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School Head's Supervisory Skills, Performance of Teachers and Academic Performance of Students in General Biology 1

JENNIFER G. MONTANA
Teacher II
Western Leyte College
Master of Arts in Education
Major School Administration and Supervision
jennifer.montana@deped.gov.ph

ABSTRACT

This study determined the significant relationship between the School Head's Instructional Supervisory Skills, Performance of teachers and Academic Performance of Students in General Biology 1 in Ormoc City Senior High School. A proposed Instructional Supervisory Plan was formulated based on the result of the study. This study employed the descriptive research design in describing the different instructional supervisory skills of learners which focus on the Preparation and Planning, Observation, and Assessing and Reporting of Learning Outcomes in relation to the performance of the teachers based on the Classroom Observation Tool (COT) and Academic Performance of learners. The results of the study will be the basis for a proposed instructional supervisory plan. The test of relationship between the Instructional Supervisory Skills, Classroom Observation Performance and Academic Performance of Senior High School Learners in General Biology. It includes correlation coefficients (r), computed values or t-statistics, critical table values at a significance level, decisions on the null hypothesis (Ho), and interpretations, shows the results of the test of relationships between instructional supervisory skills (Preparation and Planning, Observation, Learning Outcomes) and Classroom Observation Performance (COT), as well as their correlation with Academic Performance of Senior High School (SHS) learners in General Biology. Based from the results in table 6, it shows that the Preparation and Planning, Observation, Learning Outcomes, and Classroom Observation Performance (COT) had very high correlation coefficients. Each component of instructional supervisory skills and performance in classroom observations had high positive associations, as seen by these coefficients. In particular, the connections between COT and preparation and planning, observation, and learning outcomes are all significantly higher than the crucial table value, according to the computed values/t. As a result, the null hypothesis (Ho) is rejected in each instance, suggesting that the variables have a statistically significant association.

Furthermore, there is a substantial relationship between COT and Academic Performance, with a computed value/t-statistic of exceeding the crucial table value. This strong correlation highlights the relationship between improved classroom observation skills and improved academic achievement in General Biology 1 for SHS students.

The table 6 results implies that this study really emphasizes how important it is to have instructional supervisory skills, namely preparation and planning, observation, and guaranteeing learning outcomes, in order to improve the effectiveness of classroom observations. These results can be used by administrators and leaders in education to identify professional development initiatives that help principals and assistant principals improve their supervisory abilities. Schools can create a more encouraging and productive learning environment by improving the quality of classroom observations through the training of educational leaders in effective supervisory practices.

Moreover, the relationship found between Academic Performance and Classroom Observation Performance (COT) underscores the significance of proficient instructional supervision in propelling student accomplishment. With this knowledge, educators may better understand their students' learning results and improve classroom practices by implementing targeted interventions and support systems. The aforementioned association highlights the necessity of constant assessment and feedback loops, which enable educators to adapt their educational tactics in response to observed classroom performance.

Keywords — Supervisory Skills School Heads Teachers' Satisfaction Academic Performance

I. INTRODUCTION

Any system's administrative configuration and control have a significant impact on how well it performs. An organization's administrative abilities and competence are necessary for it to achieve its goals and objectives. The principal, who is the center of attention for everything that happens in the secondary school system, has a plethora of duties to complete, from staff training to managing students and their behavior to effectively delegating authority. Since they are a crucial part of the school and act as markers for gauging the degree of success or failure of the institution, student management should take into account the guidance services designed to help them study efficiently. The most crucial position is that of the school principal.

According to Kamoche (2013), averred that the product of a school is judged by the society. This is because good performance is necessary for selection and placement of students in institutions of higher learning and for jobs in various forms and organizations.

The importance is found in the deliberate choices made by teachers and school administrators to optimize student performance and engagement during assessments. By carefully choosing the administration conditions, such as the testing environment and the stakes involved, schools can create an atmosphere that motivates students to demonstrate their understanding of biology concepts. By recognizing the significance of various methods for administering tests and how they affect students' performance, teachers can create assessment environments that support students' learning, engagement, and success in the subject. This emphasizes how important school administration is in creating a testing environment that supports student success and helps them move up the academic ladder in General Biology and other subjects.

