

The technical and supervisory skills of department heads in Bacacay districts

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Abstract: This study determined the technical and supervisory skills of department heads in the secondary schools of Bacacay Districts school year 2024-2025. Specifically, it answered the following questions: 1. What are the technical skills of the department heads in selected learning areas?; 2. What is the level of the technical skills of the department heads along English, Mathematics, Science and Technology Livelihood Education (TLE); 3. What are the supervisory skills of the department heads in Bacacay Districts?; 4. What is the level of supervisory skills of the department heads along leadership skill, communication skill, mentoring skill, decision-making skill, and planning and organizing skill?; 5. What are effects of the technical skills to the supervisory skills of the department heads? and 6. What skills enhancement plan may be prepared to improve the performance of the department heads? The research method used is descriptive-survey and a researcher-made questionnaire validated by internal and external panel was employed as the research tool. The respondents of the study were 127 secondary teachers of the seven (7) national high schools in Bacacay Districts teaching the four (4) learning areas covered in this study. Out of the 127 respondents, there were thirty (30) teachers handling English; twenty-nine (29) handling Mathematics; forty-one (41) teaching Science and twenty-seven (27) handling Technology Livelihood Education. The descriptive statistics utilized are frequency counts, percentage and weighted mean. The researcher found out that the technical skill identified with the highest number of frequencies in English is reviewing language curriculum content and implements the necessary adjustments based on local need and context with 29 out of 30 or 96.67 %. In Mathematics, it is motivating teachers to professional development especially on technology and modern strategies in the teaching and learning of Mathematics with 27 out of 29 or 93.10 %. There were thirty-nine (39) Science teachers out of 41 or 95.12 that responded that the technical skill in Science of the department heads in Bacacay District is implementing effective management and utilization of resources in Science classes by teachers and students. The technical skill in Technology Livelihood Education with the highest total number of frequencies of twenty-seven (27) out of 27 or 100 % is obtained promoting the use of variety of teaching methods and learning resources suited to the needs of the students. The learning areas with the highest average weighted mean on the level of technical skills of 4.46 is in English. This is followed by 4.42 in Science; then Technology Livelihood Education and 4.37 and lastly, in Mathematics with 4.34. All these results have an adjectival description of very high. The level of the technical skills of the department heads in selected learning areas has an over-all average of 4.40 with an adjectival description of very high. There were two (2) highest frequencies in supervisory skills in the English Department: communication skills with frequencies of 30 or 100%, and mentoring skills with frequencies of 30 or 100%. In Mathematics Department, it showed that there are also two (2) highest frequencies in supervisory skills: these are leadership skills with frequencies of 29 or 100% and planning and organizing skills with frequencies of 29 or 100%. In Science Department, the highest frequencies in supervisory skills are planning and organizing skills with frequencies of 41 or 100%. In Technology Livelihood Education, the supervisory skill with the highest frequencies of 27 is leadership skill. The results revealed that highest weighted mean obtained in the supervisory skills of department heads in Bacacay Districts of 4.49 is leadership with an adjectival description of very high. The learning area with the highest weighted mean of 4.37 is in English with an adjectival description of very high. The rest of the learning areas have an adjectival description of high. These learning areas are: Mathematics with 4.11; Technology Livelihood Education with 4.10 and Science with the lowest weighted mean of 4.05. The effect of the technical skills in selected learning areas such as English, Mathematics, Science and Technology Livelihood Education has an over-all average of 4.16 with an adjectival description of high. The researcher prepared a skills enhancement plan to improve the technical and supervisory skills of the department heads. The identified skills are mentoring, decision-making as well as planning and organizing. These were the supervisory skills that have been identified to be affected highly by the technical skills in selected learning areas.

