learning activities. DepEd should also provide continuous professional development programs focused on inclusive pedagogy, classroom differentiation, and child-centered engagement strategies to equip teachers with practical approaches for supporting diverse learners.

4.16 Extent Effectiveness of the School Heads' Utilization of the Monitoring and Evaluation Strategies in Improving the instructional practices of the Kindergarten teachers along Lesson Planning.

The importance of lesson planning in the context of instructional practices lies in its ability to ensure organized and goal-oriented teaching. When teachers prepare detailed lesson plans, they are better able to align learning activities with the prescribed curriculum and intended learning outcomes. This leads to more focused instruction and improved clarity in the teaching-learning process. Looking at the table, most indicators were rated Very Much Effective, particularly developing organized lesson plans aligned with learning objectives, 4.72; designing activities that address diverse learning needs, 4.68; planning developmentally appropriate activities for Kindergarten learners, 4.61; and using varied approaches such as storytelling, songs, games, and hands-on activities, 4.51. Meanwhile, ensuring alignment with curriculum guidelines, 4.45; stating specific and developmentally appropriate goals, 4.49; preparing teaching aids and resources, 4.38; and distributing time effectively across lesson components, 4.08, were rated Much

Effective. The lowest-rated indicator, “Distributes time effectively across different parts of the lesson” (4.08), indicates that although Kindergarten teachers demonstrate strong lesson-planning skills, effective time allocation during lesson delivery remains a relative area for improvement. Ineffective pacing may result in some activities being rushed or extended, reducing time for assessment, reinforcement, and lesson closure. This finding suggests a need to strengthen teachers’ lesson pacing and time-management skills, particularly in managing transitions and allocating appropriate time to each lesson component. Kindergarten learners have relatively short attention spans and require varied activities, making efficient time management essential for sustaining engagement while achieving learning objectives. Structured pacing guides, time-bound lesson templates, coaching, and peer mentoring may help teachers balance engaging activities with adequate time for assessment and reinforcement. Effective time management can ultimately improve instructional delivery and ensure that planned learning outcomes are achieved within the allotted period.

4.17 The Summary of the Extent of the Effectiveness of the School Heads’ Utilization of the Monitoring and Evaluation Strategies in Improving the Instructional Practices of the Kindergarten Teachers

In Kindergarten education, instructional practices are largely child-centered, emphasizing active learning, exploration, and play-based activities. Teachers commonly use strategies such as storytelling, games, hands-on tasks, music, movement, and visual aids to make learning engaging and meaningful. These approaches help sustain learners’ attention and promote better understanding of basic concepts. Looking at the tabular presentation, the respondents rated all indicators Very Much Effective were: Collaboration, 4.72; Classroom Observations, 4.71; Curriculum Delivery, 4.70; Training, 4.69; and, Lesson Planning, 4.50. The highest-rated indicator, Collaboration implies that the respondents strongly value teamwork, professional interaction, and cooperative practices within the educational setting. This suggests that teachers and school personnel actively engage in sharing ideas, strategies, and responsibilities to improve instructional delivery and learner outcomes. A very high rating in collaboration may also indicate the presence of a supportive organizational culture where communication, peer mentoring, and collective decision-making are encouraged. Consequently, strong collaboration can enhance professional growth, strengthen relationships among educators, and contribute to a more effective and cohesive learning environment.

Table 3: The Summary of the Extent of the Effectiveness of the School Heads’ Utilization of the Monitoring and Evaluation Strategies in Improving the Instructional Practices of the Kindergarten Teachers

Indicators	1 st Congressional District			2 nd Congressional District			3 rd Congressional District			4 th Congressional District			5 th Congressional District			Average		
	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R
1. Classroom Observations	4.68	VME	1.5	4.64	VME	1.5	4.70	VME	1.5	4.75	VME	2	4.80	VME	3	4.71	VME	2
2. Training	4.67	VME	3	4.63	VME	3.5	4.67	VME	4	4.71	VME	4	4.75	VME	4	4.69	VME	4
3. Collaboration	4.68	VME	1.5	4.64	VME	1.5	4.70	VME	1.5	4.76	VME	1	4.81	VME	1.5	4.72	VME	1
4. Curriculum Delivery	4.65	VME	4	4.63	VME	3.5	4.68	VME	3	4.72	VME	3	4.81	VME	1.5	4.70	VME	3
5. Lesson Planning	4.51	VME	5	4.48	ME	5	4.46	ME	5	4.52	VME	5	4.51	VME	5	4.50	VME	5
Average	4.64	VME		4.60	VME		4.64	VME		4.69	VME		4.74	VME		4.66	ME	

