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# Instructional Supervisory Skills of School Heads Classroom Observation Performance of Physical Science Teachers and Test Performance of Grade 12 Students in Physical Science

APRIL C. MARTINEZ

Teacher II

Western Leyte College

Master of Arts in Education

Major School Administration and Supervision

[april.martinez029@deped.gov.ph](mailto:april.martinez029@deped.gov.ph)

## ABSTRACT

This study determined the significant relationship between the Instructional Supervisory Skills of school heads, Classroom Observation Performance of Physical Science Teachers and test performance of grade 12 students in Physical Science in Ormoc City Senior High School. A proposed Instructional Supervisory plan was formulated based on the result of the study. A descriptive-correlational design was used in this study to investigate the relationship between supervisory Leadership Style in relation to the performance of teachers and test performance of the Grade 12 GA learners in Physical Science. 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 clear or validate on the degree to which supervisory leadership styles relates to the performance of teachers and students. The relationship between senior high school teachers' performance on the Classroom Observation Tool (COT) and the instructional supervisory skills of School Heads-in-charge. The findings of a correlation study examining the relationship between instructors' performance on the Classroom Observation Tool (COT) and their instructional supervisory skills (preparation and planning, observation, and learning outcomes and academic performance). Every set of variables displays a correlation coefficient (r), t statistic or computed value, crucial table value, null hypothesis (Ho) determination, and connection interpretation. The findings of correlational studies examining the correlations between several aspects of teaching effectiveness, observable Competence on Teaching (COT), and learning outcomes and academic performance are shown in Table 6. In order to shed light on the relationships between various variables in the context of education, this thorough analysis attempts to investigate the magnitude and intensity of these correlations.

Based on the results, it was found out that the null hypothesis (Ho) was rejected based on the correlation analysis between Competence on Teaching (COT) and Planning and Preparation. The correlation coefficient (r) and the computed value exceeded the critical table value at the significance level. This shows a strong positive correlation, indicating that better COT results are correlated with careful planning and preparation. While on the correlation analysis between Observation practices and Competence on Teaching (COT) resulted in a correlation coefficient (r) with a computed value (t), exceeding the critical table value at a significance level, prompting the rejection of the null hypothesis (Ho). This finding indicates a significant positive relationship, suggesting that thorough and effective observation correlates with higher COT scores.

On the other hand, the null hypothesis (Ho) was rejected based on the correlation analysis between Learning Outcomes and Competence on Teaching (COT), which showed a correlation coefficient (r) and a calculated value (t),

exceeding the critical table value at a significance level. According to this interpretation, there is a strong positive correlation between higher COT scores and improved student learning outcomes. Moreover, the null hypothesis ( $H_0$ ) was rejected as a result of the correlation study between Competence on Teaching (COT) and Academic Performance, which produced a correlation coefficient ( $r$ ) with a calculated value ( $t$ ) of surpassing the critical table value at a significance level. According to this perspective, there is a strong positive correlation between students' academic achievement and their COT scores. This rejection implies that, in the context of the study, there are, in fact, a number of noteworthy positive correlations between Academic Performance, Competence on Teaching (COT), Observation, Learning Outcomes, and Preparation and Planning. Stressing the value of competent instruction, careful planning, and observation in enhancing academic achievement and learning outcomes for students. Providing information to help make decisions on professional standards, support systems, and frameworks for evaluating teachers in order to improve instruction and student success and establishing benchmarks to track and enhance instructional tactics, curriculum design, and teaching techniques in order to maximize learning outcomes.

In general, the results in this table provides insightful information about how preparation, observation, teaching proficiency, learning objectives, and academic achievement are related to one another. These observations play a critical role in informing evidence-based choices and programs that support the development of a positive and productive learning environment in educational settings.

