INTERNATIONAL JOURNAL OF ADVANCED MULTIDISCIPLINARY STUDIES
Volume IV, Issue 7 July 2024, eISSN: 2799-0664

Instructional Supervisory Skills of Teachers-In-Charge and Classroom Observation Performance of The Junior High School Science Teachers

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ABSTRACT

This study was conducted to determine the relationship between the Instructional Supervisory Skills of Teachers-In-Charge and classroom observation performance of science teachers in New Ormoc City National High School. The findings of the study were the bases for the proposed Instructional Supervisory Plan. The method used to gather relevant data was a descriptive-correlational design was used in this study to investigate the relationship between managerial competence of the Teacher-In-Charge and Performance of the Junior High School Science Teachers. This study attempts to shed light on the degree to which managerial competence of Teacher-in-Charge affects Junior High School Science Teachers' performance using statistical analysis and validated assessment instruments. The relationship between junior high school teachers' performance on the Classroom Observation Tool (COT) and the instructional supervisory skills of teacher-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) are shown in Table 5. Every set of variables displays a correlation coefficient (r), t statistic or computed value, crucial table value, null hypothesis (Ho) determination, and connection interpretation.

Based from the table presented, on the planning and preparation vs. Classroom observation tool, The null hypothesis is rejected because the correlation coefficient, with a computed value, is more than the critical table value. This suggests a statistically significant positive correlation between teachers' COT performance and instructional supervisors' preparation and planning abilities while on the Observation vs. COT, In a similar vein, the computed value and correlation coefficient of 0.71 exceed the critical table value. As a result, the null hypothesis is rejected, indicating a strong positive correlation between instructors' COT performance and instructional supervisors' observational skills. Lastly, on the Learning Outcomes vs. COT, The null hypothesis is rejected because the computed value and correlation coefficient both above the critical table value. This suggests a strong positive correlation between teachers' COT performance and their monitoring of learning outcomes.

The results in table 5 implied that teachers' performance as determined by the COT and each of the three components of instructional supervisory skills—preparation and planning, observation, and learning outcomes—show strong positive relationship, as indicated by the high correlation coefficients which means that teachers who are well-supervised in these areas typically perform better when observed in the classroom. The important connections highlight how important instructional supervisors are to assisting and improving teachers' teaching techniques. In addition to being correlated with better observed teaching practices, effective supervision in the areas of preparation and planning, observation, and learning outcomes also suggests that focused support in these areas can result in better student outcomes and classroom performance. These results offer insightful information for creating professional development initiatives.

The performance of instructors in the classroom can be directly impacted by concentrating on improving instructional supervisory abilities in Preparation and Planning, Observation, and Learning Outcomes. This can support overall school improvement goals. Lastly, the results in table 5 shows a strong positive correlation between instructors' performance as evaluated by the COT and the instructional supervisory skills of preparation and planning, observation, and learning outcomes. These results highlight how important instructional supervision is in influencing teaching strategies and raising student achievement, both of which support educational institutions' overall success.

Keywords — Instructional Supervisory Skills Classroom Observation Performance Science Teacher

I. INTRODUCTION

The knowledge, skills, and abilities that educational leaders need to successfully manage and lead a school or other educational institution are referred to as managerial competence in the context of education. This competency covers a broad range of skills that help leaders achieve organizational objectives, foster a positive school climate, and negotiate the challenges of educational administration.

Managers who demonstrate competence in areas such as decision-making, communication, and instructional support are more likely to create a positive work climate that promotes teacher engagement and effectiveness (Robinson, V. M., Lloyd, C. A., & Rowe, K. J. (2008)

Managerial Competence is a necessary requirement by the teacher to be more effective and efficient. It is the responsibility of the Teacher in-charge on how should be the teacher engages students in competitive learning which enables them to acquire higher quality level knowledge and skills specially the Science which is the major subject that needs systematic supervision by the teacher.

The Teacher-in-charge should see to it that the teacher delivers the different learning competencies to the students that is more engaging in relative activities for it would be useful to the content of the subject in terms of concepts and bring it to their real-life situations. Being competence of a science teacher such as being collaborative, master to his or her craft, has a good quality of communication skill and most importantly, he or she must has many pedagogical skills are very important. With these qualities of competence, a learner would gain better quality learning which could help him or her to be a productive individual in the future. Teacher's competence involves a combination of knowledge, skills, attitudes, and behaviors that enable educators to meet the needs of their students, support their learning and development, and contribute to their overall success. The competence of a science teacher goes beyond subject knowledge; it encompasses pedagogical skills, passion for the subject, adaptability, empathy, and a commitment to continuous improvement. A competent Teacher-in-Charge plays a vital role in inspiring the next generation of scientists and critical thinkers, nurturing their curiosity and enthusiasm for exploring the nature of world and it would reflect the teacher's higher performance standard and measures his/her effectiveness and efficiency.

