



SUPERVISORY AND LEADERSHIP COMPETENCE OF SCHOOL HEADS IN TECHNOLOGICAL VOCATIONAL LIVELIHOOD (TVL) MANAGEMENT: BASIS FOR SUPERVISORY PLAN

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Abstract : This study aimed to assess the supervisory and leadership competencies of school heads in Technological Vocational Livelihood (TVL) management in Nueva Ecija, with a focus on understanding the relationship between their profiles and perceived competencies. Using a correlational research design, the study gathered data from 27 school heads and 81 teachers. The findings revealed that most school heads were female, aged between 50 and 59, and held postgraduate degrees, with a specialization in Home Economics and TLE. School heads perceived themselves as highly competent in both supervisory and leadership roles, particularly in areas such as classroom observation, feedback, fostering a collaborative culture, and ethical leadership. Teachers also rated the school heads highly, with no significant differences between their perceptions and those of the school heads themselves. However, challenges such as keeping up with evolving educational trends, ensuring inclusivity, and managing resources were identified. The study concluded that school heads in Nueva Ecija are well-equipped in their supervisory and leadership capacities, though certain challenges persist in maintaining effectiveness. It is recommended that professional development programs focus on the latest TVL trends and leadership strategies, encourage collaborative decision-making, and address resource management issues. Further, mentorship programs for teachers, inclusive policies, and workshops on change management should be prioritized to help school heads navigate ongoing educational changes and enhance their leadership effectiveness.

IndexTerms - Supervisory, leadership, competence, school head, TVL, management, supervisory plan

I. INTRODUCTION

1.1 Rationale

The school head is among the most significant and influential individuals within the school. The school head establishes and implies the regulations, the school's aims and objectives, the learning environment, the morale of the faculty, the degree of professionalism, and the relationships with the faculty (Encanto, 2021). The Department of Education (2019) states that providing students with practical skills for work or entrepreneurship is essential to Technological Vocational Livelihood (TVL) education. TVL program success depends on having strong school leadership. Offering direction and assistance to TVL teachers, the school heads, with their capacity as leaders, have a major impact on the quality of TVL education (Limon, 2019).

This study aims to determine the school head's supervisory and leadership competence in TVL Management of San Antonio District in the Schools Division of Office of Nueva Ecija. The quality of TVL education is directly affected by the efficient supervision and leadership provided by school heads.

Furthermore, the research will provide school heads with significant insights regarding their leadership and supervisory competence in managing TVL programs. Their professional development objectives can be guided by it and utilized to discover areas that need improvement. Moreover, this will offer significant perspectives into the particular situation and difficulties school

administrators encounter when managing TVL programs. The district's decisions about how to allocate resources may benefit from it. The district can allocate resources to areas that require them most by having a thorough grasp of the unique difficulties that TVL programs encounter. Additionally, to further improve TVL education in the district, a suggested supervisory plan based on the research findings can be modified to meet these particular needs.

1.2 Theoretical framework

The theoretical framework is critical in grounding the research within established knowledge and guiding the investigation of supervisory and leadership competencies. This framework serves as the foundation upon which the entire study is constructed, offering a lens through which the research questions can be examined and understood.

At the core of this study is the exploration of competencies required for effective leadership and supervision within the context of TVL programs. Established theories in educational leadership, management, and vocational education primarily inform the theoretical framework. Key theories include transformational leadership theory, instructional leadership, and competency-based education models. Transformational leadership theory, proposed by Burns (1978) and further developed by Bass (1985), emphasizes the role of leaders in inspiring and motivating followers to achieve higher levels of performance and commitment. This theory is particularly relevant as it highlights the importance of school heads in creating a vision, fostering an inclusive and collaborative school culture, and driving the overall success of TVL programs.

Instructional leadership, another significant component of the theoretical framework, focuses on the role of school heads in enhancing teaching and learning processes. Rooted in the works of Hallinger and Murphy (1985), this theory underscores the need for school leaders to be actively involved in curriculum development, teacher supervision, and the promotion of effective instructional strategies. In the context of TVL management, instructional leadership is critical as it directly impacts the quality of vocational training and student outcomes.

Additionally, the framework incorporates elements from competency-based education (CBE) models, which emphasize the importance of clearly defined competencies and outcomes. CBE models, championed by scholars such as Burke (1989) and Richards (2016), are particularly relevant in vocational education where practical skills and job readiness are paramount. By integrating CBE principles, the study acknowledges the necessity for school heads to possess and demonstrate specific competencies that align with the demands of TVL programs.