Some of the challenges faced by the teachers in General Biology education is the incomplete laboratory equipment which leads to hands-on activities on the different learning competencies which have a big impact on students' grades. Through these activities, students can actively engage with biological concepts, conduct experiments, and analyze data in a dynamic learning environment. Through hands-on learning, students grasp theoretical concepts more deeply and acquire vital skills that are necessary for success in General Biology and other fields. Students apply concepts learned in the classroom to real-world scenarios through laboratory activities, which promotes inquiry-based learning, critical thinking, and problem-solving skills. Additionally, practical experiences improve students' motivation, interest, and memory of the material, preparing them for higher education and careers in science-related fields. Moreover, the significance of laboratory and experiential learning cannot be emphasized enough, as they are essential in molding the abilities, enthusiasm, and performance of general biology students.

The Teacher-Researcher's various assertions motivate her to continue her investigation in order to assist the School Leaders in assisting the General Biology Teachers in enhancing their performance, particularly in raising the Mean Percentage Scores or the overall performance of the Grade 11 students.

This study determined the significant relationship between the School Head's Instructional Supervisory Skills, Performance of teachers and Academic Performance of Students in General Biology 1 in Ormoc City Senior High School. A proposed Instructional Supervisory plan was formulated based on the result of the study.

Specifically, this study sought to answer the following questions:

1. What is the extent of supervisory skills of School Principal and Assistant School Principal in terms of the ff:
   1.1. Preparation and Planning;
   1.2. Observation;
   1.3. Assessing and Reporting of learning Outcomes?
2. What is the performance level of the Biology Teachers based on Classroom Observation Tool (COT)?
3. What is the Academic performance of the General Biology 1 Students?
4. Is there a significant relationship between the following:
   4.1 Supervisory skills of school head and performance of teachers; and
   4.2 Performance of teachers and academic performance of students?
5. What Instructional Supervisory plan can be proposed based on the findings of the study?

Statement of Hypothesis

H0: There is no significant relationship significant relationship in the following:

1. Supervisory skills of school head and performance of teachers; and
2. Performance of teachers and academic performance of students.

II. METHODOLOGY

Design. This study employed the descriptive research design in describing the different instructional supervisory skills of learners which focus on the Preparation and Planning, Observation, and Assessing and Reporting of Learning Outcomes in relation to the performance of the teachers based on the Classroom Observation Tool (COT) and Academic Performance of learners in Biology. The results of the study were the basis for a proposed instructional supervisory plan. This design makes it possible to evaluate both variables in a methodical manner, which makes it easier to investigate any possible correlations between them. This study attempts to shed light on the degree to which instructional supervisory skills of learners which focus on the Preparation and Planning, Observation, and Assessing and Reporting of Learning Outcomes in relation to the performance of the teachers based on the Classroom Observation Tool (COT) and Academic Performance of learners in General Biology 1. The researcher believes that the design is right and fitting to push through with this study on instructional supervisory skills of learners which focus on the Preparation and Planning, Observation, and Assessing and Reporting of Learning Outcomes in relation to the performance of the teachers based on the Classroom Observation Tool (COT) and Academic Performance of learners in Biology using statistical analysis and validated assessment instruments. The researcher utilized Universal Sampling in identifying the respondents of the study. Quantitative analysis was used to determine the significant relationship between instructional supervisory skills of learners which focus on the Preparation and Planning, Observation, and Assessing and Reporting of Learning Outcomes in relation to the performance of the teachers based on the Classroom Observation Tool (COT) and Academic Performance of learners in General Biology 1. The main local of the study is in Ormoc City Senior High School. The

information for the analysis was gathered using three (3) distinct survey instruments: The research instruments used in the study are the School Heads Instructional Supervisory Skills Survey Questionnaires, Satisfaction of Teachers Questionnaire (Allan Mohran Jr Robert A. Cooke and Susan Albers Mohran (1977) and Academic performance of learners in Biology 1. The proposed Instructional Supervisory Plan was taken based on the findings of the study.

Sampling. There were 354 total number respondents who are included in the study. The respondents of the were the 2 School Head and 4 Teachers and 348 Grade 11 learners were being identified and the primary means of reach is during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted. Another way of contacting them are through cell phones.

Research Procedure. The researcher prepared the research design which is the descriptive-correlational research design and tools to gauge the performance of teacher and academic performance of learners. The researcher formulated the following steps or procedures to be guided during the gathering of data. The steps are the following:

The researcher sent a letter to the Schools Division Superintendent of Schools Division of Ormoc City for approval in conducting the study to the said school, after which, the approved letter coming from the Schools Division Office was given to the Public School District Supervisor (PSDS) in District 1 for hereto be notified.

