



## **SUPERVISORY LEADERSHIP SKILLS OF SCHOOL HEADS AND TEACHING SKILLS OF TECHNICAL-VOCATIONAL AND LIVELIHOOD AND TECHNOLOGY AND LIVELIHOOD EDUCATION TEACHERS**

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### **ABSTRACT**

This study determines the significant relationship between the supervisory leadership skills of school heads and teaching skills of Technical-vocational and livelihood and Technology and Livelihood Education Teachers in Taberna National High School and San Guillermo national High School. A proposed instructional supervisory plan was formulated based on the results of the study. This study employed a quantitative-correlational research design to determine the relationship between the supervisory leadership skills of school heads and the teaching effectiveness of supervisory Leadership skills and teaching skills of TVL (Technical-Vocational & Livelihood) and TLE teachers. The correlational method is appropriate as the study seeks to examine the degree and nature of the association between two variables without manipulating them: (1) the supervisory leadership skills of school heads, and (2) the teaching effectiveness of TVL and TLE teachers. Through the used of standardized survey questionnaires validated by experts and anchored on established frameworks such as Hallinger and Murphy's (1985) instructional leadership model and the Department of Education's (2018) RPMS-PPST, data were collected from selected TVL teachers and school heads within the identified Senior High Schools. The results of the study were analyzed using statistical tools such as mean, standard deviation, and Pearson's  $r$  to assess the strength and significance of the relationship. This design enables the researcher to draw conclusions on whether

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leadership practices of school heads significantly influence teaching effectiveness in the TVL strand, and provides data-driven insights for improving school-based supervision in technical-vocational education. The Test of Relationship between Supervisory Leadership Skills of School Heads and Teachers' Teaching Skills. The table shows the correlation coefficient ( $r$ ), the computed  $t$ -value, the table value at 0.05 level of significance, the decision on the null hypothesis ( $H_0$ ), and the interpretation of results. The purpose of this table is to determine whether a significant relationship exists between the supervisory leadership of school heads and the teaching skills of teachers. As reflected in the table, the computed correlation coefficient which indicates a moderate positive relationship between the two variables. This suggests that as school heads demonstrate stronger supervisory leadership skills, the teaching skills of teachers also improve correspondingly. The computed  $t$ -value is greater than the table value, which leads to the rejection of the null hypothesis. This means that the relationship between the two variables is statistically significant. The decision to reject the null hypothesis confirms that supervisory leadership and teaching skills are indeed related. The interpretation of a moderate positive correlation further highlights that while the relationship is not perfect, it is substantial enough to suggest that effective school leadership has a direct and meaningful influence on the teaching performance of teachers. This finding underscores the importance of school heads' active supervision, mentoring, and support in shaping teachers' competence and instructional delivery. The results imply that there is a significant moderate positive relationship between the supervisory leadership skills of school heads and the teaching skills of teachers. The result implies that effective leadership contributes positively to teacher performance, although other factors may also influence teaching skills. The computed value being greater than the critical value strengthens the evidence that supervisory leadership is significantly linked to the improvement of teachers' teaching practices.

**Keywords:** *Supervisory Leadership Skills, School Head, Teaching Skills of Technical-Vocational and Technology and Livelihood Education, Teachers*

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## INTRODUCTION

Supervisory leadership skills play a critical role in shaping the teaching and learning environment within schools, as they encompass the ability of school leaders to guide, support, and improve the instructional practices of teachers. These skills include communication, instructional supervision, professional development support, and performance evaluation—all of which contribute to enhanced teacher motivation and classroom effectiveness. Recent studies have highlighted the significance of supervisory leadership in influencing teaching outcomes. For instance, Del Rosario and Tamayo (2022) found that effective supervisory practices positively impact teacher performance and instructional quality in secondary schools. Similarly, Santos (2023) emphasized that leadership strategies tailored to the unique needs of TVL teachers significantly contribute to their teaching effectiveness, especially in delivering competency-based instruction. Furthermore, Cruz and Mariano (2021) identified that the alignment of supervisory support with technical-vocational objectives leads to improved student engagement and skill acquisition. Given these findings, it becomes essential to investigate the specific supervisory leadership skills that contribute to the teaching effectiveness of TVL teachers in the Senior High School setting, where hands-on training and industry-relevant competencies are prioritized.

