
Instructional Supervision Skills of Head Teachers and Performance of Junior High School Teachers of Villaba National Comprehensive High School

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ABSTRACT

This study determined the significant relationship between the Instructional Supervisory Skills of Heads Teachers and Performance of Junior High School Teachers in Villaba National Comprehensive High School. A proposed enhancement plan was formulated based on the result of the study. A descriptive-correlational design will be used in this study to look into the connection between the performance of Junior High School Teachers and the instructional supervisory skills of Head Teachers. It is possible to evaluate both variables methodically thanks to this design, which facilitates the investigation of any potential correlations between them. This study aims to clarify the relationship between instructional supervision skills of Head Teachers and the Performance of Junior High School Teachers of Villaba National Comprehensive High School. The relationship between teachers' performance on the Classroom Observation Tool (COT) and the Instructional Supervisory skills of Head Teachers. It does this by looking at correlations between important factors and their implications. In order to decide whether to accept or reject the null hypothesis (H_0) and to interpret the significance of the association, each correlation is evaluated using computed values that are compared to critical values at a significance level of 0.05.

Teaching quality is highly impacted by excellent preparation and planning, observational skills, and a focus on learning outcomes, as suggested by the strong correlations found. Going forward, utilizing these connections can enable school administrators to use focused tactics that improve instruction, eventually encouraging academic success and excellence in education within the school community.

Based from the results in table 5, the substantial positive association between Teachers' COT performance and the instructional supervisory skills related to preparation and planning is indicated by the correlation coefficient. H_0 is rejected because the computed value is more than the critical table value. The strong correlation implies that school heads' efficient planning and preparation have a good impact on teachers' performance during COT-based classroom observations. During CO or Classroom Observation evaluations, teachers who are very skilled at organizing and planning lessons are likely to offer clear direction and assistance, which is reflected in their higher observed teaching quality.

On the other hand, the substantial positive link between school heads' observing abilities and teachers' COT performance is indicated by the correlation coefficient. H_0 is rejected because the estimated value likewise more than the critical table value which means that higher COT performance among teachers is correlated with effective classroom observation abilities demonstrated by school heads. This suggests that school heads who are skilled at observing instructional strategies can offer insightful criticism and encouragement, resulting in enhanced instructional quality and conformity to academic standards.

Lastly, the substantial positive link between teachers' COT performance and learning outcome assessment is indicated by the correlation coefficient. H_0 is rejected because the estimated value is more than the critical table value. This implies that the Teachers who closely monitored and recorded learning outcomes are more likely to supervise instructional strategies that improve teachers' COT performance. This emphasizes the value of education that is outcomes-driven and the part that assessment plays in directing visible instructional improvements in classroom environments.

Keywords — *Instructional Supervision Skills of Head Teachers- Performance of Junior High Teachers*

I. INTRODUCTION

Good instruction is a major factor in determining the quality of education, and good supervision from the head teacher or school administrator is a major factor in determining the quality of teachers. The performance of the learners they produced is determined by these three interrelated factors. The goal of the Department of Education is to uphold every Filipino student's right to a high-quality, comprehensive basic education, and teachers are tasked with fostering and facilitating learning for all students. In a similar vein, administrators and school heads, in their capacity as stewards of the institution, guarantee a welcoming and encouraging atmosphere conducive to successful learning.

In the educational process, teachers are essential. The performance and learning outcomes of students are contingent upon them, either favorably or unfavorably. Because of this, teachers require ongoing oversight, direction, coaching, and technical support from the head teacher and the school administrator. Professional teachers, as we all know, comprehend comprehensive education, participate in multiple trainings and seminars, LAC sessions, and pursue post-graduate studies. In order to successfully achieve the department of education's mission and vision, the head teacher must effectively guide and manage the potential of these educators. This is a crucial factor that must be used to produce a positive impact on the learners' quality education.