1.3 Conceptual Framework

This study is anchored on examining the supervisory and leadership competencies of school heads within the San Antonio District in the Schools Division of Nueva Ecija, aiming to address specific research questions that highlight various aspects of these competencies.

Firstly, the framework considers the profile of the school heads, which includes age, sex, civil status, highest educational attainment, field of specialization, current position, years in service, years as a school head, and relevant training attended. These demographic and professional variables form the foundational context for understanding the competencies in question. Each element of the profile is examined to ascertain how it influences or correlates with the supervisory and leadership capabilities of the school heads. For instance, the years of experience and the highest educational attainment might be directly linked to a higher competency level, offering insights into how experience and education impact leadership effectiveness in TVL management.

The framework also addresses the assessment of the supervisory and leadership competence levels as perceived by both the school heads themselves and their teachers. This dual-perspective approach is essential for a comprehensive evaluation, as it allows the study to capture potential discrepancies or alignments in perceptions. Teachers' evaluations provide an external viewpoint on the school heads' competencies, while the self-assessment by the school heads offers an introspective view, highlighting their self-awareness and self-perceived strengths and weaknesses.

It also explores the challenges faced by school heads in demonstrating their supervisory and leadership competencies. Identifying these challenges is critical as it helps in understanding the barriers and constraints that might hinder effective leadership and supervision. These challenges could range from resource limitations, and policy constraints, to personal and professional development needs.

Furthermore, the study seeks to uncover any significant relationships between the school heads' profiles and their supervisory and leadership competence levels. By statistically analyzing these relationships, the study aims to determine whether certain demographic or professional characteristics significantly influence competency levels. This analysis could reveal patterns or trends crucial for developing targeted professional development programs or policies aimed at enhancing leadership and supervisory skills.

Moreover, it considers the potentially significant differences in the supervisory and leadership competence levels as perceived by the school head and their teachers. This aspect of the study is vital for understanding perception gaps that might exist between self-assessment and external assessment. Such differences can indicate areas where school heads might overestimate or underestimate their competencies, providing a basis for tailored interventions that align self-perception with external feedback.

1.4 Statement of the Problem

This study aimed to determine the school head's supervisory and leadership competence in TVL Management of Schools Division of Office of Nueva Ecija.

Specifically, it sought to answer the following questions:

1. What is the profile of the school head in terms of:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 civil status;
 - 1.4 highest educational attainment;
 - 1.5 field of specialization
 - 1.6 current position;

- 1.7 years in service;
- 1.8 years as school head; and
- 1.9 trainings attended?
2. What is the level of supervisory and leadership competence of school heads as perceived by the teachers and themselves?
3. Is there a significant relationship between the school head's profile and the level of supervisory and leadership competence?
4. Is there a significant difference in the level of supervisory and leadership competence of the school head as perceived by the teachers and themselves?
5. What are the challenges the school head encountered in demonstrating supervisory and leadership competence?
6. What plan can be proposed based on the salient findings of the study?

1.5 Null Hypothesis

In line with the sub-problems, this study tested the hypothesis in its null form at alpha level 0.05.

1. There is no significant relationship between the profile and the level of supervisory and leadership competence of the school heads.
2. There is no significant difference in the level of supervisory and leadership competence of the school head as perceived by the teachers and themselves,

1.6 Scope and Delimitation of the Study

This study aimed to assess the supervisory and leadership competencies of secondary school heads in the Technological Vocational Livelihood (TVL) strand, providing a foundation for developing an effective supervisory plan.

The respondents of this study comprise secondary school heads and teachers within the Schools Division Office (SDO) of Nueva Ecija. By selecting these specific participants, the study focuses on those directly involved in TVL management, ensuring relevant and insightful data. The timeframe for the research spans the second semester from January to May 2024 and extends into the summer months of June and July 2024. This period allows for a comprehensive collection of data over different academic phases, providing a well-rounded perspective on supervisory and leadership practices.

The study meticulously examined the profile of the school heads, considering various demographic and professional factors. These include age, sex, civil status, highest educational attainment, field of specialization, current position, years in service, years as a school head, and trainings attended. This comprehensive profiling aims to uncover potential influences on their supervisory and leadership competencies.