The researcher distributed the researcher survey questionnaires to the teacher-in-charge to be answered by the teachers. After one month, the questionnaires were retrieved and consolidated and will be subjected to statistical treatment using Pearson's-r. Data was collated and submitted to appropriate statistical treatment.

The results were analyzed and interpreted in order to find out if there were significant relationship between the Motivational skills of School Principal to the performance and attitude of teachers. The Approval and recommendation from the Office of the Schools Division Superintendent, as well as to the Assistant Schools Division Superintendent in Schools Division of Ormoc City being the Chairman of the Schools Division Research Committee through the Senior Education Program Specialist in Planning and Research. After the Approval of the Schools Division Research Committee, the Approved or endorsement letter from the body together with the approved letter of intent were forwarded to the Office of the Public School District Supervisor as well as to the office of the school principal in order to get full support on the conduct of the study as well as to get also approval from their end. The proposed title and design were submitted to the School Division Office for approval. Upon approval, the Division released endorsement to the District Office where the school is located. When the research was approved by the Schools Division Office and District Office, the researcher began the process of data gathering. Orientation of the participants was done. Answering and retrieval of the research tools followed. Tallying of results and treatment of data. Analysis and Interpretation of Data. Making of Proposed Enhancement Plan.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division. Orientation of the respondents both School Principal, teachers were done.

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

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

The Simple Percentage and weighted mean were employed to determine the Instructional Supervisory Skills of School Heads, performance of Teachers and Academic Performance of Learners in Biology 1.

Pearson r Moment Correlation Coefficient was used to test the relationship between Instructional Supervisory Skills of School Heads, performance of Teachers and Academic Performance of Learners in Biology 1.

III. RESULTS AND DISCUSSION

TABLE 1

EXTENT OF INSTRUCTIONAL SUPERVISORY SKILLS OF PRINCIPALS AND ASST PRINCIPALS IN TERMS OF PREPARATION AND PLANNING

	Preparation and Planning	**WEIGHTED MEAN**	**INTERPRETATION**
1	Has duly approved Instructional Supervisory Plan for implementation of curriculum program based on teachers' instructional needs.	3.25	Very High
2	Shows evidence in providing technical assistance on the preparation of lesson plans and assessment materials	3.00	High
3	Shows evidence of monitored preparation of appropriate, adequate, and economical Instructional materials that suit learners' diverse Needs.	3.50	Very High
4	Conducts pre-observation conference with the Teachers.	3.25	Very High
	AVERAGE	**3.25**	**Very High**

Legend: 3.25- 4.00 – Very High
2.50- 3.24 - High
1.75-2.54 – Low
1.00-1.74- Very Low

Table 1 presents the Instructional Supervisory Skills of School Heads in terms of Preparation and Planning. It shows an evaluation of principals' and assistant principals' level of instructional supervisory skills, with particular attention to the preparation and planning category. This category is assessed using multiple criteria, each of which has a weighted mean score and associated interpretation. This table offers a perceptive evaluation of the instructional supervisory abilities demonstrated by assistant principals and principals, emphasizing the latter's competence in planning and preparation. In order to ensure that the curriculum is implemented effectively and that instructors' instructional practices are supported, this category is essential. The evaluation is organized according to important standards that emphasize how much educational leaders assist and get ready for lessons in their schools. Every criterion has a weighted mean score and an explanation, providing a thorough understanding of the areas that need improvement and the areas that are strong points in this important field of educational leadership.

The results show clear strengths in areas including pre-observation consultations with instructors, monitoring of instructional materials, approval and execution of instructional supervisory plans, and technical support for lesson planning. These results highlight the value of proactive planning and organized preparation in creating an atmosphere that supports teacher growth and high-quality instruction.

Based from the results, it shows that on item number 1 which focus on duly approved Instructional Supervisory Plan for implementation of curriculum program based on teachers' instructional needs has a weighted mean of 3.25 (Very High). 3.This criterion assesses whether assistant principals and principals have an officially approved plan for supervision of instruction that meets the needs of teachers and is in line with the curriculum. The questioned principals and assistant principals appear to have a plan in place for the most part, if not all of them, based on the high degree of adherence indicated by the 3.25 score. On item no. 2, This criterion evaluates the degree to which leaders in education assist instructors in creating efficient lesson plans and evaluation instruments. While there is substantial evidence of technical assistance, a score of 3.00 indicates a strong level of involvement and may indicate areas for improvement or variability in the provision of this support.