School management plays a vital role in the success of the teaching and learning process; it provides direction and support to all school personnel and stakeholders through supervision to achieve its organizational goals and objectives. Furthermore, effective supervision is considered an indicator of school effectiveness because the supervision of teachers is deemed a significant factor affecting the academic performance of students (Donkoh & Baffoe, 2018). Moreover, effectiveness in supervision can be measured by how supervisors, as managers, achieve the required outputs of the position (Bakker, 1999 as cited in Coronel & Ferrater-Gimena, 2017). One important aspect to be considered in the educational system is quality assurance, which includes efficient management, monitoring, evaluation, and review of resource inputs and the transformation process, which is the teaching and learning, as well as the quality of outputs, which are the students (Ayeni, 2012).

Good supervision of instruction gives teachers constructive criticism, direction, and encouragement to enhance their methods of instruction. Strong instructional supervision abilities enable head teachers to pinpoint areas for professional development and offer focused support to teachers, resulting in ongoing enhancements to the caliber of instruction.

Instructional supervision assists in making sure that pedagogical approaches are in line with the aims and purposes of the educational establishment. Head teachers can guarantee that teachers are successfully implementing curriculum

standards and fostering student learning outcomes that meet the expectations of the school by using their supervision skills.

Head teachers can assist teachers in improving their teaching methods, classroom management strategies, and student engagement tactics by watching how lessons are taught in the classroom and offering constructive feedback. In the end, this leads to improve teaching effectiveness and better learning experiences for students.

A formal education in instructional supervision methods may not have been received by all head teachers. In the absence of sufficient training and opportunities for professional growth, head teachers might find it difficult to monitor classroom instruction, offer helpful criticism, and assist teachers in enhancing their teaching methods in which some of the teachers were experiencing some of the issues on the instructional supervisory skills shown by some of the Head Teachers. Head teachers frequently have a lot on their plate and little time to dedicate to monitoring instruction. They might also have limited access to resources, such as opportunities for professional growth or instruments for evaluating the efficacy of their instruction. Their capacity to offer instructors relevant support may be hampered by these constraints. Thus, this is one of the reasons why the researcher is trying to pursue his study in finding some of the causes on the low of performance of teachers as well as to help them improve their teaching skills.

This study determined the significant relationship between the Instructional Supervision Skills of Heads Teachers and Performance of Junior High School Teachers in Villaba National Comprehensive 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 Instructional Supervisory Skills of head teachers in terms of the following:
 - 1.1 Preparation and Planning;
 - 1.2 Observation; and
 - 1.3 Assessing and Reporting of Learning Outcomes?
2. What is the performance of Junior High School Teachers based on classroom observation tool (COT) in Quarters 1-4.
3. Is there a significant relationship between the Instructional Supervisory Skills of Head Teachers and Performance of the Junior High School Teachers of Villaba National Comprehensive High School?
4. What Instructional Supervisory plan can be proposed based on the findings of the study?

Statement of Hypothesis

H_0 – There is no significant relationship between the Instructional Supervision Skills of Head Teachers and performance of the Junior High School Teachers of Villaba National Comprehensive High School.

II. METHODOLOGY

Design. descriptive-correlational design was used in this study to look into the connection between the performance of junior high school teachers and the instructional supervisory skills of Head Teachers. It is possible to evaluate both variables methodically thanks to this design, which facilitates the investigation of any potential correlations between them. This study aimed to clarify the relationship between instructional supervisory skills of Head Teachers and the performance of Junior High School Teachers of Villaba National Comprehensive 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 instructional supervisory skills of Head Teachers towards the performance of Junior

High School Teachers. The main local of the study is in Villaba National Comprehensive School is one of the performing schools of Division of Leyte. Based from the aforementioned locale, the main respondents that were chosen by the teacher-researcher were the 2 Head Teachers and 40 Junior High School Teachers to assess the instructional supervisory skills of the Head Teachers and its effects to the teacher's performance. The information for the analysis was gathered using two (2) distinct survey instruments: one to gauge Head Teachers' level of instructional supervisory skills and another to gauge performance of teachers based on the COT respectively. The assessment of the Head Teacher's 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 the proposed instructional supervisory Plan was taken based on the findings of the study.

Sampling. There were 42 total number respondents who are included in the study. The respondents of the study were the 2 School Heads and 40 Junior High School Teachers were being identified and the primary means of reaching them was 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 Leyte Division 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 Villaba North District in the Division of Leyte for her awareness.