This study's main objective is to determine the level of supervisory and leadership competence of school heads as perceived by both the teachers and the school heads. This dual perspective is crucial in identifying discrepancies between self-assessment and external evaluation. Additionally, the study explores the challenges school heads encounter in demonstrating their supervisory and leadership skills, providing a contextual understanding of the difficulties faced in their roles.

The study also investigated the significant relationship between the school head's profile and their supervisory and leadership competence. Understanding these correlations helps identify which factors contribute most to effective leadership in TVL management. Furthermore, the study examines any significant differences in the perceived competence levels between the school heads' self-assessments and the teachers' evaluations, highlighting areas for potential improvement. Other factors that are not mentioned are not included in this study. The ultimate output of this research is a supervisory plan tailored to enhance the supervisory and leadership competencies of school heads in TVL management.

1.7 Significance of the Study

The following shows how the results of the study are beneficial to the participants and the stakeholders.

School Administrators. This study highlights the critical areas where leadership skills can be enhanced, providing a clear framework to develop and implement effective supervisory plans that can drive better educational outcomes. This insight helps administrators to strategically allocate resources and training to areas that will maximize the impact on school performance and student success.

Teachers. The findings of the study offer a supportive structure where they can thrive under competent leadership. Improved supervisory practices can foster a more collaborative and supportive work environment, leading to enhanced teaching practices and professional growth. This, in turn, creates a more positive and productive atmosphere in the classroom, benefiting the overall educational process.

Learners. The result of the study is highly beneficial for learners as well. With school heads demonstrating improved leadership and supervisory skills, the quality of education and the overall learning atmosphere is significantly enhanced. This leads to greater student engagement, improved academic performance, and the acquisition of essential skills for future career success.

Researchers. The result of the study provides valuable insights for researchers, offering a foundation to further investigate the relationship between leadership and supervision in educational settings, especially within TVL programs. This information is crucial for exploring how different leadership styles and competencies influence educational results and can inspire further research in similar or varied educational contexts.

Stakeholders. The result of the study is crucial for stakeholders, including policymakers and community leaders, as it offers evidence to support the development and implementation of policies that enhance leadership competencies among school heads. This can lead to widespread improvements in the education sector, ensuring schools are more effectively managed and better prepared to meet student needs.

Parents. The result of the study reassures parents, who are key stakeholders in their children's education, by demonstrating that school heads are being trained and supported to become more effective leaders. This assurance can build parents' confidence in the education system and foster stronger parent-school partnerships, knowing their concerns and expectations are addressed by competent leadership.

Future Researchers. The result of the study serves as a stepping stone for future researchers, providing a solid base to explore new aspects and applications of supervisory and leadership competence in various educational settings. This study lays the

groundwork for investigating how leadership development programs can be adapted to different educational levels and types, contributing significantly to the field of educational leadership and management.

1.8 Definition of Terms

Supervisory. It refers to the act or process of overseeing the performance or operation of a task or group to ensure compliance with standards and achievement of goals (Oxford English Dictionary, 2024). In this study, supervisory pertains to the roles and activities undertaken by school heads to monitor, guide, and evaluate the instructional and administrative functions of their staff within the TVL program.

Leadership. It is the action of leading a group of people or an organization, involving the capacity to inspire, influence, and guide individuals toward achieving common goals (Merriam-Webster, 2024). In this study, leadership refers to the behaviors and strategies employed by school heads to motivate and direct their teams in the effective delivery of TVL education, fostering an environment of growth and excellence.

Competence. It is defined as the ability to do something successfully or efficiently, encompassing the skills, knowledge, and abilities required for effective performance (Cambridge Dictionary, 2024). In this study, competence denotes the specific supervisory and leadership skills and knowledge that school heads must possess to effectively manage TVL programs, ensuring high-quality education and administrative processes.

School Heads. Often referred to as principals or administrators, are the leading officials in a school who are responsible for the overall management and leadership of the institution (Oxford English Dictionary, 2024). In this study, school heads are the individuals in charge of managing the TVL curriculum, overseeing both the instructional and administrative functions to ensure the program's success.

Technological Vocational Livelihood (TVL). It refers to a specialized track in education focusing on technical and vocational skills, preparing students for careers in various industries (DepEd, 2024). In this study specifically relates to the curriculum and instructional programs that equip students with practical and technical skills necessary for immediate employment and career development in vocational fields.