On the other hand, in item no. 3, This criterion assesses how well principals and assistant principals supervise the development of educational resources that meet the requirements of a wide range of students. A score of 3.50 denotes an exceptionally high degree of supervision and efficacy in guaranteeing that educational resources satisfy the varied requirements of students. While on item no. 4, it evaluates the presence of pre-observation conferences between principals and assistant principals and teachers prior to instructional monitoring. A score of 3.25 shows that these conferences are held quite frequently, indicating proactive preparation for instructional observations.

The results in table 1 results implies that the average score of 3.25 for all criteria in the Preparation and Planning category indicates that principals and assistant principals in this area have very high levels of instructional supervisory skills overall. This demonstrates that educational leaders who underwent assessment often do admirably when it comes to planning and assembling instructional supervision activities that successfully meet the needs of teachers and students while facilitating curriculum implementation. The Preparation and Planning category's high ratings for every criterion suggest numerous important ramifications for leadership and instructional practice. A strong framework for curriculum execution is indicated by the existence of properly approved instructional supervisory plans that are in line with teachers' instructional demands. This methodical approach improves instructional coherence and helps teachers effectively meet the varied learning needs of their students. The substantiated proof of offering technical support for lesson preparation and evaluation resources indicates a nurturing atmosphere in which teachers have the essential direction to improve their teaching methods. Although the high score indicates great work, the observed variety points to possible areas for focused professional development to further standardize support systems.

Additionally, a dedication to equality and inclusivity in educational provision is reflected in the careful monitoring of instructional resources that meet the requirements of a diverse range of learners. This component is essential to guaranteeing that all students, irrespective of their educational backgrounds or preferred methods of learning, have access to the right materials to maximize their learning opportunities.

Furthermore, a proactive approach to instructional monitoring is demonstrated by the frequent pre-observation consultations held with teachers. This approach improves the caliber of feedback and assistance given to educators while also fostering stronger lines of communication and collaboration between educators and educational leaders.

TABLE 2

EXTENT OF INSTRUCTIONAL SUPERVISORY SKILLS OF PRINCIPALS AND ASST. PRINCIPALS IN-CHARGE IN TERMS OF OBSERVATION

	Observation	WEIGHTED MEAN	INTERPRETATION
1	Records actual observation of teaching-learning process using appropriate forms.	4.00	Very High
2	Evaluates congruency of lesson plans, references, instructional material, learning strategies, techniques and assessment tools used.	4.00	Very High
3	Evaluates teaching-learning process based on learning outcomes.	4.00	Very High
4	Ensures that content standards, performance standards, and learning competencies of learning areas are based on the Curriculum Guide.	4.00	Very High
5	Guides the teacher in enriching/enhancing the curriculum based on learner's context and local needs	3.75	Very High
6	Reinforces strengths of the teacher and guides him/her to overcome areas of development.	4.00	Very High
7	Conducts post conference and agree on solution to identified instructional area of development.	4.00	Very High
	AVERAGE	**3.96**	**Very High**

Legend: 3.25- 4.00 – Very High
2.50- 3.24 - High
1.75-2.54 – Low
1.00-1.74- Very Low

Table 2 presents the Extent of Instructional Supervisory Skills of Principals and Assistant Principals In charge in terms of Observation. Table 2 offers a thorough evaluation of the instructional supervisory abilities exhibited by principals and assistant principals in charge. This category assesses a range of factors pertaining to the supervision and appraisal of the teaching and learning procedures in educational environments. With a weighted mean score and accompanying commentary for each criterion, this important area of educational leadership is thoroughly outlined, highlighting both the strengths and competency levels.

Based from the results given, it shows that On Records actual observation of teaching-learning process using appropriate forms, the Weighted Mean is 4.00 which has ab Interpretation of Very High, this criterion evaluates whether assistant principals and principals record observations of classroom activities in a systematic manner using appropriate forms. With a score of 4.00, these educational leaders show a high degree of accountability and attention in keeping an eye on the teaching-learning process by consistently documenting observations. This procedure guarantees that classroom dynamics are recorded in an organized manner and offers a basis for thoughtful criticism and judgment. On the Evaluates congruency of lesson plans, references, instructional material, learning strategies, techniques, and assessment tools used with a Weighted Mean of 4.00 (Very High) which means that the alignment of the several elements of instruction—lesson plans, resources, tactics, and evaluations—is the main focus. A score of 4.00 indicates that these elements' coherence and alignment are carefully evaluated by principals and assistant principals. This guarantees that learning

activities are carefully thought out and carried out, which improves teaching and learning results. While the lowest weighted mean is focus on the Guides the teacher in enriching/enhancing the curriculum based on learner's context and local needs with a Weighted Mean of 3.75 but still interpreted as Very High. This criterion assesses how well educational leaders assist in modifying the curriculum to suit the requirements of particular students and communities. The 3.75 score denotes a high degree of assistance and teamwork in raising the efficacy and relevance of the program. This proactive strategy seeks to adjust educational experiences in accordance with the variety of the student body.