The researcher was distributed the researcher survey questionnaires of the Head Teachers to be answered by the teachers and the COT based-survey form for the COT ratings for quarters 1-4 of S.Y:2023-2024. 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 instructional supervisory skills of Head Teachers to the performance of the Junior 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 Leyte Division 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 Head 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 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 and the Junior High School teachers was 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 extent of Instructional Supervisory Skills of Head Teachers and Performance of teachers.

Pearson r Moment Correlation Coefficient was used to determine the significant relationship between the Instructional Supervisory Skills of Head Teachers and Performance of teachers.

III. RESULTS AND DISCUSSION

TABLE 1

EXTENT OF INSTRUCTIONAL SUPERVISORY SKILLS OF SCHOOL HEADS 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.	3.88	Very High
2	Shows evidence in providing technical assistance on the preparation of lesson plans and assessment materials	3.85	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.	3.85	Very High
	AVERAGE	3.84	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 above shows the results on the Extent of Instructional Supervisory Skills of School Heads in Terms of Preparation and Planning. In this table, it can be gleaned that the skills of School Heads in terms of Preparation and Planning is considerably high which means that they are competent enough to do their task in terms of preparation and planning.

Based from the results in table 1, The instructional supervisory plan has been given a positive response of the teachers which covers a weighted mean which is equal to 3.88. The same responses given to the School heads in terms of giving Technical assistance on the preparation of lesson plans and assessment materials which resulted to the weighted mean of 3.85. On the other hand, on the area where the school heads supervised different instructional educational materials that suit the learner's diverse needs, it resulted to a weighted mean of 3.80 which is considered as very high. Lastly, on the area where the school heads conducted pre-observation conference with the teachers, the teachers rated them as very high which has an equivalent weighted mean of 3.84 which resulted to an average weighted mean of 3.84 (very high).

The results in table 1 implies that school heads regularly create and approve instructional supervisory plans that are customized to fit the needs of their teachers. This proactive approach improves instructional coherence throughout the school and guarantees alignment with curriculum goals. They also actively assist teachers in creating lesson plans and evaluation materials. Through the provision of essential technical guidance, this involvement not only supports the maintenance of instructional quality but also promotes teachers' professional growth. Furthermore, the school heads also efficiently supervise the creation of educational resources that meet the needs of a wide range of learners. Through their guarantee of suitability, sufficiency, and affordability, they greatly augment educational achievements and foster inclusiveness in the classroom. As well as the Pre-observation conferences between school heads and teachers were also properly conducted in which these meetings are essential for coordinating learning objectives, giving helpful criticism, and encouraging ongoing development of teaching strategies. Moreover, the weighted average of 3.84 for all aforementioned indicators indicates that school heads possess a very high degree of preparation and planning skills for instructional supervision.

TABLE 2

EXTENT OF INSTRUCTIONAL SUPERVISION SKILLS OF SCHOOL HEADS IN TERMS OF OBSERVATION

	Observation	WEIGHTED MEAN	INTERPRETATION
1	Records actual observation of teaching-learning process using appropriate forms.	3.88	Very High
2	Evaluates congruency of lesson plans, references, instructional material, learning strategies, techniques and assessment tools used.	3.83	Very High
3	Evaluates teaching-learning process based on learning outcomes.	3.83	Very High
4	Ensures that content standards, performance standards, and learning competencies of learning areas are based on the Curriculum Guide.	3.90	Very High

5	Guides the teacher in enriching/enhancing the curriculum based on learner's context and local needs	3.78	Very High
6	Reinforces strengths of the teacher and guides him/her to overcome areas of development.	3.83	Very High
7	Conducts post conference and agree on solution to identified instructional area of development.	3.90	Very High
AVERAGE		3.85	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 School Heads in terms of Observation. It shows that School heads of Villaba Comprehensive National High School are skilled in monitoring, assessing, and encouraging teaching strategies in order to improve student learning. School leaders are essential in creating a positive learning environment and supporting teachers' professional development by emphasizing systematic observation and focused support. Maintaining these procedures and honing supervision techniques will be crucial going forward to ensure that student achievement and educational quality keep improving.