Studying the managerial competence of the Teacher-in-charge towards science teachers and their performance faces challenges. These challenges may hinder and would be considered as an obstacle in doing the study be successful. One of the problems as this study will go is subjective where in the researcher will find the respondent's different perspective which varies different criteria on how the effectiveness of Teacher-in-charge management competence is practiced. Secondly, multi-facet or multi-tasking where the teacher-in-charge would give different tasks at the same time and this could put pressure to the teacher for he/she could not focus on one goal to be achieve. The researcher will find teacher's individual need in terms of skills where he/she needs to develop to apply the exact competence of doing

classroom management. Also, the researcher may find challenge in doing the research in terms of complex environment which may affect as the study goes along. Ethical issues like characteristics and attitudes of the respondent may also be a challenge for the researcher that could affect its study. Addressing these challenges requires a comprehensive approach that combines quantitative and qualitative research methods, collaboration with educators and stakeholders, and ongoing professional development opportunities for science teachers. By overcoming these obstacles, researchers can gain valuable insights into effective management practices and inform efforts to support teacher effectiveness and student learning outcomes in science education.

Thus, this is one of the reasons why the researcher is trying to pursue his study in finding new ways and means to help teachers improve their performance specially to those Science teachers who are facing major challenges in delivering the different learning competencies.

This study was conducted to determine the relationship between the Instructional Supervisory Skills of Teachers-In-Charge and classroom observation performance of science teachers in New Ormoc City National High School. The findings of the study were the bases for the proposed Instructional Supervisory Plan.

Specifically, the study sought to answer the following questions:

1. Wat is the extent of Instructional supervisory skills of Teachers-in-charge?
2. What is the COT rating of science teachers in Q1-Q4?
3. Is there a significant relationship between the instructional supervisory skills of teachers-in-charge and the COT rating of science teachers?
4. What Instructional Supervisory plan can be proposed on the findings of the study?

Statement of Hypothesis:
Ho: There is no significant relationship between the instructional supervisory skills of teachers-in-charge and the COT rating of science teachers.

II. METHODOLOGY

Design. A descriptive-correlational design was used in this study to investigate the relationship between Instructional Supervisory Skills of the Teacher-In-Charge and Performance of the Junior High School Science Teachers. This study attempts to shed light on the degree to which managerial competence of Teacher-in-Charge affects Junior High School Science Teachers' performance using statistical analysis and validated assessment instruments. This study aimed to validate the relationship between Instructional Supervisory Skills of the Teacher-in-charge and the performance of Junior High School Science Teachers of New Ormoc City National 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 managerial competence of Teacher-in-charge towards the performance of junior high school Science teachers. The main local of the study is in New Ormoc City National High School. Based from the aforementioned locale, the main respondents that were chosen by the teacher-researcher were the 4 Teacher-in-Charge and 34 Junior High School Science Teachers. The information for the analysis was gathered using two (2) distinct survey instruments: one to gauge the Managerial Skills of the Teacher-in-Charge and another tool to gauge performance respectively based on the COT respectively. The assessment of the Teacher-in-charge 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 38 total number respondents who are included in the study. The respondents of the were the 4 Teacher-in-charge and 34 Junior High School Science Teachers 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 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 New ormoc City National 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 Junior High School Science 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 Teacher-in-charge and the Junior High School Science 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 was employed to determine the extent of Instructional Supervisory Skills of Teacher-in-charge and Performance of teachers through the COT.

Pearson r Moment Correlation Coefficient was used to determine the significant relationship between the Instructional Supervisory Skills of Teacher-in-charge and Performance of Junior High School Science teachers..

III. RESULTS AND DISCUSSION

TABLE 1

EXTENT OF INSTRUCTIONAL SUPERVISORY SKILLS OF TEACHER-IN-CHARGE 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.	3.912	Very High
2	Shows evidence in providing technical assistance on the preparation of lesson plans and assessment materials	3.912	Very High
3	Shows evidence of monitored preparation of appropriate, adequate, and economical Instructional materials that suit learners' diverse Needs.	3.94	Very High
4	Conducts pre-observation conference with the Teachers.	3.912	Very High
	AVERAGE	**3.92**	**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 provides a thorough assessment of how well the Teacher In-Charge (TIC) performed in instructional supervision with regard to planning and preparation in a learning environment. This organized synopsis presents particular standards along with matching high scores on all evaluated items that are regularly in the "Very High" level. A presentation this thorough not only makes it easier to comprehend each of the TIC's specific competencies, but it also offers a concise way to evaluate instructional leadership's overall efficacy. These findings are further supported by the average score of 3.92, which demonstrates a strong ability to lead and assist teachers through the processes of strategic planning and preparation.