Management. It is the process of dealing with or controlling things or people, particularly in a business or organizational setting, involving planning, organizing, directing, and controlling resources (Merriam-Webster, 2024). In this study, management refers to the practices and processes employed by school heads to effectively run the TVL programs, including resource allocation, staff coordination, and curriculum implementation.

Supervisory Plan. It is a strategic document outlining the methods and practices used to oversee and improve the performance and productivity of employees or programs (Cambridge Dictionary, 2024). In this study, a supervisory plan is a comprehensive strategy developed by school heads to enhance their supervisory and leadership competencies in managing TVL programs, detailing specific actions, timelines, and evaluation metrics.

Perceived. It means regarded in a particular way or understood as such by individuals, often based on their observations and experiences (Oxford English Dictionary, 2024). In this study, perceived refers to the subjective assessments and opinions of teachers and staff regarding the supervisory and leadership competencies of school heads within the TVL context.

Challenges. These are defined as tasks or situations that test someone's abilities, often presenting difficulties or requiring significant effort to overcome them (Merriam-Webster, 2024). In this study, challenges refer to the specific obstacles and issues that school heads encounter in the supervision and management of TVL programs, such as resource constraints, staff resistance, and changing educational policies.

II. RESEARCH METHODOLOGY

This chapter discusses research methodology, which includes research design and the procedures used to solve research problems. Similarly, it discusses the data collection tools as well as the statistical treatments that will be used to analyze the data.

2.1 Research Design

This study employed a descriptive-correlational approach. Using a descriptive correlation approach, the research explores how these competencies influence various aspects of TVL management and, ultimately, educational outcomes.

The descriptive correlation approach used in the study allows for a detailed examination of the relationships between variables without implying causation. This method is particularly useful in educational research where complex, multifaceted issues are the norm. For instance, a key finding of the study is that school heads with strong leadership competencies tend to create a more positive school culture, which in turn supports better implementation of TVL programs (Leithwood, Harris, & Hopkins, 2020). Similarly, robust supervisory skills help in the meticulous planning and execution of TVL curricula, ensuring that educational objectives are met and resources are adequately allocated.

The study further highlights the need for targeted professional development programs that enhance both supervisory and leadership skills among school heads. Effective training programs should address specific competencies required for TVL management, such as strategic planning, conflict resolution, and the ability to adapt to technological advancements in vocational education (Bush, Bell, & Middlewood, 2019). By focusing on these areas, educational authorities can develop a supervisory plan that not only supports school heads in their current roles but also prepares them for future challenges.

2.2 Sources Data

The locale of the study, situated within the Schools Division Office of Nueva Ecija, provides a rich and dynamic context for exploring the supervisory and leadership competencies of School Heads in TVL management.

Nueva Ecija, situated in the heart of Luzon, serves as an ideal locale for investigating supervisory and leadership competence in the context of TVL management. As one of the major provinces in the Philippines, Nueva Ecija encompasses a

diverse range of secondary schools with varying degrees of infrastructure, resources, and pedagogical approaches. Within this educational framework, secondary schools offering TVL programs stand out as crucial focal points for the study.

The secondary schools selected for this research are pivotal as they represent the frontline institutions tasked with delivering TVL education to students. These schools serve as hubs of innovation, vocational training, and skill development, catering to the needs and aspirations of a diverse student population. Moreover, the presence of School Heads within these institutions assumes significance as they play pivotal roles in shaping the vision, direction, and effectiveness of TVL management.

In the context of TVL education, the role of School Heads transcends mere administrative duties to encompass leadership and supervisory functions that directly impact the quality and relevance of vocational training. Therefore, understanding the supervisory and leadership competencies of School Heads within secondary schools offering TVL programs becomes imperative for enhancing the overall efficacy and sustainability of vocational education initiatives.

Furthermore, the study extends its focus to encompass TVL teachers who constitute the backbone of vocational education delivery. These educators possess specialized skills, knowledge, and pedagogical strategies tailored to meet the demands of vocational training.

2.3 Population Sampling

In this study, purposive sampling emerges as a pertinent technique. The study focuses on secondary school heads within the educational landscape of the Schools Division Office (SDO) of Nueva Ecija. This specific demographic is chosen due to its direct relevance to the research objectives, which center on evaluating the supervisory and leadership competencies of school heads specifically in the context of TVL management.