Based on the results, records actual observation of teaching-learning process using appropriate forms with a Weighted Mean which is equal to 3.88 connotes that this indicator had an extremely high weighted mean, meaning that school administrators often use the right forms to record observations of the teaching-learning process. This procedure guarantees methodical observation and gives educators a foundation for helpful criticism and development tactics. This implies School Heads can successfully address unique instructional requirements by keeping an objective record of teaching practices, identifying trends, and customizing support by meticulously documenting observations. Meanwhile, on the area where they evaluate congruency of lesson plans, instructional materials, etc. has a corresponding weighted Mean of 3.83. Meaning, School heads are proficient in assessing how well lesson plans, instructional materials, learning strategies, methodologies, and assessment instruments fit. This assessment makes sure that educational objectives and standards are met by all instructional components. These results imply that consistency guarantees improve instruction quality and coherence, enabling students' meaningful learning experiences and teachers' professional development chances.

On the area where School Heads evaluates teaching-learning process based on learning outcomes has weighted Mean of 3.83. The results further discuss that school heads evaluate the process of teaching and learning in light of the real learning outcomes attained. This method directs instructional improvements and highlights the significance of outcomes-driven education in education. The results imply that School heads can promote a culture of continuous improvement, adjust teaching practices to improve student accomplishment, and support evidence-based decision-making by concentrating on learning outcomes.

On the area where school heads Ensures standards which are based on Curriculum Guide resulted to a weighted Mean which is equal to 3.90. This means that School heads make sure that learning competencies, performance standards, and content standards are based on the Curriculum Guide, with a high weighted mean of 3.90. Maintaining the rigor and relevance of education depends on this alignment. This implies that complying with curricular rules enhances overall curriculum implementation, promotes equity in learning opportunities, and encourages consistency in educational procedures.

On the part of the observation where the School head Guides in enriching/enhancing curriculum based on learner's context has resulted to a weighted mean of 3.78. This indicator has an extremely high weighted mean, meaning that school heads successfully assist instructors in customizing the curriculum to fit the unique needs and environments of their students. This responsiveness encourages relevance and diversity in the classroom. The results further imply that adapting the curriculum to local settings improves learning results by raising student involvement, encouraging cultural sensitivity, and raising the relevance of education.

On the indicator which focuses on the Reinforces strengths and guides in areas of development has resulted to a weighted Mean which is equal to 3.83. The high weighted mean of 3.83 indicates that school heads support teachers in their areas of strength and provide guidance in areas that require improvement. This well-rounded strategy improves instructional efficacy while fostering professional development. This implies that assisting educators with their professional growth promotes a happy workplace, enhances the caliber of instruction, and increases the effectiveness of schools as a whole.

Lastly, on the indicator which focus on Conducts post-conference and agrees on solutions has a weighted Mean of 3.90. The results further discussed that school heads often hold post-conferences with instructors to go over recognized instructional areas for improvement and come to an agreement on solutions, with a high weighted mean of 3.90. This cooperative strategy guarantees that input results in implementable enhancements. This implies that Reflective practice, ongoing strategy development, and enhanced professional ties between educators and school administrators are all encouraged by post-conferences.

The results in table 2 generally implies that with the weighted average of 3.85 for all parameters indicates that school heads have extremely strong observational skills for instructional supervision. This suggests a strong framework that supports efficient teaching and learning processes through rigorous observation, assessment, and support. In the field of educational leadership, creating a dynamic learning environment that benefits teachers and students alike requires effective instructional supervision. The excellent methods used by school administrators to monitor and assess the teaching-learning process, guarantee that it is in line with academic objectives, and promote ongoing development are highlighted in Table 2. First, As evidenced by the high weighted mean of 3.88, school heads demonstrate an admirable dedication to documenting observations of the teaching-learning process using the proper forms. By being meticulous, they are able to keep an objective record of the instructional practices used in the classroom, monitor activities in a methodical manner, and identify any areas that require improvement. School heads establish a foundation for delivering focused feedback and putting in place customized support strategies that successfully address particular instructional needs by recording these observations.