The research has impacted her personal development in several important ways. It also deepened her grasp of educational supervision and leadership relative to teaching quality, which she appreciates as a critical aspect of education. Prior to this engagement, she was only aware of the impact good leadership could have on an organization's performance. This study compelled me to learn about most effective supervisors' competencies, particularly in relation to their roles within TVL education. She discovered vital information concerning TVL programs and the particular leadership approaches required for them.

Conducting research strengthened her thinking and analyzing skills. Her had to evaluate existing literature on supervisory leadership and teaching effectiveness which drew out important ideas, gaps, and possible questions that needed further research. This was by

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no means easy as it involved going through complex research papers, diverse perspectives, and forming my own informed opinions. Her ability to assess and interpret information deeply improved during the process of arguing different research methodologies and interpreting their findings. These sharpened analytical skills benefit many areas of my life including personal and professional settings.

Her understanding of the educational system has grown with this research. She truly appreciated considering the multitude of elements impacting teaching performance, such as the organizational climate at the school, available resources, and socioeconomic factors at large. This insight compassionately shifted my perspective away from a one-dimensional view of teaching effectiveness towards appreciating the systemic struggles teachers navigate. It has shaped a new empathetic appreciation for educators and the difficult context within which they work.

This research experience has really boosted her confidence in tackling complex academic challenges. Successfully navigating the whole research process from coming up with a research question to analyzing data and drawing conclusions—has given me a real sense of accomplishment and a stronger belief in her abilities. This newfound confidence is priceless, empowering me to face future academic and professional challenges with more self-assurance and a proactive attitude. Overall, this experience has been transformative, significantly shaping her intellectual growth and deepening her appreciation for the complexities of educational leadership and teacher development.

Effective supervisory leadership goes beyond just managing tasks; it's about creating a nurturing and challenging atmosphere where teachers can grow their skills and improve their students' learning experiences. This research aims to unpack how different leadership styles and practices can either support or hinder the success of TVL programs. The study should explore these complexities, possibly using various assessment methods to get a well-rounded view of teaching effectiveness. Having a solid definition is key to drawing meaningful

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insights and offering practical suggestions for enhancing teacher performance and improving student outcomes.

Moreover, the potential impact of this research goes beyond just the TVL education context. The findings can enrich our understanding of effective supervisory practices across various educational environments. The insights we gather could influence policy decisions, teacher training initiatives, and school improvement efforts aimed at boosting teaching quality and student success throughout the entire educational landscape. By examining the link between leadership and teaching effectiveness, this research plays a vital role in the ongoing discussion about enhancing educational outcomes and ensuring that every student, no matter their field of interest, receives top-notch instruction.

One of the major hurdles in exploring "Supervisory Leadership Skills and Their Impact on the Teaching Effectiveness of TVL Teachers in Senior High School" is figuring out how to define and measure "teaching effectiveness." While standardized tests can provide some numerical data, they often miss the rich, complex nature of what makes TVL teaching truly effective. Given that TVL programs focus on practical skills and hands-on learning, traditional assessment methods just don't cut it. It's essential to create a well-rounded assessment framework that blends both quantitative and qualitative data—think student projects, workplace performance, and teacher observations. However, crafting this framework is no small feat. Striking a balance between the need for solid measurement and the intricacies of evaluating practical skills calls for thoughtful consideration and some creative solutions.

Another challenge is the struggle to pinpoint the specific impact of supervisory leadership amidst all the other factors that affect teaching effectiveness. Elements like school resources, teacher experience, student demographics, and even the wider socioeconomic landscape all contribute to how teachers perform. To draw a clear line between supervisory leadership and teaching effectiveness, we need to control for these other variables, which can be quite a complex statistical task. This means we need a strong research design that

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thoughtfully considers and accounts for these potential influences, ensuring that our findings genuinely reflect the role of supervisory leadership.

On top of that, translating research findings into practical recommendations for enhancing supervisory practices and teacher development is another unique hurdle. The research should go beyond just spotting correlations; it needs to explore the "how" and "why" behind effective supervisory leadership. The insights gained should offer actionable guidance that can shape effective leadership development programs and support systems for TVL teachers. This calls for a careful interpretation of the data, focusing on creating practical recommendations that are both doable and impact within the current educational landscape. Bridging the gap between research findings and real-world application is essential for maximizing the benefits of this research.