The results in table 2 implies that it demonstrates how important it is for principals and assistant principals to provide a climate that is favorable to teaching and learning. Their expertise in observation guarantees teachers' adherence to standards and fosters their ongoing professional development. The findings point to a strong framework for instructional supervision that effectively addresses areas of instructional development through comprehensive evaluation, encouraging assistance, and cooperative post-conferences. Moreover, the results show excellent achievement in the Observation category across all assessed parameters. The effectiveness of teaching is evaluated based on learning outcomes, and principals and assistant principals regularly document real observations of the teaching-learning process using the proper forms. They also assess how well lesson plans and instructional materials match with learning strategies and assessment tools. They also make sure that standards and curriculum content are in line with the approved Curriculum Guide, support instructors in enhancing the curriculum to fit local needs, and offer helpful criticism to improve teaching methods.

TABLE 3

EXTENT OF INSTRUCTIONAL SUPERVISORY SKILLS OF PRINCIPALS AND ASST. PRINCIPALS IN TERMS OF ASSESSING AND REPORTING OF LEARNING OUTCOMES

	ASSESSING AND REPORTING OF LEARNING OUTCOMES	**WEIGHTED MEAN**	**INTERPRETATION**
1	Evaluates assessment done during the teaching-learning process.	3.75	Very High
2	Ensures that test results are analyzed and interpreted	3.50	Very High
3	Helps the teacher develop interventions for least mastered competencies.	4.00	Very High
	AVERAGE	**3.75**	**Very High**

Legend: 3.25- 4.00 – Very High
2.50- 3.24 - High
1.75-2.54 – Low
1.00-1.74- Very Low

Table 3 presents the Extent of Instructional Supervisory Skills of Principals and Asst. Principals in Terms of Assessing and Reporting of Learning Outcomes. An assessment of principals' and assistant principals' instructional supervisory abilities with regard to learning outcome reporting and assessment. This area is crucial because it focuses on how well educational leaders manage the evaluation procedure and apply the results to improve instruction. The tabular data presents weighted average scores together with associated interpretations for every criterion, emphasizing the domain's strengths and possible areas for improvement.

Based from the results in table 3, it shows that the Highest Weighted Mean of 4.00 focus on Helps the teacher

develop interventions for least mastered competencies. The proactive role that assistant principals and principals take in assisting teachers in creating interventions for least-mastered competencies is one of the noteworthy strengths highlighted in Table 3. This criterion was awarded the maximum score of 4.00, indicating excellent performance. Educational leaders that receive this grade show that they have a thorough awareness of the needs of education and that they are dedicated to helping teachers close the learning gaps in their students. They guarantee that every kid gets the assistance they need to succeed academically by working together to establish focused interventions. This method encourages all students to succeed by improving teaching effectiveness and creating a welcoming and inclusive learning environment. The lowest weighted mean is equal to 3.50 (Ensures that test results are analyzed and interpreted. The assurance that test results are carefully examined and evaluated is one criterion that sticks out with the lowest weighted mean of 3.50, despite the fact that Table 3 shows generally high scores. This rating, although it is still classified as "Very High," indicates that there might be space for development in the breadth and consistency of the analysis and interpretation of the assessment data. It is imperative for educational administrators to guarantee that assessment findings are thoroughly scrutinized and gathered, in order to extract significant insights regarding student performance and instructional effectiveness. To improve overall learning results, strengthening this element could further boost their capacity to strategically guide decisions and effectively adjust educational interventions.

The results in table 3 implies that assisting teachers in creating interventions highlights the critical function that instructional leaders play in promoting a continuous improvement and individualized learning culture in schools. Proficient principals and assistant principals foster individualized support that directly attends to the needs of students, ultimately advancing fair educational results for a variety of student groups. This strategy is in line with best practices in educational leadership, which emphasize the importance of administrators and teachers working together to achieve academic success. On the other hand, even if the standard for evaluating and interpreting test results was well rated, the small deviation points to a chance for educational leaders to improve their ability to make data-driven decisions even more. Principals and assistant principals can be better equipped to see patterns, diagnose problems in the classroom, and carry out evidence-based interventions that maximize learning outcomes for every student by honing their data analysis and interpretation abilities. Educational leaders can enhance their influence on educational quality and foster a culture of continuous improvement within their school communities by giving priority to professional development in this domain.