Second, school heads show proficiency in assessing the congruency of lesson plans, instructional materials, and different teaching strategies, with a weighted mean of 3.83. This assessment makes sure that the instructional elements work in unison to support one another and conform to the goals and standards of education that have been set forth. This kind of careful monitoring not only improves the quality and coherence of instruction but also fosters an atmosphere that is favorable for meaningful learning. Furthermore, by pointing out areas for development and promoting instructional refinement in line with best practices, it supports opportunities for professional development among teachers. These procedures highlight the critical role that school heads play in advancing academic achievement through methodical observation, careful assessment, and well-planned assistance. School administrators effectively create a learning environment where every student has the opportunity to flourish and succeed by upholding high standards of instructional supervision and cultivating a culture of continual improvement.

TABLE 3

**EXTENT OF INSTRUCTIONAL SUPERVISORY SKILLS OF
SCHOOL HEADS 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.	3.80	Very High
2	Ensures that test results are analyzed and interpreted	3.60	Very High
3	Helps the teacher develop interventions for least mastered competencies.	3.65	Very High
	AVERAGE	3.68	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 shows the extent of instructional supervisory skills of School heads in terms of assessing and reporting of learning outcomes. Based from the results in the table, it presents that the School heads have excellent instructional supervisory skills when it comes to evaluating and reporting learning results, as Table 3 shows. School leaders make a substantial contribution to improving educational quality and student performance through efficiently assessing exams, interpreting test data, and assisting teachers in developing interventions. In order to sustain an outstanding culture and ongoing improvements in educational results, it will be imperative to uphold these high standards.

Based from the results of the school heads based on their instructional supervisory skills particularly on Evaluation of assessment during the teaching-learning process has a weighted Mean of 3.80. The indicator's weighted mean of 3.80 which is extremely high, indicating that school leaders evaluate assessments carried out during the teaching-learning process in an efficient manner. In order to make sure that exams fairly and appropriately reflect students' learning, this involves assessing their quality. This result implies that the school heads guarantee the quality and reliability of data used to assess student progress by closely examining assessments. This helps make well-informed decisions and increases the efficacy of teaching strategies meant to raise student performance.

On the second indicator which focus on Ensuring that test results are analyzed and interpreted has a weighted Mean which is equal to 3.60. This further explains that the school heads frequently evaluate test results to gain insightful knowledge about student performance, with a weighted mean of 3.60. Finding strengths and weaknesses across different disciplines and demographic groupings is part of this. The results implied that School heads can spot areas for curriculum and instructional strategy improvement as well as trends and patterns by analyzing test data. Targeted interventions and ongoing teaching and learning improvement are supported by this data-driven strategy.

On the 3rd indicator which focus on helping the teacher develop interventions for least mastered competencies has a weighted Mean of 3.65. This result indicates that school heads actively assist teachers in creating interventions to target

least mastered competencies. This entails working with educators to develop focused techniques that assist pupils in overcoming obstacles. This implies that the School heads support individualized learning experiences that address the various needs of children by helping instructors create interventions. This proactive strategy improves overall educational outcomes and cultivates a friendly learning environment.

Based from the results in table 3, these implied that from the weighted average of 3.68 for all factors indicates that school heads have extremely high levels of instructional supervision skills when it comes to evaluating and summarizing learning outcomes. This suggests a strong dedication to student accomplishment and educational excellence through methodical assessment and assistance., the capacity of school administrators to evaluate and communicate learning results is essential in determining the nature of education. Table 3 offers a thorough assessment of how well school heads perform in these crucial domains, demonstrating their aptitude for assessing tests, interpreting test findings, and assisting teachers in the preparation of intervention plans. First off, their dedication to guaranteeing the validity and suitability of assessments is highlighted by the high weighted mean of 3.80 for assessing assessments within the teaching-learning process. This methodical methodology guarantees the validity and reliability of the data used to assess student learning, enabling school administrators to make well-informed decisions that improve teaching strategies and, eventually, student results.