Given the vital role of supervisory leadership in enhancing the instructional performance of TVL teachers—who are tasked with equipping students with industry-relevant skills—there is a pressing need to conduct this study to examine how specific supervisory leadership skills influence teaching effectiveness in the Senior High School setting. This research will provide valuable insights for school administrators, department heads, and educational leaders in designing more responsive and supportive supervisory practices tailored to the unique demands of the TVL track. Moreover, TVL teachers themselves will benefit through improved guidance and professional growth opportunities, ultimately leading to better student outcomes. The findings will also be beneficial to policymakers and curriculum planners seeking to strengthen the implementation of the K to 12 program through evidence-based leadership strategies.

This study determines the significant relationship between the supervisory leadership skills of school heads and teaching skills of Technical-vocational and livelihood and Technology and Livelihood Education Teachers in Taberna National High School and San Guillermo National High School. A proposed instructional supervisory plan was formulated based on the results of the study.

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Specifically, this study sought to answer the following questions:

1. What is the extent of the Supervisory Leadership Skills of school heads in terms of the following:

- 1.1 Instructional Supervision;
- 1.2 Professional Development Support; and
- 1.3 Resource and Program Management?

2. What is the teaching skills of TVL (Technical-Vocational & Livelihood) and TLE teachers in terms of the following:

- 2.1. Instructional Planning and
- 2.2 Instructional Delivery;
- 2.3 Learning Delivery;
- 2.4. Assessment and Evaluation; and
- 2.5. Industry Linkages and Work Immersion Facilitation?

3. Is there a significant relationship between the supervisory Leadership skills and teaching skills of TVL (Technical-Vocational & Livelihood) and TLE teachers?

4. What Instructional Leadership plan can be proposed based on the findings of the study?

Statement of Hypothesis

H0 – There is no significant relationship between the supervisory Leadership skills and teaching skills of TVL (Technical-Vocational & Livelihood) and TLE teachers.

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## METHODOLOGY

**Design.** This study employed a quantitative-correlational research design to determine the relationship between the supervisory leadership skills of school heads and the teaching effectiveness of supervisory Leadership skills and teaching skills of TVL (Technical-Vocational & Livelihood) and TLE teachers. The correlational method is appropriate as the study seeks to examine the degree and nature of the association between two variables without manipulating them: (1) the supervisory leadership skills of school heads, and (2) the teaching effectiveness of TVL and TLE teachers. Through the used of standardized survey questionnaires validated by experts and anchored on established frameworks such as Hallinger and Murphy's (1985) instructional leadership model and the Department of Education's (2018) RPMS-PPST, data were collected from selected TVL teachers and school heads within the identified Senior High Schools. The results of the study were analyzed using statistical tools such as mean, standard deviation, and Pearson's  $r$  to assess the strength and significance of the relationship. This design enables the researcher to draw conclusions on whether leadership practices of school heads significantly influence teaching effectiveness in the TVL strand, and provides data-driven insights for improving school-based supervision in technical-vocational education. The main locale of the study was Taberna and San Guillermo National High Schools. The respondents of the study were the 2 School Head, 11 TVL Teachers 14 TLE teachers. The primary research instrument to be used in this study is a structured survey questionnaire. The information for the analysis was gathered using two (2) distinct survey instruments: one to gauge school heads' level of supervisory leadership skills (Adapted from Hallinger & Murphy, 1985; Esllera & Escala, 2024; Antonio & Eslabon, 2023) and another to gauge teaching effectiveness in TVL (Based on Danielson, 2007; DepEd RPMS-PPST, 2018; Esllera & Escala, 2024) respectively. The proposed Instructional Supervisory Plan was taken based on the findings of the study.

**Sampling.** The respondents of the study were the 2 School Head, 11 TVL Teachers 14 TLE teachers that were involved in this study were being identified and the primary means of reach

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was during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.