Keywords: technical skills of school heads, supervisory skills of school heads, motivation, communication, mentoring, decision-making

Date Submitted: June 1, 2025

Date Accepted: June 24, 2025

Date Published: June 30, 2025

INTRODUCTION

School systems are affected by radical social, political, and economic changes. As part of school administrators, the department heads play a pivotal role in improving student learning and attaining educational outcomes. They work under strenuous conditions to deal with multifaceted transformational issues. They make activity and project proposals for the students. Department heads need to develop the necessary skills and knowledge to respond to internal and external pressures and diverse expectations of the society. Each requires a job-specific role, which is also complemented by skills to perform effectively.

Department heads are given authority by school heads to make decisions that best solve school-related challenges. Along with this autonomy comes the responsibility to achieve meaningful progress. In the past, decisions made for schools were frequently determined by upper-level bureaucracy, which frequently yielded subpar outcomes. This autonomy increases the buy-in and sense of ownership that school administrators have for their institutions. For schools to be more effective and to progress, leadership development and training are essential. If department heads are properly equipped, they can significantly help schools achieve their educational objectives and enhance student performance. Developing and refining technical and supervisory skills is part of preparation.

This can be achieved by ensuring that aspiring and practicing department heads are exposed to structured programs based on needs analysis. For department heads to cope with the demands of the 21st century, innovative leadership development programs help prepare school leaders to apply creative approaches that address the broader roles and responsibilities of leaders and the purpose of schooling, and to use core technologies to achieve intended outcomes. Participating in structured programs will enable them to make autonomous decisions, adapt teaching programs to local context.

In every department in the school, supervision cultivates collaboration and cooperation among department heads and teachers in their department. It is best that the teachers and department heads be on the same page in achieving school goals. Teachers depend on their department heads to speak for them, especially for the activity and project proposals for the betterment of the school. Likewise, the school heads need the teacher to actualize all school programs and instructions. Practically, the department heads, as the immediate supervisors of secondary teachers, should possess the management and supervisory skills that will help them do the job. They must be proficient enough to encourage as well as lead their teachers to achieve school goals. The roles of the department heads are to inspire, lead and guide the teachers in the day-to-day performance of school task. In fact, one of the purposes of technical and administrative supervision is to identify the areas where school leaders can intervene to help the teachers maximize their potentials as facilitators of knowledge. In the course of their daily monitoring, the department heads can augment the capabilities of their respective staff so that they can improve their performance and better serve the students. Obviously, the success of the administrative supervision lies on the skills of department heads to assess the conceptual as well as the instructional capabilities of their teachers. Without adequate technical and supervisory skills of the department heads, they cannot identify accurately what needs to be improved in the teaching

learning process. Further, without such skills, they cannot guide the teachers and therefore they lost the respect of their subordinates. The success of secondary schools in Bacacay Districts depends so much on the competencies and skills of department heads. Their technical and supervisory skill are important facets that influence the effective management of the seven (7) national secondary schools in Bacacay, Albay. They are agents of change who contribute to the effective management of schools. Recognizing the value of improving the administration and supervision of schools is the need to understand the needs and importance of the role of teachers in the whole educational system. The school administration and supervision rely on how teachers are nurtured to become the next department heads. After all, the future of the school largely depends on the next generation of department heads who will assume the continued leadership. This, in a way, is the role of department heads: to identify, nurture, and develop young teachers to take the lead of the department.

Problem Statement

This study intends to:

1. Identify the technical skills of the department heads in English, Mathematics, Science and Technology and Livelihood Education;
2. Determine the level of technical skills of the department heads in the above areas;
3. Identify the supervisory skills of the department heads along leadership skill; communication skill, mentoring skill; decision-making skill as well as planning and organizing skill;
4. Determine the level of supervisory skills of the department heads;
5. Assess the effects of the technical skills to the supervisory skills of the department heads; and
6. Prepare a skills enhancement plan to improve the performance of the department heads.