After examining these data, a number of important aspects show how influential the TIC is in educational leadership. First off, the TIC's capacity to create and uphold an appropriately authorized instructional supervision plan (Item 1) that is customized to teachers' instructional requirements emphasizes a methodical approach that is essential for improving educational coherence and quality. Second, the regular provision of technical help (Item 2) for the production of lesson plans and assessment materials denotes proactive support meant to enhance instructors' pedagogical practices. Additionally, as indicated by a high score of 3.94 for Item 3, the careful oversight of instructional materials shows a

dedication to making sure these resources satisfy the various requirements of students, promoting inclusive and productive learning settings. Furthermore, holding pre-observation briefings is a practice that further underscores the TIC's dedication to promoting reflective teaching practices and continuous professional development.

Based from the results in table 1, it shows that Comprehensive Supervisory Plan. A systematic approach to educational leadership is demonstrated by the TIC's capacity to establish an officially approved instructional supervisory plan that is in line with teachers' instructional demands. The TIC's high score of 3.912 indicates that in addition to acknowledging the value of planning, it also makes sure that these plans are customized to meet the unique requirements of teachers, improving the quality and coherence of instruction while in the Technical Assistance, To support instructors in their everyday instructional activities, it is essential to provide proof of technical assistance in the form of lesson plans and evaluation tools. The TIC actively mentors and guides instructors to enhance their instructional skills, establishing a collaborative environment focused on ongoing professional progress, as seen by the consistent rating of 3.912.

Meanwhile, on the Monitoring of Instructional Materials (Item 3): The TIC's dedication to making sure that teaching resources satisfy the various needs of students is demonstrated by the high score of 3.94 for monitoring the development of instructional materials. This proactive strategy enables differentiated education, which accommodates a range of learning styles and skills within the classroom, while also improving the relevance and efficacy of instructional materials. Lastly, Pre-Observation Conferences (Item 4): The TIC's commitment to promoting reflective teaching methods is demonstrated by holding pre-observation conferences with instructors, as indicated by the score of 3.912. These conferences facilitate goal-setting and constructive criticism, fostering professional growth and raising the standard of instruction across the institution.

Based from the results in table 1, it implies that The TIC is significantly impacts student learning outcomes and teacher quality by promoting efficient planning and preparation. Instructors are more prepared to present interesting and productive courses that satisfy curriculum requirements and cater to the needs of a wide range of students. It also creates professional development by identifying these areas of strength, the institution's other instructors can benefit from focused professional development programs. Colleagues are encouraged to embrace excellent teaching tactics and cultivate a culture of continual improvement by the TIC's model practices. Moreover, in the end, the consequences include increased engagement and achievement among students. Effective teaching techniques combined with sufficient resources and guidance result in meaningful learning experiences that provide students the tools they need to achieve both academically and personally and the TIC's efficacy in assisting educators and improving learning outcomes is demonstrated by the high ratings it received for each of the assessed criteria. By capitalizing on these advantages and attending to possible areas for development, the school may maintain a nurturing atmosphere that encourages both student achievement and the highest caliber of work from its teachers.

TABLE 2

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

	Observation	**WEIGHTED MEAN**	**INTERPRETATION**
1	Records actual observation of teaching-learning process using appropriate forms.	3.912	Very High

2	Evaluates congruency of lesson plans, references, instructional material, learning strategies, techniques and assessment tools used.	3.942	Very High
3	Evaluates teaching-learning process based on learning outcomes.	3.912	Very High
4	Ensures that content standards, performance standards, and learning competencies of learning areas are based on the Curriculum Guide.	3.88	Very High
5	Guides the teacher in enriching/enhancing the curriculum based on learner's context and local needs	3.85	Very High
6	Reinforces strengths of the teacher and guides him/her to overcome areas of development.	3.82	Very High
7	Conducts post conference and agree on solution to identified instructional area of development.	3.912	Very High
	AVERAGE	**3.89**	**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 Teacher-in-charge in terms of Observation. A thorough assessment of the Teacher In-Charge's (TIC) instructional supervisory abilities, with a particular emphasis on observation in a learning environment, is provided in Table 2. This table methodically evaluates many aspects of the TIC's supervision and improvement of the teaching and learning processes. Every item in the table is carefully analyzed in accordance with predetermined standards, leading to consistently high ratings in all measured dimensions, all of which fall into the "Very High" interpretation group. The TIC's ability in observational skills and instructional supervision is further shown by their average weighted mean score of 3.89, which also reflects their effectiveness in assisting instructors in optimizing their instructional practices.