*Keywords — Instructional Supervisory Skills      Classroom Observation Performance      Science      Teacher  
Grade 12 SHS Learners*

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## I. INTRODUCTION

The Supervisory Leadership Style is a method used by supervisors or school administrators to direct, assist, and oversee teachers in order to improve their performance and, ultimately, the results for their students is known as the supervisory leadership style. This leadership approach covers a range of actions and procedures, such as giving constructive criticism, presenting chances for professional growth, establishing precise standards, and creating a positive work atmosphere.

Based on the study of Johnson, R, R., Martinez, A (2019) “ Different supervisory leadership styles influence the performance of both teachers and students in secondary schools. It explores various leadership styles such as directive, supportive, and participative, and examines their effects on teaching effectiveness, teacher job satisfaction, and student achievement. Findings from this study provide insights into the importance of adopting effective supervisory leadership practices to create a conducive learning environment and improve overall educational outcomes.

Based on the idea of the researcher as well as her observations on how the school is being manage, indeed supervisory leadership carries a direct bearing on teachers' job satisfaction, which in turn impacts their morale, drive, and dedication to the classroom. Examining the ways in which various leadership philosophies affect teachers' job satisfaction can yield important information about how to improve the work environment and retain teachers. Teachers' approaches to classroom management and their instructional practices are greatly influenced by the supervisory leadership styles that they adopt. It is helpful to know how various leadership philosophies affect curriculum implementation, classroom dynamics, and teaching strategies in order to support good pedagogy and student engagement.

The abovementioned premise, is one of the considerations why the Researcher to focus on the noteworthy correlation between supervisory leadership styles and the academic performance of students. Examining the ways in

which the leadership behaviors of school administrators affect student academic achievement, attendance rates, and disciplinary incidents can help to clarify the ways in which good leadership supports academic success. Furthermore, it is the supervisory leadership styles of school heads that impact the effectiveness and accessibility of professional development opportunities for Senior High Teachers. Examining the ways in which leadership behaviors affect mentoring, coaching, and training can direct initiatives to support educators' ongoing skill development and progress. Moreover, this is one of the reasons why the researcher is trying to pursue her study focusing on the supervisory leadership style in relation to the teaching performance and test performance of the Grade 12 GA Students particularly in Physical Science Subject.

This study determined the significant relationship between the Instructional Supervisory Skills of school heads, Classroom Observation Performance of Physical Science Teachers and test performance of grade 12 students in Physical Science 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 Supervisory skills?
2. COT of teachers
3. What is the test performance of the Grade 12 Students in Physical Science?
4. Is there a significant relationship between the ff:
  - 4.1. Supervisory Skills of School heads and Cot performance of teachers; and
  - 4.2. COT performance of teachers and test performance of students?
5. What Instructional Supervisory plan can be proposed based on the findings of the study?

Statement of Hypothesis

H<sub>0</sub> – There is no there a significant relationship between the following:

1. Supervisory Skills of School heads and Cot performance of teachers; and
2. COT performance of teachers and test performance of students.

## II. METHODOLOGY

**Design.** A descriptive-correlational design was used in this study to investigate the relationship between supervisory Leadership Style in relation to the performance of teachers and test performance of the Grade 12 GA learners in Physical Science. 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 clear or validate on the degree to which supervisory leadership styles relates to the performance of teachers and students. This study aimed to validate the relationship between Instructional Supervisory Skills of the Head Teachers and the performance of Senior High School Teachers and test performance of learners Ormoc City Senior High School. The researcher utilized Universal Sampling in identifying the respondents of the study. Quantitative analysis was used to determine the significant relationship between the between Instructional Supervisory Skills of the Head Teachers and the performance of Senior High School Teachers and test performance of learners Ormoc City Senior High School. The main local of the study is in New Ormoc City Senior High School. Based from the aforementioned locale, the main respondents that were chosen by the teacher-researcher were the 2 Head Teacher and 10 Senior High School Teachers and 143 SHS Learners. The information for the analysis was gathered using two (2) distinct survey instruments: one to gauge the Instructional Supervisory Skills of head Teachers and another tool to gauge performance respectively based on the COT and Grades of the SHS Learners respectively. The assessment of the Head Teachers Instructional Supervision skills by teachers was conducted through