To execute this sampling method effectively, the researchers identify and select 50 school heads from the SDO of Nueva Ecija. These school heads serve as the primary participants in the study. Additionally, to gain a comprehensive understanding and representation of the TVL management landscape, each selected school head is paired with three TVL teachers from their respective schools, resulting in a total of 150 TVL teachers.

Purposive sampling proves advantageous in this scenario due to its ability to target a specific population that aligns closely with the research objectives. By selecting secondary school heads exclusively, the study ensures that the sampled participants possess direct involvement and experience in managing TVL programs, thereby enhancing the relevance and validity of the findings.

2.4 Instrumentation and Data Collection

This study employed a self-developed questionnaire as the primary data collection instrument. A primary instrument utilized is a self-crafted questionnaire, meticulously designed to align with the mandates outlined in the Department of Education's DECS Order No. 42, series of 1991, which delineates the qualifications and standards for school heads. Additionally, Republic Act 9155, otherwise known as the Governance of Basic Education Act of 2001, serves as a guiding framework for the questionnaire's content, ensuring its relevance to the study's focus on TVL management.

To ascertain the questionnaire's validity and reliability, a crucial step involved its scrutiny by three experts proficient in the field of educational leadership and TVL management. These experts, possessing a nuanced understanding of the intricacies involved in school supervision and leadership within the TVL context, assessed the questionnaire using a 10-item validity tool (see Likert scale on the next page). Their input not only ensured the questionnaire's alignment with the study's objectives but also bolstered its credibility and effectiveness in eliciting relevant responses from participants.

Moreover, to facilitate efficient data collection, the questionnaire was administered using Google Forms—a widely accessible online platform known for its user-friendly interface and efficient data management capabilities. By opting for an online format, the researchers were able to overcome geographical barriers and reach a wider pool of potential respondents, thereby enhancing the study's scope and representativeness.

Numerical value	Score Range	Description
5	4.51 – 5.00	Very High (VH)
4	3.51 – 4.50	High (H)
3	2.51 – 3.50	Moderate (M)
2	1.51 – 2.50	Low (L)
1	1.00 – 1.50	Very low (VL)

2.5 Tools for Data Analysis

To derive valuable insights and make significant discoveries, the data underwent a rigorous analysis employing appropriate statistical methods through IBM SPSS Statistics 20. This process ensured the precision of the results in accurately portraying the real situation and providing solutions to the research's addressed concerns.

To answer sub-problem 1, the profile of the respondents, frequency counts, and percentages were used.

To answer sub-problems 2, the level of supervisory and leadership competence of school heads as perceived by the teachers and themselves, the weighted mean were computed and described using a five-point Likert scale with a descriptive equivalent shown below:

Score	Median Score Range	Descriptive Equivalents
5	4.51 – 5.00	Very Highly Competent (VHC)
4	3.51 – 4.49	Highly Competent (HC)
3	2.51 – 3.49	Somewhat Competent (SoC)
2	1.51 – 2.49	Slightly Competent (SIC)
1	1.00 – 1.49	Not Competent (NC)

To answer sub-problem number 3, the degree of seriousness of the school head's challenges encountered in demonstrating supervisory and leadership competence, the weighted mean were computed, Rank, and described using a five-point Likert scale with a descriptive equivalent shown below:

Score	Median Score Range	Descriptive Equivalents
5	4.51 – 5.00	Extremely Serious (ES)
4	3.51 – 4.50	Very Serious (VS)
3	2.51 – 3.50	Somewhat Serious (SoS)
2	1.51 – 2.50	Slightly Serious (SIS)
1	1.00 – 1.50	Not Serious (NS)

To answer sub-problem 4, to test if there is a significant relationship between the school head's profile and the level of supervisory and leadership competence, Pearson-R, Point Biserial, Chi-Square Test, and Spearman Rank were utilized.

To answer sub-problem 5, to test if there is a significant difference in the level of supervisory and leadership competence of the school head as perceived by the teachers and themselves, Pearson-R was utilized.

To answer sub-problem number 6, a Supervisory Plan was proposed.