On the other hand, the lowest-rated indicator, Lesson Planning, although still interpreted as “Very Much Practices,” implies that this area require additional attention and enhancement compared to the other indicators. The comparatively lower rating can suggest challenges such as limited time for preparation, insufficient instructional resources, or the need for further training in designing effective and learner-centered lesson plans. This indicates an opportunity for school administrators and educational leaders to provide more support mechanisms, such as workshops, collaborative planning sessions, and instructional coaching, to further improve teachers’ competence and confidence in lesson planning. Strengthening this area can lead to better curriculum implementation, more organized instruction, and improved learner learning experiences.

The school administrators and educational leaders should implement continuous professional development programs focused on effective and innovative lesson planning strategies. Conducting workshops, seminars, and mentoring sessions can help teachers enhance their skills in designing learner-centered, outcome-based, and differentiated lesson plans aligned with curriculum standards. In addition, encouraging collaborative lesson planning among teachers may promote the sharing of best practices, instructional materials, and creative teaching approaches. Furthermore, Subject Area Supervisors should provide adequate time, instructional resources, and technological support to assist teachers in preparing well-structured lessons. Regular monitoring, coaching, and constructive feedback from school heads or master teachers can also help educators identify areas for improvement and strengthen their planning practices. By investing in these support mechanisms, teachers can become more confident and efficient in lesson preparation, ultimately leading to improved curriculum delivery and better learner engagement and achievement. According to Manyarara, (2018) effective lesson planning enables teachers to organize instruction clearly and address the diverse learning needs of learners, thereby improving teaching effectiveness. Furthermore, Azhar and Kayani, (2016) emphasized that professional development and transformative learning programs significantly improve teachers’ lesson planning skills and classroom

performance. Their study highlighted the importance of training, mentoring, and administrative support in strengthening instructional planning practices. Similarly, Toshiakira Fujii, (2016) explained that collaborative lesson planning through lesson study enhances teachers' instructional design and promotes reflective teaching practices. This suggests that schools should encourage collaborative planning sessions and peer coaching to improve the quality of lesson preparation. In addition, Asad Ali Manzoor, Naveed Tufail, and Khizar Hayat, (2024) found that lesson planning contributes significantly to teachers' professional growth and teaching effectiveness, making it an essential component of quality instruction and learner-centered education.

4.18 The Test of Significant Agreement on the Rank Orders Of the Extent of the Effectiveness of the School Heads' Utilization of the Monitoring and Evaluation Strategies in Improving the Instructional Practices of the Kindergarten Teachers

The test of significant agreement on the rank orders was conducted to determine the consistency in the respondents' assessment of the extent of Effectiveness of the School Heads' Utilization of the Monitoring and Evaluation Strategies in Improving the instructional practices of the kindergarten teachers across the identified indicators as showed in Table 18. This analysis aimed to examine whether the respondents shared similar perceptions regarding the ranking of instructional practices such as collaboration, classroom observations, curriculum delivery, training, and lesson planning. By determining the level of agreement among the respondents, the study was able to establish the reliability and consistency of their evaluations, thereby providing a clearer understanding of the instructional practices commonly observed and implemented by kindergarten teachers.