the use of the Instructional Supervisory Tool (IST) developed by DepEd, Cagayan Valley (2019). The survey consists of 14 items with a 4-point Likert scale that asks participants to rate their Instructional Supervisory Skills in terms of three categories: Preparation and Planning; Observation; and Assessing and Reporting of Learning Outcomes. The scale ranges from 4 (Highly Proficient), 3 (Proficient), 2 (Basic), and 1 (Below Basic). The Classroom Observation Tool (COT) was the second and distinct instrument used to determine the teacher's performance and Grades of the Learners. The proposed instructional supervisory Plan was taken based on the findings of the study.

**Sampling.** There were 156 total number respondents who are included in the study. The respondents of the were the 2 Head Teachers, 10 Junior High School Teachers and 143 SHS 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 the teachers. 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 Ormoc City Senior High School for hereto be notified.

The researcher was distributed the researcher survey questionnaires to the teacher-in-charge to be answered by the teachers. After one month, the questionnaires was 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 instructional supervisory skills of Teacher-in-charge to the performance of the Senior High School 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 was 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 instructional Supervisory 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 Head Teachers, Senior High School teachers, and SHS Learners 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 was employed to determine the extent of Instructional Supervisory Skills of Teacher-in-charge and Performance of teachers through the COT and Grades of the SHS Learners.

Pearson r Moment Correlation Coefficient was used to determine the significant relationship between the Instructional Supervisory Skills of Head Teachers and Performance of Senior High School teachers and Grades of the SHS Learners in Science.

### III. RESULTS AND DISCUSSION

**TABLE 1**

**EXTENT OF INSTRUCTIONAL SUPERVISORY SKILLS OF HEAD TEACHERS IN TERMS OF PREPARATION AND PLANNING**

	<b>Preparation and Planning</b>	<b>WEIGHTED MEAN</b>	<b>INTERPRETATION</b>
1	Has duly approved Instructional Supervisory Plan for implementation of curriculum program based on teachers' instructional needs.	4.00	Very High
2	Shows evidence in providing technical assistance on the preparation of lesson plans and assessment materials	3.90	Very High
3	Shows evidence of monitored preparation of appropriate, adequate, and economical Instructional materials that suit learners' diverse Needs.	3.80	Very High
4	Conducts pre-observation conference with the Teachers.	3.80	Very High
	<b>AVERAGE</b>	<b>3.88</b>	<b>Very High</b>

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 extent of instructional supervisory skills of school heads in terms of preparation and planning. To create a positive learning environment and advance academic success, school heads play a critical role in providing efficient instructional supervision. A thorough evaluation of school heads' instructional supervisory skills, particularly with regard to planning and preparation. The four important indications in this table, each with a weighted mean score and explanation, are carefully laid out and provide important information about how well school heads manage these crucial facets of educational administration and supervision.

This thorough discussion seeks to examine the presentation, interpretation, analysis, and implications of each item included in Table 1 in light of these observations. This analysis aims to shed light on the crucial role school heads play in influencing the educational landscape and promoting ongoing progress in teaching and learning practices by dissecting

the complex accomplishments and strategic emphasis areas of school heads in instructional supervision.