TABLE 5

LEVEL OF SATISFACTION OF TEACHERS

	INSTRINSIC	**WEIGHTED MEAN**	**INTERPRETATION**
1	1.The feeling of self-esteem or self-respect you get from being in your job	4.74	Very High
2	2.The opportunity for personal growth development in your job	4.85	Very High
3	3.The feeling of worthwhile accomplishment in your job	4.93	Very High
4	4.Your present job when you consider the expectations you had when you took the job	4.74	Very High
5	5.The amount of respect and fair treatment you receive from your supervisors	4.91	Very High
6	6.The feeling of being informed in your job	4.87	Very High

7	7.The amount of supervision you receive	4.89	Very High
8	8.The opportunity for participation in the determination of methods, procedures, and goals	4.91	Very High
	AVERAGE	**4.86**	**Very High**

Legend: 4.21- 5.00 – Very High
3.41- 4.20 - High
2.61-3.40 – Average
1.81-2.60- Low
1.00-1.80- Very Low

The Level of Satisfaction of Teachers towards their different Key Result Areas. An extensive analysis of teachers' job satisfaction levels across a number of intrinsic characteristics is shown in Table 5. Based on weighted mean ratings and the interpretations that go along with it, each evaluated criterion represents the degree of satisfaction among teachers. Here, we look at the weighted mean scores that are highest and lowest, providing a thorough understanding of the important results and their consequences for each criterion.

Based from the results shown in table 5, the criterion regarding the sense of purposeful accomplishment had the highest weighted mean score of 4.93, indicating that instructors are extremely satisfied with their jobs. This score emphasizes how teachers experience a great sense of purpose and accomplishment in their profession, demonstrating how much their contributions to education are appreciated and acknowledged. This criterion validates the successful motivation and engagement tactics that raise teachers' job happiness and professional fulfillment, and it has a favorable impact on school leadership and organizational support. On the other hand, the sense of self-worth or self-respect obtained the lowest, but still excellent, weighted mean score of 4.74 among the high-performing categories. Teachers express great pleasure with the respect and admiration they receive in their professional duties, as evidenced by this score. Despite being marginally lower than other scores in Table 4, teachers' feeling of professional dignity and recognition is strong, which boosts their morale and overall job satisfaction. This criterion emphasizes how crucial it is to provide a courteous, encouraging, and valued work environment that recognizes and honors the accomplishments of educators.

Table 5 results implies that with a weighted average score of 4.86 overall, instructors' satisfaction with intrinsic elements is classified as "Very High". This thorough evaluation demonstrates the important influence that intrinsic motivators—like chances for personal development, achievement, fairness, respect, and participation in decision-making—have on teachers' job satisfaction. All of these elements work together to create a favorable work atmosphere that improves teacher motivation, retention, and, eventually, student outcomes. These results highlight how important organizational culture and school leadership are in creating a positive and encouraging work environment for teachers. School administrators may foster a workforce that is driven, involved, and dedicated to attaining academic achievement by giving priority to internal variables that improve job satisfaction. Sustaining high levels of teacher satisfaction is facilitated by effective tactics that acknowledge accomplishments, offer chances for growth, and guarantee equitable treatment. These strategies ultimately enhance school success and community well-being.

TABLE 6

ACADEMIC PERFORMANCE OF STUDENTS

RANGE	DESCRIPTOR	FREQUENCY	PERCENTAGE
90-100	OUTSTANDING	154	44
85-89	VERY SATISFACTORY	182	52
80-84	SATISFACTORY	12	3
75-79	FAIRLY SATISFACTORY	0	0
BELOW 75	DID NOT MEET EXPECTATION	0	0
TOTAL		348	100
AVERAGE		88	VERY SATISFACTORY

Table 6 shows the Academic Performance of the Senior High School Learners in General Biology 1. It provides a summary of students' academic achievement by descriptors and ranges, as well as frequency and percentage distributions. This test offers information on how students' achievement levels are distributed throughout various categories; an average score of "Very Satisfactory" indicates a high level of performance. Now let's explore the meanings of the greatest and lowest weighted mean descriptions.