Theoretical framework

There were two (2) theories that provided support to this study. These are: The Instructional and Competency Skills Theory by L.L. D. Mallillin & J. B. Mallillin and the supervisory and Technical Skills Theory by R. A. Pierce and J. Rowell. The Instructional Skills and Competency Skills Theory by Mallillin & Mallillin (2019) is a very recent theory that explains the role of instructional skills and competency skills not only of teachers but school administrators as well. It enhances knowledge to improve teaching practice as a basis for effective pedagogy in learning. It develops a scientific theory to broaden and widen horizons with respect to the educational field of teaching. It explains professional development for teachers that defined sustainability competency and instructional skills in modern teaching. This is based on various domains of learning especially in the academic performance of students that is designed for various activities in instructional skills and competency skills. It explores students' knowledge in all facets of activities and in-depth learning. It provides teachers with styles and ways of work-based demands of learners in the area of psychomotor, affective, and cognitive domains.

Notably, instructional skills and competency skills theory in modern teaching assesses the possible performance of the teaching and learning process. Instructional skills and competency skills may require impressive attitude, skills, and knowledge. It involves instructional skills and competency skills for the improved utilization of teachers as molders and shapers of students as the centers of learning. It assesses different adaptability approaches to describe the implication practice of teachers' development knowledge and experiences in teaching and learning. Another

theory that provides support to this study is the Supervisory and Technical Skills Theory by Pierce & Rowell (2005). This is also a very recent theory which argues that similar to any other skills, supervision can be learned. However, unlike many straightforward skills, supervision is a complex process that requires both knowledge and practical experience. Consequently, for individuals to acquire the necessary knowledge and skills to become effective supervisors, they should first undergo the process of being supervised and mentored themselves, particularly in the context of supervision. This perspective presented by Pierce and Rowell asserts that a supervisor in education must possess professional qualifications as a teacher and be well-versed in pedagogical skills. In the context of education, supervision practices involve the instructional leadership role of supervisors, who diagnose teachers' performance needs and provide guidance, direction, assistance, suggestions, support, and consultation. Supervision plays a vital role in integrating various aspects of instructional effectiveness within the overall functioning of a school. In some professions, there are mandatory requirements governing all aspects of supervision. According to Pierce and Rowell supervision is a skill that supports and enhances an individual's motivation, autonomy, self-awareness necessary for effective job performance.

METHODOLOGY

Research design

This research study utilized the quantitative research design; specifically, the descriptive-survey method. It is descriptive for it determined the technical skills of the department heads in selected learning areas of secondary schools in Bacacay Districts; the level of the technical skills along English, Mathematics, Science and Technology Livelihood Education; the supervisory skills of department heads; the level of the supervisory skills of the department heads along leadership skills, communication skills; mentoring skills; decision-making as well as planning and organizing. It provided the effects of the technical skills to the supervisory skills of the department heads.

Respondents of the study

The respondents of this study were 127 secondary teachers of the seven (7) national high schools in Bacacay Districts teaching the four (4) learning areas covered in this study. Out of the 127 respondents, there are thirty (30) teachers handling English; twenty-nine (29) handling Mathematics; forty-one (41) teaching Science and twenty-seven (27) handling Technology Livelihood Education. The researcher employed total enumeration of respondents.

Data Gathering Instrument

The researcher used a questionnaire as a tool. It consists of five (5) parts. The first part of the tool covers the different technical skills in each of the learning areas. These learning areas are English, Mathematics, Science and Technology Livelihood Education. The respondents were asked to check if the pre-identified skills in the learning areas are observed in the department heads. Multiple responses were allowed.

The second part of the tool explored the level of the technical skill of the department head along the learning areas. The respondents were requested to encircle the number that correspond to their answer. They were guided by a five-point Likert scale.

The third part of the questionnaire comprised the supervisory skills of the department head. The respondents were instructed to check if the department heads possess the supervisory skills such

as leadership skills, communication skills; mentoring skills; decision-making; and planning and organizing. Multiple responses were allowed.

The fourth part of the questionnaire involves the level of the supervisory skill of the department head along the five (5) supervisory skills. There were five (5) indicators that covered each supervisory skill and the respondents were asked to encircle the number that represent their answers. A five-point Likert scale guided the respondents.