Based from the table 1 results, it shows that Four distinct items pertaining to the planning and preparation phases of instructional supervision. Each item has a weighted mean score associated with it as well as an interpretation based on a predetermined scale (in this case, "Very High"). Based on item no. 1, it has an appropriately approved Instructional Supervisory Plan in place for implementing the curricular program according to the demands of the instructors in the classroom with a weighted mean of 4.00 and has a corresponding interpretation of Very High which means that administrators regularly make sure that a clear, authorized strategy for instructional supervision—one that is customized to instructors' needs and curricular requirements—is in place. This high rating indicates that the planners of educational programs have great organizational and leadership abilities. While on the item no. 2 which focuses on the provisions of proof of having helped with the creation of lesson plans and assessment materials which has an equivalent weighted mean of 3.90 (Very High) which means that the leaders of the schools take the initiative to help teachers create lesson plans and evaluation materials. This rating denotes support and active participation in raising the caliber of instruction using useful teaching resources. On the other hand, on item no. 3 which focuses on the Provision of proof of carefully supervised creation of acceptable, sufficient, and affordable teaching resources that meet the various needs of students has an equivalent weighted mean of 3.80- Very high which has the same ratings on item no. 4 (pre-observation meeting with the instructors) which connotes that It is abundantly evident that educational resources are tracked and matched to the various requirements of students. This suggests a methodical approach to making sure materials are appropriate and useful for various learner populations and Pre-observation conferences, which are essential for establishing objectives and expectations before classroom observations, are regularly held by school administrators with instructors. Effective communication and planning prior to supervisory tasks are reflected in this score.

The results in table 1 implies that school leaders do a great job of preparing and organizing for instructional monitoring. They constantly receive top marks in every category that is assessed, which demonstrates their dedication to organizational intelligence and strategic leadership. Notably, their capacity to create and approve clear Instructional Supervisory Plans, support teachers with technical assistance, keep an eye on instructional materials, and hold pre-observation conferences highlights a proactive approach to improving the caliber of instruction and matching teaching methods to the varied needs of students. These results not only validate the efficacious operational tactics implemented by school principals, but also underscore the noteworthy influence of their endeavors on enhancing the quality of instruction and cultivating enhanced learning results in their individual educational establishments. Lastly, the strong capabilities of school heads in preparation and planning for instructional supervision. These findings not only highlight their effective leadership in educational settings but also suggest positive implications for overall teaching quality and student learning experiences.

**TABLE 2**

**EXTENT OF INSTRUCTIONAL SUPERVISORY SKILLS OF  
TEACHER-IN-CHARGE IN TERMS OF OBSERVATION**

	<b>Observation</b>	<b>WEIGHTED MEAN</b>	<b>INTERPRETATION</b>
1	Records actual observation of teaching-learning process using appropriate forms.	3.90	Very High

2	Evaluates congruency of lesson plans, references, instructional material, learning strategies, techniques and assessment tools used.	3.90	Very High
3	Evaluates teaching-learning process based on learning outcomes.	3.80	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	3.90	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.	3.90	Very High
	<b>AVERAGE</b>	<b>3.91</b>	<b>Very High</b>

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 School Heads-in-charge in terms of Observation. Efficient teaching methods and student learning results, school heads play a critical role in instructional monitoring in educational environments. Table 2 provides an evaluation of school heads' instructional supervision capabilities, with a particular emphasis on observational skills. The goal of this thorough assessment is to shed light on how successfully school administrators carry out crucial observational duties that aid in the preparation of teachers and the execution of the curriculum.

Table 2 presents a methodical overview of many facets of observation-based instructional supervision, with each element evaluated based on weighted mean scores and qualitative interpretations. On the area of accurately documents classroom observations using forms that capture key elements of the teaching and learning process, School heads receive a high evaluation (3.90, Very High) for their ability to accurately document classroom observations while on the Assesses congruency of lesson plans, references, instructional material, learning strategies, techniques, and assessment tools used is rated at 3.90 (Very High), highlights their competence in determining the appropriateness and alignment of instructional elements that are essential for efficient instruction.