**Research Procedure.** To gather the necessary data in one month (30 days), the researcher asked permission from the office of the Schools Division Office headed by the Schools Division Superintendent through a Transmittal Letter. The same letter content was given to the Public-School District Supervisor, the School Principal, and the teachers whose respondents were under their care. The researcher distributed the survey questionnaires to the School Administrators to be answered by the teachers. After one month, the questionnaires were retrieved, consolidated, and subjected to statistical treatment using Pearson's  $r$ . The data were collated and submitted for appropriate statistical treatment.

**Ethical Issues.** The right to conduct the study was strictly adhered to through the approval of the principals and the approval of the Superintendent of the Division. Orientation of the respondents, both school principals and teachers, was done. Participation was strictly voluntary. Anonymity and confidentiality were maintained throughout the study. Results were used solely for research and educational improvement purposes.

**Treatment of Data.** The following statistical formulas were used in this study:

The quantitative responses were tallied and tabulated. The data were treated statistically using the following tool:

The Simple Percentage and weighted mean was employed to determine the supervisory leadership skills of School Head and

Pearson  $r$  Moment Correlation Coefficient was used to determine the significant relationship between supervisory leadership skills of School Heads and Teaching Effectiveness of SHS Teachers.

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## RESULTS AND DISCUSSION

**TABLE 1**  
**Supervisory Leadership Skills of School Heads**

<b>A. Instructional Supervision</b>	<b>Weighted Mean</b>	<b>Interpretation</b>
1. Conducts regular classroom observations and walkthroughs.	3.80	Agree
2. Provides written and oral feedback after observations.	4.20	Agree
3. Monitors lesson plans and instructional materials regularly.	3.20	Neutral
4. Assesses the alignment of teaching practices with curriculum standards.	4.20	Agree
5. Encourages reflective teaching practices and goal-setting.	4.32	Strongly Agree
6. Supports differentiated instruction based on student needs.	3.88	Agree
7. Collaborates with teachers during post-observation conferences.	4.60	Strongly Agree
<b>Mean</b>	<b>4.03</b>	<b>Agree</b>
<b>B. Professional Development Support</b>	<b>Weighted Mean</b>	<b>Interpretation</b>
8. Recommends participation in relevant TVL trainings and workshops.	4.60	Strongly Agree
9. Organizes or supports school-based learning action cells (LAC sessions).	4.32	Strongly Agree
10. Encourages attendance at technical-vocational conferences/seminars.	4.60	Strongly Agree
11. Provides access to teaching and learning resources.	3.88	Agree
12. Mentors teachers in applying newly learned strategies.	4.16	Agree
13. Uses teacher evaluation results to guide development plans.	4.32	Strongly Agree
<b>Mean</b>	<b>4.31</b>	<b>Strongly Agree</b>

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C. Resource and Program Management	Weighted Mean	Interpretation
14. Ensures the availability of tools and equipment for TVL instruction.	3.80	Agree
15. Coordinates with industry partners for immersion and assessment.	3.88	Agree
16. Allocates school resources based on TVL needs.	3.88	Agree
17. Encourages the use of ICT and simulation tools in teaching.	4.20	Agree
18. Aligns school improvement plans with TVL goals and standards.	4.32	Strongly Agree
19. Engages in regular monitoring of work immersion implementation.	4.32	Strongly Agree
20. Ensures the availability of tools and equipment for TVL instruction.	3.68	Agree
<b>Mean</b>	<b>4.01</b>	<b>Agree</b>

| **Grand Mean | 4.12 | Agree |**

#### Legend:

- 4.21 – 5.00 = Strongly Agree (Very High)
- 3.41 – 4.20 = Agree (High)
- 2.61 – 3.40 = Neutral (Moderate)
- 1.81 – 2.60 = Disagree (Low)
- 1.00 – 1.80 = Strongly Disagree (Very Low)

This table presents Supervisory Leadership Skills of School Heads, which is categorized into three dimensions: Instructional Supervision, Professional Development Support, and Resource and Program Management. Each item was evaluated using a weighted mean and corresponding interpretation to determine the extent of school heads' supervisory leadership practices. The overall grand mean of the responses is also provided to capture the general level of agreement among teachers regarding the leadership skills of their school heads.