Table 4: The Test of Significant Agreement on the Rank Orders Of the Extent of the Effectiveness of the School Heads' Utilization of the Monitoring and Evaluation Strategies in Improving the Instructional Practices of the Kindergarten Teachers

INDICATORS	Classroom Observations	Training	Collaboration	Curriculum Delivery	Lesson Planning
Sum of the squared deviation from the difference (d^2)	894.50	1907	904.50	936	1306
Number of Groups	5	5	5	5	5
Number of Indicators	8	10	8	8	9
Coefficient of Concordance (W)	0.85	0.92	0.86	0.89	0.87
Computed Chi Square (χ^2)	29.75	41.40	30.10	31.15	34.80
Degree of Freedom	7	9	7	7	8
Tabular χ^2 Value with					
0.05	14.07	16.92	14.07	14.07	15.51
0.025	16.62	19.68	16.62	16.62	18.17
0.01	18.48	21.67	18.48	18.48	20.09
0.005	20.28	23.59	20.28	20.28	21.96
0.001	24.32	27.88	24.32	24.32	26.12
Decision of H_1	Accepted	Accepted	Accepted	Accepted	Accepted
Significance of Agreement	0.001	0.001	0.001	0.001	0.001

The Coefficient of Concordance W and the computed chi square value resulted to: Classroom Observations, 0.85 and 29.75, ($p < 0.001$); Training, 0.92 and 41.40, ($p < 0.001$); Collaboration, 0.86 and 30.10, ($p < 0.001$); Curriculum Delivery, 0.89 and 31.15, ($p < 0.001$); and, Lesson Planning, 0.87 and 34.80, ($p < 0.001$). Thus, the alternative hypothesis was accepted. Since all computed chi-square values exceeded the critical values at the 0.001 significance level, the alternative hypothesis (H_1) was accepted in all areas. This indicates that the respondents exhibited a statistically significant agreement in their rank ordering of the instructional practices of kindergarten teachers: 99.999% agree on classroom observations, training, collaboration, curriculum delivery, and, lesson planning. The findings of the study have important implications for kindergarten education and instructional management. The very high coefficients of concordance indicate that the respondents shared common perceptions regarding the instructional practices of kindergarten teachers. This suggests that the instructional approaches being implemented are visible, consistent, and recognizable across different groups of evaluators. Such consistency may reflect the effectiveness of existing policies, professional standards, and monitoring mechanisms in ensuring quality instructional delivery in kindergarten education.

The strong agreement on the indicator of training implies that professional development activities provided to kindergarten teachers are relevant and consistently implemented. This highlights the importance of sustaining continuous training programs that enhance teachers' pedagogical competencies, classroom management skills, and understanding of child-centered learning approaches. School administrators and education leaders may therefore continue investing in seminars, workshops, and capability-building activities to further strengthen teacher effectiveness and maintain high instructional standards, Herrera, (2023).

The significant agreement in classroom observations and collaboration also suggests that supervision and collegial support play vital roles in improving instructional practices. Regular classroom observations may help teachers receive constructive feedback that promotes reflective teaching and professional growth. Likewise, collaborative practices among teachers encourage the sharing of strategies, resources, and experiences that contribute to better curriculum implementation and learner engagement, Morada, (2022). These findings imply that schools should continue fostering supportive professional learning communities that encourage teamwork and mentoring among kindergarten teachers. Furthermore, the strong concordance in curriculum delivery and lesson planning indicates that teachers are aligned in implementing curricular objectives and preparing organized instructional activities. This implies that kindergarten teachers demonstrate preparedness and adherence to curriculum standards, which may contribute to more effective

learning experiences for young children. The results emphasize the need for schools to provide adequate instructional materials, curriculum guides, and planning support to sustain high-quality teaching practices. Lastly, the statistically significant agreement across all indicators confirms the reliability of the respondents' evaluations and suggests that the instructional practices of kindergarten teachers are generally well-established and consistently observed. This may serve as a basis for educational leaders and policymakers in designing improvement programs, strengthening monitoring systems, and developing policies that further enhance early childhood education. School heads should strengthen instructional support systems by institutionalizing regular classroom observations, mentoring programs, and collaborative learning sessions among kindergarten teachers to sustain high-quality teaching practices. Meanwhile, policymakers should allocate sufficient funding for early childhood education resources, teacher training, and monitoring mechanisms while formulating policies that promote standardized instructional practices and professional accountability among kindergarten teachers.