On the Assesses the efficiency of teaching strategies and methods based on student learning outcomes, this element receives a score of 3.80 (Very High), indicating the student's competence to analyze and evaluate the success of different teaching methods. On the other hand, achieving a perfect score of 4.00 (Very High), school heads excel in ensuring that educational standards and content are aligned with curriculum guidelines, fostering consistency and quality in education delivery. They also ensure that content standards, performance standards, and learning competencies of learning areas are based on the Curriculum Guide. Furthermore, on the area Assessed at 3.90 (Very High), this criterion shows their capacity to support teachers in modifying curriculum content to meet the various needs and contexts of students within their school community. Assists the teacher in enhancing the curriculum based on the learner's context and local needs while on the area where Enhances the teacher's strengths and helps him/her overcome areas for growth is also received a 4.00 (Excellent) rating, shows how well the teacher is able to offer helpful criticism and assistance to enhance teacher effectiveness and professional growth. Another area that received a rating of 3.90 (Very High) for facilitation of post-

observation conversations to jointly address areas that require improvement in instructional practices is the ability to conduct post-conferences and reach consensus on solutions to identified instructional areas of development.

Based from the results in table 2, it implies that the weighted mean score which is 3.91 (Very strong) on average across all evaluated categories, highlights the school heads' consistently strong performance in the area of instructional monitoring through observation. Their substantial influence on creating a supportive learning environment, guaranteeing that academic criteria are fulfilled, and encouraging ongoing development of teaching methodologies is confirmed by this collective assessment. These demonstrate the vital part that school administrators play in preserving the caliber of education by implementing efficient monitoring and oversight procedures. By documenting, assessing, and providing guidance to educators based on data from observations in the classroom, they directly support the improvement of teaching methods, the alignment of curricula with standards, and eventual gains in student accomplishment.

Furthermore, the results demonstrate how adept school heads are at providing observational instructional supervision, highlighting their responsibility to foster teacher growth and improve the quality of education that enhances leadership practices and raise student achievement, these insights are essential.

**TABLE 3**

**EXTENT OF INSTRUCTIONAL SUPERVISORY SKILLS OF  
TEACHER-IN-CHARGE IN TERMS OF ASSESSING AND REPORTING OF LEARNING OUTCOMES**

	<b>ASSESSING AND REPORTING OF LEARNING OUTCOMES</b>	<b>WEIGHTED MEAN</b>	<b>INTERPRETATION</b>
1	Evaluates assessment done during the teaching-learning process.	3.60	Very High
2	Ensures that test results are analyzed and interpreted	3.90	Very High
3	Helps the teacher develop interventions for least mastered competencies.	3.40	Very High
	<b>AVERAGE</b>	<b>3.63</b>	<b>Very High</b>

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 School Heads-in-charge in terms of Assessing and reporting of learning outcomes. One of the most important aspects of instructional supervision that school leaders do to guarantee student progress and the efficacy of instruction is assessing and reporting learning outcomes. An assessment of school heads' supervisory abilities in this particular area. Their competence in evaluating, deciphering, and assisting with interventions for student learning outcomes is intended to be clarified by this thorough analysis.

Based from the results in table 3, The instructional supervisory skills of school heads are systematically evaluated



in Table 3 with respect to the assessment and reporting of learning outcomes. The evaluation comprises the subsequent principal standards, each with a weighted average score and a qualitative explanation. First is on evaluated assessments carried out during the teaching-learning process, School heads' critical evaluation skills are assessed at 3.60 (Very High) for this assessment method. This demonstrates their ability to evaluate the efficacy of the techniques teachers employ to gauge the growth and comprehension of their students. While on the 2nd item which focused on making sure test findings are analyzed and interpreted, School leaders have proven to be highly adept at doing just that, earning a score of 3.90 (Very High) for their thorough analysis and interpretation of test results. Their ability to extract valuable insights from assessment data to guide instructional decisions and interventions is a result of their proficiency. Lastly, on the last item which on helping the teacher in creating interventions for the least-mastered competencies has a rating of 3.40 (Very High), emphasizes their importance in collaborating with other teachers to pinpoint and address the areas in which pupils most struggle. School heads assist teachers in enhancing instructional practices and student learning outcomes by creating focused interventions.