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In terms of Instructional Supervision, the results show that school heads generally perform well in monitoring and guiding teachers' instructional practices. Among the indicators, the highest-rated is the collaboration with teachers during post-observation conferences (WM = 4.60, Strongly Agree), followed by encouraging reflective teaching practices and goal-setting (WM = 4.32, Strongly Agree). Meanwhile, the lowest rating is on monitoring lesson plans and instructional materials (WM = 3.20, Neutral), indicating that this area needs improvement. Overall, the mean score of 4.03 (Agree) reveals that instructional supervision is consistently implemented, although there are aspects that could be strengthened further.

For Professional Development Support, the findings indicate that school heads provide very strong assistance to teachers in terms of continuous growth and training. The highest indicators are recommending participation in relevant TVL trainings and workshops (WM = 4.60, Strongly Agree) and encouraging attendance at technical-vocational conferences or seminars (WM = 4.60, Strongly Agree). The lowest is providing access to teaching and learning resources (WM = 3.88, Agree). Despite this, the overall mean of 4.31 (Strongly Agree) signifies that professional development is highly supported and prioritized by school heads.

In the aspect of Resource and Program Management, results reveal that school heads perform well in aligning and managing resources to meet TVL program goals. The highest-rated indicators are aligning school improvement plans with TVL goals and standards (WM = 4.32, Strongly Agree) and monitoring work immersion implementation (WM = 4.32, Strongly Agree). The lowest rating was given to ensuring the availability of tools and equipment for TVL instruction (WM = 3.68, Agree), which implies some resource limitations. The overall mean of 4.01 (Agree) suggests that resource and program management is practiced effectively but requires further reinforcement in terms of resource allocation.

The results imply that the overall supervisory leadership skills of school heads are rated Agree, with a grand mean of 4.12. This implies that while school heads demonstrate commendable skills in instructional supervision, professional development support, and resource management, certain areas such as monitoring of instructional materials and

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provision of resources still need more consistent attention. The findings highlight that teachers generally recognize the leadership of school heads as effective, though some gaps must be addressed to fully optimize their supervisory role.

**TABLE 2**

**TEACHERS' TEACHING SKILLS**

Indicators	Weighted Mean	Interpretation
<b>A. Instructional Planning</b>		
1. The teacher prepares lesson plans aligned with curriculum standards.	4.92	Strongly Agree
2. The teacher integrates relevant TVL competencies into planning.	4.24	Strongly Agree
3. Learning objectives are clearly defined and measurable.	4.36	Strongly Agree
4. The teacher uses data from previous assessments to inform lesson planning.	4.20	Agree
5. Instructional materials are prepared in advance and appropriate to the topic.	4.28	Strongly Agree
<b>Mean</b>	<b>4.40</b>	<b>Strongly Agree</b>
<b>B. Instructional Delivery</b>		
6. The teacher uses a variety of teaching strategies suitable to student needs.	4.80	Strongly Agree
7. Lessons are delivered clearly and logically.	4.76	Strongly Agree
8. The teacher promotes active student participation during instruction.	4.92	Strongly Agree
9. Technology and tools are effectively integrated in the teaching process.	4.84	Strongly Agree
10. The teacher demonstrates mastery of the subject matter.	4.60	Strongly Agree
<b>Mean</b>	<b>4.78</b>	<b>Strongly Agree</b>

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Indicators	Weighted Mean	Interpretation
<b>C. Learning Delivery</b>		
11. The teacher uses appropriate teaching methods that suit the learning styles and needs of students.	4.36	Strongly Agree
12. The teacher explains concepts clearly and adjusts explanations when students have difficulty understanding.	4.64	Strongly Agree
13. Instructional time is maximized, and lessons are delivered in a well-organized manner.	4.60	Strongly Agree
14. The teacher actively engages students in the learning process through discussions, demonstrations, or hands-on activities.	4.92	Strongly Agree
15. The teacher integrates real-life examples and industry practices into lesson delivery to enhance relevance and application.	4.88	Strongly Agree
<b>Mean</b>	<b>4.68</b>	<b>Strongly Agree</b>
<b>D. Assessment &amp; Evaluation</b>		
16. The teacher uses a variety of assessment tools and techniques.	4.56	Strongly Agree
17. Assessment tasks reflect real-world and industry-relevant applications.	4.92	Strongly Agree
18. Feedback from assessments is given promptly and constructively.	4.96	Strongly Agree
19. Assessment results are used to improve instructional delivery.	4.88	Strongly Agree
20. Students are involved in self-assessment or peer evaluation.	4.96	Strongly Agree
<b>Mean</b>	<b>4.86</b>	<b>Strongly Agree</b>
<b>E. Industry Linkages and Work Immersion Facilitation</b>		
21. The teacher collaborates with industry partners for student immersion.	5.00	Strongly Agree
22. Students are guided in workplace readiness and expectations.	5.00	Strongly Agree