4.19 The Summary of the Challenges Encountered in utilization of Monitoring and Evaluation Strategies in Improving the Instructional Practices of the Kindergarten Teachers

The findings reveal that several challenges are encountered in the utilization of monitoring and evaluation (M&E) strategies in improving the instructional practices of Kindergarten teachers. These challenges are primarily grouped into resource and capacity constraints, data quality and methodological issues, organizational culture and political factors, contextual and environmental challenges, and the failure to utilize M&E findings.

Table 5: The Summary of the Challenges Encountered in utilization of Monitoring and Evaluation Strategies in Improving the Instructional Practices of the Kindergarten Teachers

Indicators	1 st Congressional District			2 nd Congressional District			3 rd Congressional District			4 th Congressional District			5 th Congressional District			Average		
	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R
1. Data quality and Methodologies Issues	4.33	MC	4	4.22	MC	4.5	4.32	MC	3	4.54	VMC	2	4.18	MC	5	4.32	MC	3
2. Resource and Capacity Constraints	4.59	VMC	1	4.44	MC	1	4.53	VMC	1	4.60	VMC	1	4.55	VMC	1	4.54	VMC	1
3. Organizational Culture and Political Factors	4.31	MC	5	4.22	MC	4.5	4.23	MC	5	4.18	MC	5	4.36	MC	4	4.26	MC	5
4. Contextual and Environmental Challenges	4.36	MC	3	4.27	MC	2.5	4.28	MC	4	4.23	MC	4	4.38	MC	2.5	4.31	MC	4
5. Failure to use M & E Findings	4.39	MC	2	4.27	MC	2.5	4.34	MC	2	4.26	MC	3	4.38	MC	2.5	4.33	MC	2
Average	4.40	MC		4.28	MC		4.34	MC		4.36	MC		4.37	MC		4.35	MC	

Looking at the table, most of the challenges encountered in the utilization of monitoring and evaluation strategies in improving the instructional practices of the Kindergarten teachers rated Very Much Challenging was Resource and Capacity Constraints, 4.54. While rated Much Challenging were: Failure to use M&E Findings, 4.33; Data quality and Methodologies Issues, 4.32; Contextual and Environmental Challenges, 4.31; and Organizational Culture and Political Factors, 4.26.

Among these, Resource and Capacity Constraints obtained the highest mean, indicating that limitations in materials, manpower, time, and technical capacity remain the most pressing concern affecting the effective implementation of monitoring and evaluation strategies. This suggests that even when systems and processes are in place, the lack of sufficient resources significantly limits the consistency and quality of M&E activities. The highest mean obtained by Resource and Capacity Constraints among the challenges encountered by the respondents implies that limitations in resources and competencies are the most significant barriers affecting the effective implementation of programs, projects, and school activities. This indicates that respondents frequently experience shortages in financial resources, instructional materials, facilities, equipment, and manpower necessary to carry out tasks efficiently and successfully. The result may also suggest that schools encounter difficulties in accessing adequate funding and support, resulting in delays, incomplete implementation of activities, or reduced quality of services. In addition, insufficient training opportunities, limited technical knowledge, and lack of professional development may hinder the capability of teachers, coordinators, and school heads to perform their responsibilities effectively. These constraints can negatively affect planning, monitoring, reporting, and the delivery of educational programs and interventions. Another implication is that the growing demands and expectations placed on schools may exceed the available resources and capacities of personnel. Respondents may experience heavy workloads, multiple designations, and time limitations, making it difficult to accomplish tasks within expected timelines. The high mean further reflects the need for stronger institutional support, continuous capacity-building programs, improved allocation of resources, and enhanced stakeholder collaboration to address existing gaps and challenges. Moreover, this finding highlights the importance of prioritizing strategic planning, resource mobilization, and technical assistance to strengthen school operations and program implementation. Addressing resource and capacity constraints can improve efficiency, increase productivity, and contribute to the successful attainment of school goals and organizational objectives.