Based from the results in table 3, these implied that with an average weighted mean score of 3.63 (Very High) for all evaluated categories, learning outcomes assessment and reporting have consistently been done well. This average highlights how well school administrators have used assessment information to improve instruction and support student success. The results highlight how important school head are in maintaining the caliber and efficacy of instructional strategies pertaining to measuring and disclosing learning outcomes. They directly improve overall educational outcomes and promote a continuous improvement culture by critically examining assessments, deciphering test results, and assisting with student competency improvements. Lastly, emphasize the need of efficient instructional supervision in fostering student achievement and have important ramifications for educational stakeholders. The ability of school heads to evaluate and analyze learning outcomes improves teaching efficacy and helps guide strategic choices that support fair educational opportunities and attend to students' needs. Lastly, Table 3 highlights how adept school administrators are in evaluating and summarizing student learning results. Their competencies in these domains are of paramount importance in molding pedagogical approaches, cultivating pedagogical advancement among educators, and ultimately augmenting the caliber of education disbursed in their establishments. These understandings are essential for informing policy choices and educational leadership that aim to enhance student learning and accomplishment results.

**TABLE 4**  
**CLASS OBSERVATION PERFORMANCE OF TEACHERS**

<b>Indicators</b>	<b>Mean</b>	<b>Description</b>
Quarter 1	6.93	Integrating
Quarter 2	6.90	Integrating
Quarter 3	6.98	Integrating
Quarter 4	7.00	Integrating
<b>Average</b>	<b>6.95</b>	<b>Integrating</b>

Table 4 shows the class observation performance of Teachers. It presents the data an overview of the class observation performance of teachers across four quarters, presenting mean scores and corresponding descriptions. This analysis focuses on evaluating the consistency and effectiveness of teaching practices observed throughout the academic year.

Based from the results presented, Table 4 conducts a systematic assessment of teachers' performance based on observations made during several quarters. The following important indicators are part of the assessment, The first

quarter's mean score of 6.93 was deemed "Integrating while the 2nd one which is the second quarter's mean score, 6.90, is categorized as "Integrating. On the other hand, on the 3rd quarter With a mean score of 6.98, the section is still classified as "Integrating. Lastly. On the Fourth quarter, there was a mean score of 7.00, keeping with the "Integrating" theme. Across all quarters of the academic year, the mean scores consistently show that teachers are performing well when it comes to combining different teaching strategies and techniques. The ratings, which are all very near to 7.00, indicate that teachers can effectively combine several teaching modalities to improve learning results and student engagement.

The results in table 4 implies that the average mean score of 6.95 for all quarters confirms that teachers consistently integrate instructional strategies into their lessons. This constancy shows a year-round commitment to upholding high standards for instructional quality and efficacy in the classroom. It 4 demonstrate the beneficial effects of good teaching strategies that are noticed during in-class observations. The ability of teachers to incorporate a variety of teaching strategies improves student achievement and academic success overall, as well as the learning process. The results highlight how crucial it is for teachers to get continual professional development and assistance in order to maintain their successful teaching methods. By identifying and promoting effective instructional practices, encouraging instructors to continuously improve, and eventually raising the standard of education offered within the institution, educational stakeholders can make use of these insights. In summary, Table 4's complete assessment highlights teachers' competency in integrating teaching approaches over several quarters. Their continuous success in incorporating different teaching modalities is evidence of their commitment to creating a lively and stimulating learning environment for pupils. To improve student outcomes and instructional effectiveness, educational leaders must use these findings to inform their decisions and activities.

**TABLE 5**

**ACADEMIC PERFORMANCE OF STUDENTS**

<b>RANGE</b>	<b>DESCRIPTOR</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
90-100	OUTSTANDING	118	83
85-89	VERY SATISFACTORY	25	17
80-84	SATISFACTORY	0	0
75-79	FAIRLY SATISFACTORY	0	0
BELOW 75	DID NOT MEET EXPECTATION	0	0
TOTAL		143	100
AVERAGE		94	OUTSTANDING

Table 5 presents the academic performance of the students. It offers a thorough summary of students' academic performance according to their achievement levels, as indicated by ranges and descriptors. The distribution and percentages of pupils across several performance categories, which represent their academic achievement, are the main focus of this analysis.