The last part of the questionnaire determined the effects of the technical skills in selected learning areas to the supervisory skills along leadership skills, communication skills; mentoring skills; decision-making; and planning and organizing. The respondents were asked to rate the effects of the technical skills guided by a five-point Likert scale.

Data Gathering Procedure

The data gathering procedure started after the approval of the Thesis Committee and the validation of the research instrument. The researcher prepared a letter to the Schools Division Superintendent of Albay to ask for approval to conduct the study in Bacacay Districts. The validation followed next. After incorporating all the suggestions of the external validators, the researcher prepared the final copy of the research tool. He distributed the tool to the secondary teachers of the seven (7) high schools in Bacacay. The selected secondary teachers are teachers handling the four (4) learning areas such as English, Mathematics, Science and Technology Livelihood Education.

The researcher explained to the respondents the purpose of the study and assure them that research ethics will be followed in the disclosure of the results. The respondents were informed that the data that will be gathered will be used for educational purposes only. He retrieved the questionnaire and the responses were entered in a Master Tally Sheet. The data were subjected to statistical measures and the results are in tables. The findings were analyzed and interpreted.

Data Analysis Procedure

This study employed descriptive statistics. Frequency count and percentage were used to determine the technical skills of the department heads in the secondary schools of Bacacay Districts. In Problem No. 2, the researcher utilized frequency counts and weighted mean to assess the level of technical skills observed. Frequency count and percentage were employed to determine the supervisory skills of the department heads in the secondary schools of Bacacay Districts. Likewise, the researcher utilized frequency counts and weighted mean to assess the level of supervisory skills observed. The effects of the technical skills in selected learning areas to the supervisory skills of the department heads were determined using frequency count and weighted mean.

DISCUSSION OF FINDINGS

The Technical Skills of Department Heads

The technical skill identified in English with the highest number of frequencies of 29 or 96.67 % is reviewing language curriculum content and implements the necessary adjustments based on local need and context. The technical skill in Mathematics with the highest total number of frequencies of 27 or 93.10 % is obtained in motivating teachers to professional development especially on technology and modern strategies in the teaching and learning of Mathematics. It means that there are a lot of Mathematics teachers in Bacacay Districts with department heads that motivate them to attend professional development activities especially on technology and modern

strategies. There were thirty-nine (39) Science teachers out of 41 or 95.12 that responded that the technical skills in Science of the department heads in Bacacay District is implementing effective management and utilization of resources in Science classes by teachers and students. Resources are very vital tools in education, especially in Science Education, hence the teaching and learning of Science requires the intensive application of resources that would appeal to all the sense of perception to improve the effectiveness of instruction as well as maximize learning.

The technical skill in Technology Livelihood Education with the highest total number of frequencies of twenty-seven (27) out of 27 or 100 % is obtained promoting the use of variety of teaching methods and learning resources suited to the needs of the students.

Level of Technical Skills of Department Heads

The learning areas with the highest average weighted mean on the level of technical skills of 4.46 is in English. This is followed by 4.42 in Science; then Technology Livelihood Education and 4.37 and lastly, in Mathematics with 4.34. All these results have an adjectival description of very high. The level of the technical skills of the department heads in selected learning areas has an over-all average of 4.40 with an adjectival description of very high.

This means that the level of technical skills of department heads in selected learning areas in Bacacay Districts is generally very high. This result indicates that the department heads possess the necessary technical skills in English, Mathematics, Science and Technology Livelihood Education. It is praiseworthy to note that among the selected learning areas, it is in English that has the highest level of technical skills. The data further strengthens that communication skills which is within the area of English is a very essential skill of department head.