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Indicators	Weighted Mean	Interpretation
23. The teacher ensures that work immersion experiences align with TVL specializations.	5.00	Strongly Agree
24. Clear guidelines and documentation are provided for work immersion.	5.00	Strongly Agree
25. The teacher regularly monitors and evaluates student performance during immersion.	5.00	Strongly Agree
<b>Mean</b>	<b>5.00</b>	<b>Strongly Agree</b>
<b>Grand Mean</b>	<b>4.74</b>	<b>Strongly Agree</b>

#### Legend:

- 4.21 – 5.00 = Strongly Agree (Very High)
- 3.41 – 4.20 = Agree (High)
- 2.61 – 3.40 = Neutral (Moderate)
- 1.81 – 2.60 = Disagree (Low)
- 1.00 – 1.80 = Strongly Disagree (Very Low)

This table presents Teachers' Teaching Skills, which include five major indicators: Instructional Planning, Instructional Delivery, Learning Delivery, Assessment and Evaluation, and Industry Linkages and Work Immersion Facilitation. Each aspect was assessed using weighted means and interpreted according to the given scale, with the overall performance of teachers summarized through a grand mean. The results provide an overview of how teachers demonstrate competence in planning, delivering, assessing, and connecting classroom instruction with industry-based practices.

In terms of Instructional Planning, teachers strongly agree that they prepare lesson plans aligned with curriculum standards (WM = 4.92), clearly define objectives (WM = 4.36), and prepare instructional materials in advance (WM = 4.28). However, the lowest indicator is the use of previous assessment data in planning (WM = 4.20, Agree). Overall, the mean rating of 4.40 (Strongly Agree) suggests that teachers consistently plan instruction effectively,

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although assessment-informed planning could still be enhanced. Meanwhile, in Instructional Delivery, results are very high, with teachers promoting active student participation (WM = 4.92), integrating technology (WM = 4.84), and demonstrating mastery of subject matter (WM = 4.60). The overall mean of 4.78 (Strongly Agree) shows that teachers deliver lessons effectively and in diverse ways suitable to learner needs.

For Learning Delivery, results emphasize the high engagement of students, with the highest rating given to involving learners through discussions, demonstrations, or hands-on activities (WM = 4.92), followed closely by integrating real-life examples (WM = 4.88). The lowest but still very high rating is in the use of appropriate teaching methods for diverse learning styles (WM = 4.36). The overall mean of 4.68 (Strongly Agree) shows that teachers are highly effective in managing and facilitating learning. In Assessment and Evaluation, the results are even stronger, with teachers giving prompt and constructive feedback (WM = 4.96) and involving students in self- or peer assessments (WM = 4.96). The overall mean of 4.86 (Strongly Agree) indicates that teachers maximize assessments not only to evaluate but also to improve instruction. Finally, in Industry Linkages and Work Immersion Facilitation, all five indicators achieved a perfect score (WM = 5.00, Strongly Agree), suggesting that teachers are excellent in connecting academic instruction to industry standards and ensuring effective work immersion programs.

The results imply that the overall teaching skills of teachers are rated Strongly Agree, with a grand mean of 4.74. This implies that teachers exhibit very high levels of competence in all areas of teaching, from planning to delivery, assessment, and industry linkages. Specifically, the results show that the strongest area is industry linkages and immersion facilitation (WM = 5.00), while the relatively lowest but still strong area is instructional planning (WM = 4.40). The findings highlight that teachers are highly effective professionals who not only meet curriculum requirements but also prepare learners for real-world technical-vocational applications.