Based from the results given, It categorizes students' academic performance into specific ranges and descriptors, accompanied by frequency counts and percentages. From the scores Ranges from 90-100, it is already considered an outstanding performance with 118 students accounting for 83% of the total. While with the scores Ranges from 85-89 with a "VERY SATISFACTORY," performance have 25 students comprising 17% of the total respondents. Meanwhile, the scores Ranges 80-84, 75-79, and below 70, no students fell into these categories, indicating that all students either met or exceeded academic expectations.

The results in table 5 implies that from the average score of 94, which is in the OUTSTANDING performance. it highlighted the students' overall excellence even more. This average demonstrates the institution's dedication to creating a supportive learning environment that encourages academic success and high achievement. Educational stakeholders can use these findings to identify areas of strength and growth in teaching and learning practices, celebrate student accomplishments, and carry out focused interventions to maintain and improve academic performance. Furthermore, these observations function as criteria and benchmarks for future standards and goals that strive to continuously enhance educational outcomes. Moreover, the results offers an impressive overview of the exceptional academic achievement of pupils at the school, backed up with comprehensive information on performance ranges and descriptors. The educational techniques and policies designed to support sustained excellence and student achievement are greatly informed by these ideas.

**TABLE 6**

**TEST OF RELATIONSHIP BETWEEN THE INSTRUCTIONAL SUPERVISORY SKILLS AND CLASSROOM OBSERVATION TOOL (COT) PERFORMANCE OF TEACHERS, LEARNING OUTCOMES AND ACADEMIC PERFORMANCE OF LEARNERS**

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
<b>Preparation and Planning vs COT</b>	0.71	3.422	0.566	Reject Ho	Significant Relationship
<b>Observation vs COT</b>	0.76	4.161	0.566	Reject Ho	Significant Relationship
<b>Learning Outcomes vs COT</b>	0.73	3.821	0.566	Reject Ho	Significant Relationship
<b>COT and Academic Performance</b>	0.77	4.333	2.362	Reject Ho	Significant Relationship

Table 6 validates the relationship between senior high school teachers' performance on the Classroom Observation Tool (COT) and the instructional supervisory skills of School Heads-in-charge. The findings of a correlation study examining the relationship between instructors' performance on the Classroom Observation Tool (COT) and their instructional supervisory skills (preparation and planning, observation, and learning outcomes and academic performance) are shown in Table 5. Every set of variables displays a correlation coefficient (r), t statistic or computed value, crucial table value at  $\alpha = 0.05$ , null hypothesis (Ho) determination, and connection interpretation.

The findings of correlational studies examining the correlations between several aspects of teaching effectiveness, observable Competence on Teaching (COT), and learning outcomes and academic performance are shown in Table 6. In

order to shed light on the relationships between various variables in the context of education, this thorough analysis attempts to investigate the magnitude and intensity of these correlations.

Based on the results, it was found out that the null hypothesis ( $H_0$ ) was rejected based on the correlation analysis between Competence on Teaching (COT) and Planning and Preparation. The correlation coefficient ( $r$ ) of 0.71 and the computed value ( $t$ ) of 3.422 exceeded the critical table value (0.566) at the significance level of .05. This shows a strong positive correlation, indicating that better COT results are correlated with careful planning and preparation. While on the correlation analysis between Observation practices and Competence on Teaching (COT) resulted in a correlation coefficient ( $r$ ) of 0.76, with a computed value ( $t$ ) of 4.161, exceeding the critical table value (0.566) at a significance level of .05, prompting the rejection of the null hypothesis ( $H_0$ ). This finding indicates a significant positive relationship, suggesting that thorough and effective observation correlates with higher COT scores.