III. RESULTS AND DISCUSSION

3.1 Relationship between the Supervisory and Leadership Competence and the Profile of School Heads in TVL Management in Nueva Ecija

Table 1: Test of Relationship between the Supervisory and Leadership Competence and the Profile of School Heads in TVL Management in Nueva Ecija

Profile	Supervisory		Leadership	
	Statistics	P-value	Statistics	P-value
Age ^a	0.076	0.705	-0.096	0.634
Sex ^b	-0.279	0.159	-0.462	0.015
Civil Status ^d	4.219 ^a	0.837	4.436 ^a	0.880
Highest Educational Attainment ^c	0.220	0.271	-0.242	0.224
Specialization ^d	62.20 ^a	0.265	63.564 ^a	0.456
Position ^d	63.564 ^a	0.456	21.990 ^a	0.580
Years in Service ^a	0.106	0.598	0.077	0.702
Years in Service as School Head ^a	-0.098	0.626	-0.034	0.867
Relevant Training ^a	0.288	0.145	0.327	0.096

*Significant at 0.05

^aPearson-r; ^bPoint Biserial Correlation; ^cSpearman – Rho, and Chi-Square Test

Table 1 presents a comprehensive analysis of the relationship between the supervisory and leadership competence of school heads in TVL Management in Nueva Ecija and their demographic profiles. The statistics and p-values presented in the table provide insights into the significant factors affecting both competencies. The relationship between school heads' profile and their supervisory and leadership skills was tested using various statistical methods, such as Pearson-r, Point Biserial Correlation, Spearman-Rho, and Chi-Square tests, depending on the variable.

Firstly, the analysis reveals that age does not significantly affect the supervisory or leadership competencies of school heads, as evidenced by the high p-values (0.705 for supervisory and 0.634 for leadership). This is consistent with Cruz & Dela Cruz (2021), who found no significant correlation between age and the competencies of school heads. The absence of a significant relationship between age and school leadership contradicts other studies like Wang & Leithwood (2022), which suggest that age could positively influence leadership skills, yet does not align with Hanushek & Rivkin's (2022) observation that older school heads may experience declining effectiveness in school management.

Regarding sex, the data show a moderate negative correlation with leadership competence (p-value of 0.015), indicating that gender may have a significant effect on leadership skills. This finding resonates with the studies of Hausenblas and Schueler (2021), who noted that female school heads tend to exhibit higher leadership effectiveness than their male counterparts. However, the negative correlation with supervisory competence (p-value of 0.159) suggests that gender may not significantly influence this area of competence.

Civil status did not show any significant correlation with either supervisory or leadership competence, with p-values of 0.837 and 0.880, respectively. This finding aligns with existing literature, such as Leithwood and Strauss (2020), which underscores the limited relevance of civil status to school heads' effectiveness in leadership and supervision.

In terms of educational attainment, no significant relationship was found with either supervisory or leadership competence, with p-values of 0.271 and 0.224, respectively. This echoes the findings of Almodiel & Catapang (2019) and Cruz & Dela Cruz (2021), who suggested that higher education may not directly correlate with stronger leadership skills. Moreover, the study by Limon (2019) underlines that leadership effectiveness is more strongly linked to practical experience rather than formal education, especially in TVL management.

Specialization showed no significant impact on either supervisory or leadership competence (p-values of 0.265 and 0.456). This suggests that specialized knowledge, while valuable, may not necessarily enhance the leadership or supervisory skills required for managing TVL programs, which aligns with Leithwood & Strauss's (2020) observation that general leadership abilities often take precedence over subject-specific expertise.

The position had no significant p-value for leadership competence (0.580), implying that higher positions may not necessarily result in better leadership or supervisory outcomes. This contrasts with Spillane & Kawalkar (2021), who argue that higher-ranking school heads tend to perform better in leadership roles. Similarly, the relationship between years of service and supervisory or leadership competence (p-values of 0.598 and 0.702) was also found to be not insignificant, suggesting that tenure does not necessarily equate to better performance, as noted by Grissom & Bartanen (2020), whose study suggested that more experience does not always translate into better supervisory abilities.

Finally, the data suggest that relevant training had a weak but positive correlation with leadership competence (p-value of 0.096), supporting the idea that professional development plays a crucial role in enhancing leadership abilities, as pointed out by Dela Cruz and Reyes (2019). However, the lack of significant correlation with supervisory competence (p-value of 0.145) reflects Zhao et al.'s (2020) findings, where the quantity of leadership training alone did not lead to significant improvements in the effectiveness of school heads.