Based on table 6, it shows that the highest category in terms of academic performance is on the outstanding level of performance with a class limit of 90-100, it denotes students who scored between 90 and 100, had the highest frequency, accounting for 44% of all students. This suggests that a sizeable percentage of kids are achieving extraordinarily high academic standards. Such high achievement levels point to a mastery of the learning objectives, a steady application of critical thinking abilities, and a solid comprehension of the subject matter. This level of academic excellence is characterized by successful teaching strategies, demanding curricular requirements, and encouraging learning environments that encourage students' intellectual development and academic achievement. It also emphasizes how capable educators are of offering pupils engaging learning opportunities that push them to reach their potential. Based from the results it implies that the frequency of "OUTSTANDING" performance attests to the effectiveness of individualized support systems and instructional methodologies that are customized to meet the demands of a wide range of students. It also shows how committed teachers are to developing students' potential and creating an environment where academic performance is valued within the school community. In order to sustain and build upon these accomplishments, educational leaders can take advantage of this high achievement by recognizing chances for additional academic enrichment programs, encouraging sustained effort, and celebrating victories.

In contrast, the description "SATISFACTORY," which stands for students who scored between 80 and 84, was assigned a frequency of 12, meaning that just 3% of all students were represented by this category. Although this frequency is below the upper categories, it indicates that fewer students are reaching this level, even if it is still considered satisfactory. Although they show that they are capable of fulfilling academic standards, students in this range might use more assistance to advance to higher competency levels. This category's comparatively low frequency encourages consideration of curriculum alignment, teaching methods, and focused interventions to improve student performance.
The results implies that the highlights the value of tailored learning strategies and individualized education that meet the demands of each individual learner. Educational officials can utilize this data to pinpoint students who might gain from extra help with their studies, remedial courses, or enrichment activities designed to close gaps and foster learning development. With focused interventions and a nurturing learning environment, educators can enable kids in the "SATISFACTORY" range to reach their maximum potential and advance to more advanced levels of academic

achievement. Moreover, to help these learners reach greater proficiency levels, tailored interventions may be necessary, as indicated by the small percentage of students (3%) that fall into the "SATISFACTORY" group. To make sure that every student achieves their potential, this group offers schools the chance to put differentiated instruction, academic assistance programs, and individualized learning methodologies into practice. Furthermore, the fact that there are no pupils in the "FAIRLY SATISFACTORY" or "BELOW 75" categories highlights the effectiveness of initiatives to offer fair educational opportunities and support networks that avert academically detrimental outcomes. In the future, educational leaders can apply these findings to improve teaching methods even more, encourage inclusive classrooms, and keep aiming for academic excellence across all student populations.

TABLE 7

TEST OF RELATIONSHIP BETWEEN THE INSTRUCTIONAL SUPERVISORY SKILLS, CLASSROOM OBSERVATION PERFORMANCE AND ACADEMIC PERFORMANCE OF SHS LEARNERS IN GENERAL BIOLOGY

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Preparation and Planning vs COT	0.72	3.521	0.632	Reject Ho	Significant Relationship
Observation vs COT	0.77	4.221	0.632	Reject Ho	Significant Relationship
Learning Outcomes vs COT	0.75	3.933	0.632	Reject Ho	Significant Relationship
COT and Academic Performance	0.78	4.514	2.641	Reject Ho	Significant Relationship

Table 7 Validates the Test of Relationship Between the Instructional Supervisory Skills, Classroom Observation Performance and Academic Performance of Senior High School Learners in General Biology 1. It includes correlation coefficients (r), computed values or t-statistics, critical table values at a significance level of 0.05, decisions on the null hypothesis (Ho), and interpretations, shows the results of the test of relationships between instructional supervisory skills (Preparation and Planning, Observation, Learning Outcomes) and Classroom Observation Performance (COT), as well as their correlation with Academic Performance of Senior High School (SHS) learners in General Biology.

Based from the results in table 7, it shows that the Preparation and Planning, Observation, Learning Outcomes, and Classroom Observation Performance (COT) had very high correlation coefficients (r) of 0.72, 0.77, 0.75, and 0.78, respectively. Each component of instructional supervisory skills and performance in classroom observations had high positive associations, as seen by these coefficients. In particular, the connections between COT and preparation and planning (r = 0.72), observation (r = 0.77), and learning outcomes (r = 0.75) are all significantly higher than the crucial table value of 0.632, according to the computed values/t- (3.521, 4.221, and 3.933, respectively). As a result, the null hypothesis (Ho) is rejected in each instance, suggesting that the variables have a statistically significant association. Furthermore, there is a substantial association (r = 0.78) between COT and Academic Performance, with a computed

value/t-statistic of 4.514 exceeding the crucial table value of 2.641. This strong correlation highlights the relationship between improved classroom observation skills and improved academic achievement in General Biology for SHS students.