The Supervisory Skills of Department Heads

There are two (2) highest frequencies in supervisory skills in the English Department: communication skills with frequencies of 30 or 100%, and mentoring skills with frequencies of 30 or 100%. While in the Mathematics Department, the results revealed that there were also two (2) highest frequencies in supervisory skills: these are leadership skills with frequencies of 29 or 100% and planning and organizing skills with frequencies of 29 or 100%. In the Science Department, the highest frequencies in supervisory skills are planning and organizing skills with frequencies of 41 or 100%. In Technology Livelihood Education, wherein the results manifested that the highest frequencies in supervisory skills are leadership skills with frequencies of 27 or 100%.

The Level of Supervisory Skills of Department Heads

The highest weighted mean obtained in the supervisory skills of department heads in Bacacay Districts of 4.49 is leadership with an adjectival description of very high. Another two (2) supervisory skills with very high adjectival descriptions are mentoring with 4.39 and communication with 4.31. The supervisory skills with high adjectival descriptions are planning and organizing with 4.14 and decision-making with 4.08. The level of supervisory skills along the areas covered in this study such as leadership, communication mentoring, decision-making and planning and organizing have an over-all average of 4.28 which is very high. The results exhibit that the supervisory skills of the department heads in the secondary schools of Bacacay Districts on the average is very high along leadership, communication, mentoring, decision-making as well as planning and organizing. These results are laudable and the education stakeholders are actually hoping that the findings are sustained in the future.

Effects of the Technical Skills in Selected Learning Areas to the Supervisory Skills of Department Heads

The learning area with the highest weighted mean of 4.37 is in English with an adjectival description of very high. The rest of the learning areas have an adjectival description of high. These learning areas are: Mathematics with 4.11; Technology Livelihood Education with 4.10 and Science with the lowest weighted mean of 4.05. The effect of the technical skills in selected learning areas such as English, Mathematics, Science and Technology Livelihood Education has an over-all average of 4.16 with an adjectival description of high. The results reveal that the technical skill in English has a very high effect to the supervisory skills of department heads in the secondary schools of Bacacay District. This is the only learning area with very high effect. It elaborates the importance of language in the practice of the supervisory skills of department heads in Bacacay Districts. The role of English as one of the major languages in the country that includes Filipino is emphasized in the over-all supervisory skills such as leadership, communication, mentoring, decision-making as well as planning and organizing. In all the supervisory skills, language is an important ingredient. In leadership, proper use of language in leading the department heads is needed. The mentoring skills, decision making, planning and organizing require the use of language to communicate and understand.

Skills Enhancement Plan to Improve the Technical and Supervisory Skills of Department Heads

The researcher prepared a skills enhancement plan to improve the technical and supervisory skills of the department heads. To improve the mentoring skill of the department heads, the researcher suggests to conduct a seminar workshop in mentoring in the 21st century. The implanting strategies are: identified the professional needs of the department heads, prepares the training matrix and conducts face to face seminar. An activity titled; To be Wise or To be Right- A Forum for Department Heads is proposed to address the enhancement of decision-making. The strategies include prepares program design; invites participants; and conducts forum. The persons involved are focal person, school heads and sponsors, as well as speakers of the topics in the forum. The forum is tentatively scheduled on October 25, 2025 with will cost around 25,000.00 to be taken from the school fund

CONCLUSION

The study concludes that department heads in the Bacacay Districts exhibit a very high level of both technical and supervisory skills across selected learning areas. In terms of technical competencies, the most prominent skills identified include: reviewing and adapting the English curriculum to local contexts, encouraging professional development in Mathematics through technology and modern strategies, efficiently managing Science resources, and diversifying teaching methods in Technology and Livelihood Education (TLE) to address student needs.

Among supervisory competencies, leadership ranks highest in frequency, followed by planning and organizing, mentoring, communication, and decision-making. All five domains of supervisory skill are also assessed at a very high level, indicating strong administrative capacity. Furthermore, the study finds a strong positive effect of technical skills on the supervisory performance of department heads, suggesting that subject-specific expertise contributes significantly to effective leadership and support functions. To sustain and enhance these

competencies, the researcher proposes a skills enhancement plan aimed at further developing the technical and supervisory capabilities of department heads in the district.

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