3.2 Difference between the Supervisory and Leadership Competence of School Heads in TVL Management in Nueva Ecija as Perceived Themselves and Teachers

Table 2: Test of Difference between the Supervisory and Leadership Competence of School Heads in TVL Management in Nueva Ecija as Perceived Themselves and Teachers

School Head and Teachers		F	Sig.
Supervisory	Between Groups	1.523	.220
	Within Groups		
	Total		
Leadership	Between Groups	2.104	.150
	Within Groups		
	Total		

Table 2 presents the results of the test of the difference between the supervisory and leadership competencies of school heads in TVL management, as perceived by themselves and the teachers in Nueva Ecija. The table indicates that the differences in the perceptions of supervisory and leadership competencies between school heads and teachers were not statistically significant. For supervisory competence, the F-value is 1.523 with a p-value of 0.220, while for leadership competence, the F-value is 2.104 with a p-value of 0.150. Since both p-values exceed the 0.05 significance level, this suggests that there is no significant difference between how school heads and teachers perceive the school heads' supervisory and leadership competencies in TVL management.

This finding corroborates the studies of Anonuevo and Dayag (2019) and Dela Cruz and Santos (2020), who observed that school heads tend to rate their own leadership and supervisory skills higher than how teachers perceive them. Teachers generally report feeling less support from their school heads than the school heads themselves believe they are providing. These results are consistent with research by Daniëls et al. (2020), who pointed out that school heads often perceive themselves to be more competent in their leadership and supervisory roles than their teachers perceive them to be.

The findings also align with earlier research by Dayag (2020) and Eugenio et al. (2022), which found no significant difference in the perceptions of school heads and teachers regarding the effectiveness of the school heads' supervisory and leadership skills. These findings highlight the potential for overconfidence among school heads regarding their competencies in managing TVL programs.

Moreover, these results emphasize the importance of accurately assessing the actual competencies of school heads, as effective leadership and supervision are crucial for the success of TVL programs. While both supervisory and leadership competencies are necessary for school heads to manage TVL programs successfully, the lack of significant differences in the perceptions of school heads and teachers suggests that there may be room for improvement in the actual implementation of leadership and supervisory practices. This finding supports the call from Morris & Gronlund (2019) and Singh et al. (2022) for school heads to invest in their professional development, particularly in areas like teacher mentoring and professional growth, which are essential to improving the quality of TVL education.

3.3 Proposed Supervisory Plan for School Heads in Technological Vocational Livelihood Management in Nueva Ecija

I. Rationale. Based on the findings of this study, school heads in Nueva Ecija exhibit high levels of supervisory and leadership competence, particularly in classroom observation, professional development, and ethical leadership. However, challenges remain in adapting to new educational trends, fostering inclusivity, and resource management. This supervisory plan aims to provide structured guidance to support school heads in addressing these challenges and improving their overall effectiveness in managing TVL programs. Through targeted supervisory activities, this plan will reinforce the strengths of school heads while addressing identified areas for growth.

II. Goal. To enhance the supervisory and leadership effectiveness of school heads in TVL management by providing structured activities that address key competencies, support continuous professional development, and foster an inclusive, adaptive, and resource-efficient educational environment.

III. Proposed Supervisory Plan

Area of Responsibility	Objectives	Supervisory Activity	Schedule	Focused Area
Classroom Observation & Feedback	To enhance instructional quality by improving observation techniques and feedback mechanisms.	Conduct workshops on effective observation and feedback.	Quarterly	Observation & feedback skills
	To provide constructive feedback for professional growth.	Monthly peer-review sessions and feedback training.	Monthly	Teacher professional development
Professional Development	To update school heads on emerging TVL trends and teaching methodologies.	Host seminars on innovative TVL practices and technology.	Bi-annual	Modern TVL teaching methods
	To improve leadership skills through continuous learning.	Leadership training sessions with focus on collaboration.	Quarterly	Leadership and team-building
Resource Management	To equip school heads with skills in budget management and resource allocation.	Conduct budgeting and financial planning workshops.	Semi-annual	Efficient use of resources
	To identify and maximize resource utilization.	Resource audit and optimization session.	Annual	Resource efficiency
Inclusivity & Diversity	To create an inclusive learning environment that supports diverse student needs.	Develop inclusive teaching practice training programs.	Bi-annual	Inclusive teaching practices
	To foster diversity in teaching and learning strategies.	Cultural sensitivity and diversity workshops.	Quarterly	Cultural inclusivity
Change Management	To develop adaptability and resilience in educational leadership.	Provide change management workshops and role-playing.	Annual	Adapting to change
	To equip school heads with tools to navigate educational trends and uncertainty.	Strategy planning and scenario analysis training.	Annual	Educational trends and challenges
Teacher Support & Accountability	To support teachers' professional growth and ensure accountability.	Mentorship programs and peer-coaching initiatives.	Bi-monthly	Teacher growth and accountability
	To encourage continuous improvement and address underperformance.	Performance evaluation training for school heads.	Quarterly	Performance management