The table 7 results implies that this study really emphasizes how important it is to have instructional supervisory skills, namely preparation and planning, observation, and guaranteeing learning outcomes, in order to improve the effectiveness of classroom observations. These results can be used by administrators and leaders in education to identify professional development initiatives that help principals and assistant principals improve their supervisory abilities. Schools can create a more encouraging and productive learning environment by improving the quality of classroom observations through the training of educational leaders in effective supervisory practices.

Moreover, the relationship found between Academic Performance and Classroom Observation Performance (COT) underscores the significance of proficient instructional supervision in propelling student accomplishment. With this knowledge, educators may better understand their students' learning results and improve classroom practices by implementing targeted interventions and support systems. The aforementioned association highlights the necessity of constant assessment and feedback loops, which enable educators to adapt their educational tactics in response to observed classroom performance.

IV. CONCLUSION

Based from the findings this study, it highlights how crucial instructional supervision is to improving the efficacy of classroom observations, especially when it comes to planning and preparation, observation, and guaranteeing learning objectives. This emphasizes further, how importance the educational leaders in providing the professional development programs that could help principals and assistant principals hone these supervisory abilities a priority. Moreover, schools can create a more encouraging and productive learning atmosphere and eventually improve the quality of education offered to SHS students by providing them with improved supervisory skills.

V. RECOMMENDATIONS

To enhance instructional supervisory skills, academic performance of learners, and classroom observation of teachers in the context of science education, a comprehensive enhancement plan must involve collaborative efforts from various stakeholders including Science teachers, school principals, district supervisors, education program supervisors, chief education supervisors, parents, and other stakeholders

1. The Instructional Supervisory plan should be implemented to all school heads that could improve the level of satisfaction of teachers and academic performance of learners in General Biology 1.

2. General Biology 1 Teachers: Regular professional development workshops on curriculum alignment, efficient lesson preparation, and creative teaching techniques specific to science subjects should be required of general biology 1 instructors. To improve student engagement and comprehension, training should place a strong emphasis on inquiry-based learning, practical experiments, and technological integration. In order to promote a culture of continual improvement in their teaching techniques, educators should also be encouraged to take part in peer observation and feedback sessions.

3. School Principal: Principals promote instructional leadership, which is essential to creating a positive learning environment. In order to ensure that teachers have access to materials and training opportunities that are in line with

current educational trends and standards in general biology 1 education, principals should place a high priority on the professional development of their teachers. They should also clearly define standards for classroom observation procedures, stressing the use of instruments for standardized evaluation and giving teachers helpful criticism.

4. District Supervisor: District supervisors are responsible for organizing professional development programs among the schools in their district to guarantee uniformity in teaching methods and curriculum execution. They ought to assist general biology 1 instructors in forming cooperative learning communities where they can exchange curricular materials, assessment techniques, and best practices. To improve their capacity for instructional leadership, district supervisors should also give school principals continuous support and guidance.

5. Education Program Supervisor and Chief Education Supervisor: These parties are in charge of managing the creation of curricula and educational policies. They ought to support science education programs that encourage students' scientific inquiry, critical thinking, and problem-solving abilities. Together with district supervisors, they ought to coordinate curriculum frameworks with national educational standards and offer advice on efficient teaching and evaluation techniques.

6. Parents: Parents are essential in helping their kids succeed academically in general biology 1. They ought to be aware of the general biology 1 curriculum, learning goals, and evaluation procedures used by the institution. For the purpose of fostering a home-school collaboration that supports science learning outside of the classroom, schools can reach out to parents through workshops, seminars, and educational sessions. To show their support for their children's general biology 1 education, parents should also be urged to take part in school events, science fairs, and exhibitions.

7. Stakeholders: Other stakeholders can help by offering resources, opportunities for mentorship, and practical applications of general biology 1 concepts. These include community leaders, business partners, and educational institutions. They can work with educational institutions to set up internships, field trips, and guest lectures that introduce students to a variety of career options in science-related industries. Stakeholders can also push for budgetary programs and legislative modifications that give general biology 1 education top priority and assist educators in putting best practices into the classroom.

8. Regarding the aforementioned, the researcher is granting those future leaders the permission to carry out an identical investigation to verify the accuracy of the findings.

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