The capacity of school heads to evaluate and communicate learning outcomes is crucial in the field of educational leadership as it shapes the educational environment. School heads' proficiency in assessing tests, interpreting test results, and assisting teachers in developing intervention plans are all demonstrated in Table 3, which offers a thorough assessment of how well they perform in these crucial areas. Primarily, the elevated weighted mean of 3.80 for assessing tests throughout the instructional phase highlights their dedication to guaranteeing the caliber and suitability of tests. School heads are empowered to make well-informed decisions that improve instructional practices and, ultimately, learning outcomes through this meticulous approach, which guarantees the validity and reliability of the data used to monitor student learning.

The weighted average of 3.68 for all factors indicates a strong foundation of instructional supervision abilities among school administrators in terms of evaluating and disclosing learning results. This collective proficiency improves accountability and openness in educational practices, helps teacher growth, and encourages data-driven decision-making. Going forward, maintaining these high standards and improving supervision techniques will be crucial to supporting a continuous improvement culture and attaining long-term academic achievement.

TABLE 4

CLASS OBSERVATION PERFORMANCE OF TEACHERS

Indicators	Mean	Description
Quarter 1	6.73	Integrating
Quarter 2	6.80	Integrating
Quarter 3	6.82	Integrating
Quarter 4	6.86	Integrating
Average	6.80	Integrating

Table 4 shows that teachers working under the direction of school leaders routinely receive excellent ratings for their class observation work every quarter. This shows a strong dedication to upholding the quality of instruction and fostering teacher development. Maintaining these high standards in class observation going ahead and using them to drive ongoing development will be essential to supporting student achievement and educational advancement within the school community.

The table offers a thorough analysis of teachers' performance during four quarters of class observation, with consistently high results showing the strength of an instructional supervision framework. The mean score for each quarter—6.73, 6.80, 6.82, and 6.86 for the first, second, third, and fourth quarters—shows an integrated level of performance, with an average score of 6.80. This pattern highlights the school heads' extensive evaluation of teaching strategies and student involvement throughout the academic year by means of careful observation and assessment of classroom activities.

The results in table 4 implies that the quarterly scores are steadily in the upper six range, suggesting that school leaders observe classes in a constant and well-rounded manner. This implies that during the academic year, teachers' performance in the classroom is carefully and methodically assessed. This is also further support that the school heads are actively monitoring and assessing learning activities in the classroom throughout the year. By ensuring that teaching methods are in line with educational standards and objectives, this ongoing observation fosters a coherent learning environment. The consistently high ratings for each indication point to a reliable and efficient system of classroom observation, in which school heads are essential in preserving the caliber of instruction and fostering a supportive learning community. These results suggest that teachers actively check their practices to ensure that they are in line with standards and objectives, creating an atmosphere that supports teachers' professional development as well as their ability to achieve academic success. The average score of 6.80 highlights the school's dedication to ongoing development in teaching strategies and student results while also reaffirming the efficacy and consistency of its instructional supervision techniques. Moreover, these findings have important ramifications for educational practice going forward. In addition to showing a commitment to improving teaching quality, the high-class observation scores give teachers a foundation for continued professional development and helpful criticism. School heads play a crucial role in fostering an enriched learning environment that fosters student engagement and achievement by assisting teachers in improving their instructional practices and effectively attending to various student needs. Encouraging educational growth and cultivating an outstanding culture that supports ongoing improvement and student success within the school community will depend critically on maintaining these high standards for observation in the classroom.

TABLE 5

TEST OF RELATIONSHIP BETWEEN THE INSTRUCTIONAL SUPERVISION SKILLS AND CLASSROOM OBSERVATION TOOL (COT) PERFORMANCE OF TEACHERS

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Preparation and Planning vs COT	0.76	4.111	2.211	Reject Ho	Significant Relationship

Observation vs COT	0.74	3.761	2.211	Reject Ho	Significant Relationship
Learning Outcomes vs COT	0.70	3.433	2.211	Reject Ho	Significant Relationship

Table 5 investigates the relationship between teachers' performance on the Classroom Observation Tool (COT) and their instructional supervisory skills. It does this by looking at correlations between important factors and their implications. In order to decide whether to accept or reject the null hypothesis (Ho) and to interpret the significance of the association, each correlation is evaluated using computed values that are compared to crucial values at a significance level of 0.05.