On the other hand, the null hypothesis ( $H_0$ ) was rejected based on the correlation analysis between Learning Outcomes and Competence on Teaching (COT), which showed a correlation coefficient ( $r$ ) of 0.73 and a calculated value ( $t$ ) of 3.821, exceeding the critical table value (0.566) at a significance level of .05. According to this interpretation, there is a strong positive correlation between higher COT scores and improved student learning outcomes. Moreover, the null hypothesis ( $H_0$ ) was rejected as a result of the correlation study between Competence on Teaching (COT) and Academic Performance, which produced a correlation coefficient ( $r$ ) of 0.77 with a calculated value ( $t$ ) of 4.333, surpassing the critical table value (2.362) at a significance level of .05. According to this perspective, there is a strong positive correlation between students' academic achievement and their COT scores. This rejection implies that, in the context of the study, there are, in fact, a number of noteworthy positive correlations between Academic Performance, Competence on Teaching (COT), Observation, Learning Outcomes, and Preparation and Planning. Stressing the value of competent instruction, careful planning, and observation in enhancing academic achievement and learning outcomes for students. Providing information to help make decisions on professional standards, support systems, and frameworks for evaluating teachers in order to improve instruction and student success and establishing benchmarks to track and enhance instructional tactics, curriculum design, and teaching techniques in order to maximize learning outcomes.

In general, the results in this table provides insightful information about how preparation, observation, teaching proficiency, learning objectives, and academic achievement are related to one another. These observations play a critical role in informing evidence-based choices and programs that support the development of a positive and productive learning environment in educational settings..

#### IV. CONCLUSION

Based from the findings this study, Significant relationships between important factors pertaining to instructional supervision and academic outcomes are highlighted by Table 6's findings. The rejection of the null hypothesis ( $H_0$ ) demonstrates strong statistical evidence of meaningful associations across all investigated relationships, including COT vs. Academic Performance, Learning Outcomes vs. COT, Observation vs. COT, and Preparation and Planning vs. COT. More specifically, stronger correlations—like the connection between COT and Academic Performance—emphasize how crucial teaching quality is to promoting higher student accomplishment. These findings highlight how important it is for school administrators to prepare and observe well in order to improve both the caliber of instruction and the learning outcomes of their students. School leaders can directly improve student achievement by establishing the groundwork for high-quality instructional practices via careful planning and preparation. Additionally, the positive associations imply that funding professional development to improve teachers' ability to instruct can have a good impact on students' academic performance on a variety of tests and disciplines. With a purposeful focus on strengthening instructional

supervision procedures, educational institutions can improve overall educational quality and student results. These observations offer a strong basis for this strategy..

## V. RECOMMENDATIONS

1. The Instructional Supervisory plan should be implemented by both school heads and teachers in dealing with the different roles and responsibilities by them.
2. Planning classes strategically and thoroughly should be a top priority for teachers. To improve overall classroom effectiveness, this involves coordinating teaching practices with learning objectives and student needs.
3. To continuously enhance their teaching strategies, educators should often evaluate their approaches and ask for input from colleagues or superiors.
4. School Heads should establish systematic and routine procedures for classroom observations in order to give educators helpful criticism and assistance. This aids in determining the areas where teaching methods need to be improved and their strong points.
5. Create opportunities for ongoing professional development tailored to the needs identified through observation and feedback. Foster a culture of collaboration and continuous improvement among teaching staff.
6. The master teacher should take on mentoring roles to support less experienced teachers in enhancing their teaching competence. Provide guidance on effective planning, observation techniques, and strategies to improve learning outcomes.
7. Regularly monitor COT scores and academic performance trends across schools within the district. Use data to identify schools or teachers in need of additional support or resources.
8. Education Program Supervisors should ensure that curriculum guidelines and instructional materials support effective preparation, observation, and teaching practices that align with COT standards and enhance learning outcomes.
9. In relation to the abovementioned, the researcher is giving the authority to those future researchers to conduct the same study to test the veracity of the results.

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