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**TABLE III**  
**TEST OF RELATIONSHIP**

Variables Correlated	r	Computed Value (t)	Table Value @ .05	Decision on Ho	Interpretation
Supervisory Leadership Skills of School Heads and Teachers' Teaching Skills	0.59	3.420	0.453	Reject Ho	Significant Relationship (Moderate Positive)

This table presents the Test of Relationship between Supervisory Leadership Skills of School Heads and Teachers' Teaching Skills. The table shows the correlation coefficient ( $r$ ), the computed  $t$ -value, the table value at 0.05 level of significance, the decision on the null hypothesis ( $H_0$ ), and the interpretation of results. The purpose of this table is to determine whether a significant relationship exists between the supervisory leadership of school heads and the teaching skills of teachers.

As reflected in the table, the computed correlation coefficient is  $r = 0.59$ , which indicates a moderate positive relationship between the two variables. This suggests that as school heads demonstrate stronger supervisory leadership skills, the teaching skills of teachers also improve correspondingly. The computed  $t$ -value of 3.420 is greater than the table value of 0.453, which leads to the rejection of the null hypothesis. This means that the relationship between the two variables is statistically significant.

The decision to reject the null hypothesis confirms that supervisory leadership and teaching skills are indeed related. The interpretation of a moderate positive correlation further highlights that while the relationship is not perfect, it is substantial enough to suggest that effective school leadership has a direct and meaningful influence on the teaching performance of teachers. This finding underscores the importance of school heads' active supervision, mentoring, and support in shaping teachers' competence and instructional delivery.

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The results imply that there is a significant moderate positive relationship ( $r = 0.59$ ) between the supervisory leadership skills of school heads and the teaching skills of teachers. The result implies that effective leadership contributes positively to teacher performance, although other factors may also influence teaching skills. The computed value of 3.420 being greater than the critical value of 0.453 strengthens the evidence that supervisory leadership is significantly linked to the improvement of teachers' teaching practices.

## Conclusion

Based on the results of this study between Supervisory Leadership Skills of School Heads and Teachers' Teaching Skills reveals that there is a significant and positive relationship between the two variables. This indicates that effective supervisory leadership directly contributes to the enhancement of teachers' teaching practices, emphasizing the vital role of school heads in guiding, mentoring, and supporting teachers. The findings confirm that strong leadership fosters improved instructional performance, thereby highlighting the importance of continuous supervision and professional development in strengthening teaching effectiveness.

## Recommendations

Based on the findings of this study, the following recommendations are proposed:

1. The teachers should continue enhancing their teaching skills through active participation in professional development activities, integration of innovative teaching strategies, and engagement in industry-based practices to strengthen the relevance and effectiveness of instruction.
2. The school heads should further develop their supervisory leadership skills by consistently providing instructional supervision, constructive feedback, mentoring, and support to teachers, ensuring alignment of instructional practices with curriculum and industry standards.

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3. The Public Schools District Supervisor should regularly monitor and evaluate the supervisory practices of school heads and provide technical assistance to ensure the effective implementation of supervisory leadership and teacher development programs.

4. The parents should support the initiatives of teachers and school heads by reinforcing learning at home, encouraging their children to actively participate in TVL/TLE activities, and cooperating with school programs to strengthen student outcomes.

5. The researcher should explore the development of more comprehensive intervention programs that enhance both supervisory leadership and teaching skills, ensuring that the findings contribute to policy formulation and instructional improvement.

6. The future researchers should expand this study by including a larger sample size, exploring additional variables, or applying mixed-method approaches to gain deeper insights into how supervisory leadership and teaching skills impact student performance and workforce readiness.

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## AUTHOR'S PROFILE



**CRESCELL G. DY**

The author was born on February 17, 1992, in Tacloban City, Leyte. She earned her bachelor's degree from Eastern Visayas State University - Main Campus. During her childhood, she dreamed of becoming a teacher, but in college, she wanted to become a school leader. In 2024, she began pursuing a Master of Arts in Education, majoring in School Administration and Supervision, at Western Leyte College. With God's grace, she will soon complete her studies this school year.

She is currently a Teacher II in the Department of Education and handles Senior High School students in Grades 11 and 12. She teaches TVL-Home Economics (Beauty Care Services) at Taberna National High School in Brgy. Taberna, Palompon, Leyte, Philippines. She is a coordinator for the TVL (Technical Vocational Livelihood) subject and the BSP (Boy Scouts of the Philippines) in her assigned school. She believes that "Best school leader is about helping the teachers to motivate and inspired to do their best."

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