4.20 Solutions Offered

Despite the recognized importance of monitoring and evaluation, various challenges hinder their effective utilization. These challenges include inconsistent documentation of observation findings, difficulties in data management and analysis, lack of standardized evaluation tools, communication gaps, resistance to monitoring practices, delays in implementing recommendations, limited resources, and barriers in organizational decision-making processes. Such issues may reduce the effectiveness of monitoring activities and limit the use of evaluation results for instructional improvement and organizational development.

To address these challenges, several solutions have been proposed and implemented in educational settings. These include the standardization of monitoring instruments, enhancement of data management systems, strengthening of communication and collaboration among stakeholders, provision of professional development opportunities, adoption of evidence-based decision-making practices, and establishment of clear implementation and accountability mechanisms. These strategies aim to improve the accuracy, reliability, and utilization of monitoring and evaluation results while fostering a culture of continuous improvement. Understanding the solutions offered to address the challenges encountered in the utilization of monitoring and evaluation strategies is essential for improving educational leadership and instructional effectiveness. By identifying and implementing appropriate interventions, educational institutions can strengthen their monitoring and evaluation processes, promote informed decision-making, and ultimately achieve better educational outcomes for both teachers and learners.

4.21 The Test of Significant Agreement on the Rank Orders of the Challenges Encountered and the Solutions Offered

The Test of Significant Agreement on the Rank Orders of the Challenges Encountered was conducted to determine the degree of consistency in the perceptions of respondents across the different groups regarding the ranking of challenges in the utilization of monitoring and evaluation strategies. This analysis establishes whether the identified challenges are similarly prioritized or if notable variations exist in how respondents perceive their significance. By examining the level of agreement in rank orders, the study provides a clearer understanding of shared concerns and validates the reliability of the observed patterns of challenges across the different dimensions considered in the study.

The Coefficient of Concordance W and the computed chi square value yielded to: Resource and Capacity Constraints, 0.76 and 26.60, ($p < 0.001$); Data quality and Methodologies Issues, 0.83 and 34.80, ($p < 0.001$); Organizational Culture and Political Factors, 0.91 and 40.05, ($p < 0.001$); Contextual and Environmental Challenges, 0.84 and 32.60, ($p < 0.001$); Failure to Use Monitoring & Evaluation Findings, 0.88 and 39.60, ($p < 0.001$); and the solutions offered, 0.99 and 69.30, ($p < 0.001$). Thus, the alternative hypothesis was accepted.

Table 6: The Test of Significant Agreement on the Rank Orders of the Challenges Encountered and the Solutions Offered

INDICATORS	Resource and Capacity Constraints	Data quality and Methodologies Issues	Organizational Culture and Political Factors	Contextual and Environmental Challenges	Failure to Use Monitoring & Evaluation Findings	Solutions Offered
Sum of the squared deviation from the difference (d^2)	796	1246	1826.50	1864	1808.50	6909
Number of Groups	5	5	5	5	5	5
Number of Indicators	8	9	10	9	10	15
Coefficient of Concordance (W)	0.76	0.83	0.91	0.84	0.88	0.99
Computed Chi Square (χ^2)	26.60	34.80	40.05	32.60	39.60	69.30
Degree of Freedom	7	8	9	8	9	
Tabular χ^2 Value with						
0.05	14.07	15.51	16.92	15.51	16.92	23.68
0.025	16.62	18.17	19.68	18.17	19.68	26.12
0.01	18.48	20.09	21.67	20.09	21.67	29.14
0.005	20.28	21.96	23.59	21.96	23.59	31.32
0.001	24.32	26.12	27.88	26.12	27.88	26.12
Decision of H_1	Accepted	Accepted	Accepted	Accepted	Accepted	Accepted
Significance of Agreement	0.001	0.001	0.001	0.001	0.001	0.001