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary, conclusions, and recommendations based on the gathered, analyzed, and interpreted results.

4.1 Summary

The study aimed to determine the supervisory and leadership skills of school heads in Technological Vocational Management at Nueva Ecija.

The study pursued to test the following hypotheses in their null form at a 0.05 level of significance: There is no significant relationship between the profile and the supervisory and leadership skills of school heads in Technological Vocational Management at Nueva Ecija. There is no significant difference between the perceived supervisory and leadership skills of school heads by teachers and themselves in Technological Vocational Management at Nueva Ecija.

The correlational research design was used in this study. This research design is appropriate for this study since it will describe the relationship between the profile and the supervisory and leadership skills of school heads in Technological Vocational Management at Nueva Ecija. It will also describe the difference between the perceived supervisory and leadership skills of school heads by teachers and themselves.

The cluster sampling technique was used in this study. The 27 school heads and 81 teachers from Nueva Ecija Division were the respondents.

The study made use of a self-made questionnaire as the primary data collection instrument to gather information from the 27 school heads and 81 teachers from the Nueva Ecija Division.

The gathered data were collected, analyzed, and interpreted using frequency counts, percentages, average weighted mean, Pearson-R, Point-Biserial, Spearman rho, Chi-Square Test, and ANOVA.

4.2 Conclusions

From the presented results, the following conclusions are drawn:

1. The majority of school heads in Nueva Ecija are aged between 50 and 59, predominantly female, and married. Most hold postgraduate degrees, with a significant number having expertise in Home Economics and TLE, and serve in leadership roles such as principals, assistant principals, and head teachers.
2. School heads perceive themselves as very highly competent in areas such as classroom observation, feedback, professional development for teachers, and policy compliance, with an overall high competency rating of 4.53. This indicates that they are confident in their ability to effectively oversee TVL management.
3. School heads also perceive themselves as highly competent, with strengths in fostering a collaborative culture, ethical behavior, and managing a supportive learning environment. Their overall leadership competence score of 4.59 reflects their strong leadership skills in guiding TVL initiatives.
4. In terms of supervisory competence as perceived by teachers, school heads are seen as highly competent, with teachers rating them positively in areas such as monitoring instructional programs and ensuring effective curriculum implementation. The average teacher perception score of 4.37 suggests that teachers acknowledge the school heads' capabilities in TVL management.
5. In terms of leadership competence as perceived by teachers, the school heads are also rated highly, with teachers recognizing their clear communication, collaborative school culture, and ethical leadership. The teachers' average score of 4.39 indicates a strong alignment with the school heads' self-perception of leadership effectiveness.
6. The most significant challenges in supervisory competence include keeping up with evolving educational trends, fostering continuous improvement, and addressing performance issues. In leadership competence, the key challenges involve ensuring equity, inclusivity, managing resources effectively, and adapting to changes in the educational landscape. These challenges highlight the complex responsibilities of school heads in managing both educational and leadership aspects of TVL programs.

4.3 Recommendations

Based on the results of the study, the following recommendations are hereby presented:

1. Provide tailored programs focusing on the latest TVL trends, innovative teaching methods, and leadership strategies to help school heads stay current and effective.
2. Encourage school heads to engage teachers, staff, and stakeholders in decision-making processes to advance TVL initiatives through team-based leadership.
3. Offer training on inefficient resource allocation and budgeting to help school heads manage financial constraints while maintaining high standards in TVL education.
4. Implement mentorship or coaching programs to support struggling teachers and foster a culture of accountability and continuous growth.
5. Develop and implement policies that ensure a more inclusive environment for all students, with a focus on supporting diverse needs and fostering diversity in teaching practices.
6. Equip school heads with change management skills through workshops and training sessions to help them navigate educational shifts and manage uncertainty effectively.

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