The significance of instructional supervisory abilities in influencing instructors' performance as determined by the COT is shown in Table 5. Teaching quality is highly impacted by excellent preparation and planning, observational skills, and a focus on learning outcomes, as suggested by the strong correlations found. Going forward, utilizing these connections can enable school administrators to use focused tactics that improve instruction, eventually encouraging academic success and excellence in education within the school community.

Based from the results in table 5, the substantial positive association between instructors' COT performance and the instructional supervisory skills related to preparation and planning is indicated by the correlation coefficient of 0.76. Ho is rejected because the computed value of 4.111 is more than the critical table value of 2.211. The strong correlation implies that school heads' efficient planning and preparation have a good impact on teachers' performance during COT-based classroom observations. During COT evaluations, teachers who are very skilled at organizing and planning lessons are likely to offer clear direction and assistance, which is reflected in their higher observed teaching quality.

On the other hand, the substantial positive link between school heads' observing abilities and teachers' COT performance is indicated by the correlation coefficient of 0.74. Ho is rejected because the estimated value of 3.761 is likewise more than the critical table value of 2.211 which means that higher COT performance among instructors is correlated with effective classroom observation abilities demonstrated by school heads. This suggests that school heads who are skilled at observing instructional strategies can offer insightful criticism and encouragement, resulting in enhanced instructional quality and conformity to academic standards.

Lastly, the substantial positive link between teachers' COT performance and learning outcome assessment is indicated by the correlation coefficient of 0.70. Ho is rejected because the estimated value of 3.433 is more than the critical table value of 2.211. This implies that the teachers who closely monitor and record learning outcomes are more likely to supervise instructional strategies that improve instructors' COT performance. This emphasizes the value of education that is outcomes-driven and the part that assessment plays in directing visible instructional improvements in classroom environments.

IV. CONCLUSIONS

Based from the findings this study, fostering educational success requires efficient instructional supervision, which is crucial. School leaders can have a big impact on student achievement and teaching quality by improving planning and

preparation, honing observational skills, and concentrating on learning outcomes evaluation. In the future, maintaining a culture of continuous improvement and academic achievement inside schools will depend on utilizing these correlations through focused professional development and effective supervisory methods.

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. Teachers should take part in active planning meetings with school administrators to ensure that curricular standards and learning objectives are met by instructional activities. This alignment facilitates more precise guidance during classroom observations and improves the caliber of instruction.
3. Teachers should continually ask school heads for their opinions on teaching methods and classroom procedures. Make the most of feedback sessions as chances for professional development to enhance your instruction and raise COT scores.
4. Teachers should keep a careful eye on student learning outcomes by utilizing assessment data. Through the alignment of instructional practices with learning assessments, educators can improve student achievement and their own COT performance.
5. School Heads should give teachers organized assistance and materials to help them become more proficient in organizing and preparing lessons. Provide curriculum mapping, lesson preparation, and instructional design seminars and mentorship programs.
6. School Heads should undergo through focused professional development to see observational abilities that can be strengthened. To promote a culture of continual development among instructors, it is recommended to organize constructive feedback sessions in conjunction with frequent observations of classrooms.
7. School Heads should encourage the use of outcome-driven education by highlighting the significance of measuring and disclosing learning objectives. Assist instructors in utilizing evaluation results to drive instructional modifications that improve efficiency and conform to COT standards.
8. Public School District Supervisor should arrange district-wide training events for educators with an emphasis on instructional monitoring and how it affects the caliber of instruction. Work together with school leaders to make sure that district educational goals are met.
9. Education Program Supervisor should give district supervisors and school administrators strategic advice on how to match instructional supervision techniques with academic standards and objectives. Make ensuring that overarching programmatic objectives are supported by supervisory activities.
10. Chief Education Supervisor should encourage the implementation of cutting-edge instructional supervisory techniques and the spread of best practices within the educational system to foster innovation and best practices. Encourage studies that examine how supervisory techniques affect student results and the quality of instruction.
11. 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. to the future researcher to conduct the same study to validate the significant findings of the study.

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