The significant agreement on the rank orders of the challenges encountered implies that school heads across the different congressional districts were 99.999% agree in all components and share common experiences, observations, and concerns regarding the utilization of monitoring and evaluation strategies in improving the instructional practices of kindergarten teachers. This strong consistency in perceptions indicates that the identified challenges are not isolated or district-specific concerns but are systemic issues affecting the implementation of monitoring and evaluation processes across schools. The findings further imply that school heads encounter similar limitations related to resources, data management, organizational culture, environmental conditions, and the utilization of monitoring results, which collectively influence the effectiveness of instructional supervision and teacher support mechanisms. The high level of agreement also strengthens the validity and reliability of the study findings, confirming that the

challenges identified accurately reflect the realities experienced in the field. Moreover, the results suggest that interventions, policies, and professional development programs designed to address these challenges can be implemented on a broader scale because the concerns are widely shared among school leaders. This consistency also highlights the need for unified and systematic strategies from educational authorities to strengthen monitoring and evaluation systems, improve instructional leadership practices, and enhance the overall quality of kindergarten instruction. To strengthen the utilization of monitoring and evaluation strategies and improve the instructional practices of kindergarten teachers, teachers should actively participate in professional development activities related to classroom assessment, data utilization, and instructional improvement while maintaining accurate documentation of instructional practices and learner progress. They should also demonstrate openness to feedback and consistently apply recommendations from classroom observations to enhance teaching effectiveness. School heads should establish standardized monitoring and evaluation procedures, strengthen coaching and mentoring programs, ensure timely feedback mechanisms, and provide supportive learning environments that encourage collaboration and continuous professional growth among teachers. They should also improve coordination of classroom observations and ensure proper documentation and use of evaluation results for school improvement planning. Supervisors, on the other hand, should provide continuous technical assistance, conduct regular capacity-building programs, and ensure consistent implementation of monitoring and evaluation policies across schools. They should also strengthen supervisory support systems, promote data-driven decision-making, and facilitate collaborative partnerships among schools to ensure that monitoring and evaluation practices effectively contribute to improved instructional quality and learner outcomes in kindergarten education.

Recent studies support the recommendations for teachers, school heads, and supervisors in strengthening monitoring and evaluation practices and improving instructional leadership. According to Hallinger et al., (2025) effective instructional leadership and monitoring systems require strong collaboration, consistent supervision, and shared accountability among school leaders and teachers to improve instructional quality and learner outcomes. Similarly, Brown et al., (2024) emphasized that school heads play a critical role in supporting kindergarten and early childhood teachers through structured instructional supervision, professional development, and coordinated monitoring systems that respond to classroom realities.

4.21 The Training Design Formulated Based from the Findings of the Study.

The findings revealed a need to strengthen school heads' skills in utilizing Monitoring and Evaluation (M&E) strategies to improve the instructional practices of Kindergarten teachers in the Division of Camarines Sur. Effective M&E enables school heads to assess teaching practices, identify strengths and gaps, provide constructive feedback, and implement appropriate interventions. However, challenges such as limited training, varying competencies in instructional supervision, insufficient knowledge of Kindergarten pedagogy, and increasing administrative responsibilities may affect the effective implementation of M&E practices. Quality Kindergarten education is essential in developing learners' cognitive, social, emotional, and physical competencies. Since Kindergarten teachers provide the foundation for lifelong learning, school heads must ensure that instruction is developmentally appropriate, learner-centered, and aligned with curriculum standards through effective instructional supervision. In response, this training design aims to enhance the capacity of school heads in utilizing M&E strategies specifically suited to Kindergarten instruction. It will strengthen their competencies in classroom observation, instructional coaching, mentoring, data analysis, feedback provision, and evidence-based decision-making. These skills will enable school heads to provide more responsive support in areas such as instructional strategies, classroom management, learner engagement, assessment, and developmentally appropriate activities. The training also supports the Department of Education's commitment to quality basic education, professional development, and continuous school improvement. By promoting collaborative and reflective supervision, it seeks to strengthen accountability, instructional leadership, and evidence-based decision-making. Ultimately, enhancing school heads' M&E competencies is expected to improve the instructional practices of Kindergarten teachers and contribute to better teaching-learning processes and learner outcomes. The training design therefore serves as a proactive intervention to address identified supervisory gaps and strengthen the quality of Kindergarten education in public elementary schools.

References

- [1] Use APA referencing for all the sources in this section. No space between the listed references, e.g. in [2] and [3]. The names of the journals and book titles must be italicized, e.g. in [2],[3],[4].
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