This methodical manner of presenting the data allows for a more nuanced understanding of the TIC's influence on educational outcomes in addition to offering a thorough analysis of its capabilities. Every step of the process—which includes documenting real-time observations of the teaching-learning process and assessing how well lesson plans, instructional materials, and assessment tools align—underlines the TIC's dedication to upholding academic standards and encouraging ongoing development of teaching strategies. Furthermore, the TIC's critical role in fostering accountability and raising educational quality is highlighted by their evaluation of the teaching-learning process based on learning outcomes and monitoring adherence to curricular norms.

The table 3 provided provides a thorough assessment of the instructional supervisory abilities related to observation in a classroom of the Teacher In-Charge (TIC). Every item in the table has been carefully considered, with each one offering certain standards and high scores that are always in the "Very High" area. This well-organized presentation not only makes it easier to comprehend how well the TIC can observe the teaching and learning process, but it also makes it possible to quickly evaluate how well they do overall in this crucial area of instructional leadership. The weighted average score of 3.89 emphasizes even more how adept the TIC is at supervising and improving teaching methods by methodical observation and assessment.

First off, the TIC's capacity to use the right forms to document real observations of the teaching-learning process

(Item 1) shows that it has a methodical approach to collecting information on classroom procedures with an equivalent weighted mean of 3.912 and interpreted as very high. This approach encourages instructors to enhance their teaching skills with targeted support and backs evidence-based decision-making.

Second, the TIC plays a crucial role in guaranteeing that lesson plans, instructional materials, and assessment tools (Item 2) which have the same weighted mean and interpretation in table 1 are in line with defined criteria by comparing them to predetermined criteria. This assessment procedure supports consistency and quality in the learning experiences of students by strengthening the coherence and efficacy of instructional strategies.

Thirdly, the TIC's dedication to evaluating the effect of instructional practices on student accomplishment is demonstrated by the evaluation of the teaching-learning process based on learning outcomes (Item 3) with a weighted mean of 3.912. Aiming to improve educational outcomes, this emphasis on outcomes-based evaluation promotes responsibility and ongoing improvement.

Additionally, the TIC guarantees compliance with educational mandates by adhering to curricular norms and content standards (Item 4) with a weighted mean of 3.88, which encourages uniformity and rigor in the delivery of instruction. This alignment helps students meet their learning goals and improves the general standard of instruction they receive.

The TIC's function in modifying instructional strategies to accommodate a range of student demands is further highlighted by its guidance to instructors on how to expand the curriculum in response to learner contexts and local needs (Item 5) with a weighted mean of 3.85. This individualized assistance promotes educational approaches that are inclusive and relevant.

Promoting professional development and improving teaching effectiveness are two benefits of the TIC's approach of highlighting teachers' strengths and helping them address areas for improvement (Item 6) with a weighted mean of 3.82. This encouraging method fosters a culture of ongoing development among teachers, which improves teaching strategies and student performance.

Finally, but just as importantly, the TIC's commitment to fostering professional dialogue and collaborative problem-solving is demonstrated by the conduct of post-conferences to address possibilities for instructional development that have been recognized (Item 7) with a weighted mean of 3.912. These conferences give teachers useful feedback and support networks, allowing them to enhance their pedagogical approaches and optimize their students' learning experiences.

Based from the results in table 2, these implies that the excellent scores for every assessed criterion have important consequences for leadership and instructional practice. They support the TIC's capacity to successfully monitor and assess instructional practices as well as to offer focused advice that improves student learning objectives and teaching efficacy. Through highlighting teachers' strengths, addressing areas for growth, and holding post-conferences to jointly address instructional issues, the TIC fosters a collaborative environment that supports teachers' professional development and institutional excellence in education. Moreover, strong scores for each assessed criterion confirm the TIC's competence in instructional supervision and observational abilities. These results highlight the critical role that the TIC plays in developing good teaching strategies, improving student learning outcomes, and encouraging a continuous improvement culture inside the educational institution. These findings have important ramifications for educational practice and leadership. Going forward, maintaining and expanding instructional leadership that satisfies the changing demands of both educators and students will require capitalizing on these strengths and addressing possible areas for improvement.

TABLE 3

EXTENT OF INSTRUCTIONAL SUPERVISORY SKILLS OF TEACHER-IN-CHARGE 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.	3.94	Very High
2	Ensures that test results are analyzed and interpreted	3.79	Very High
3	Helps the teacher develop interventions for least mastered competencies.	3.79	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 3 presents the extent of Instructional Supervisory Skills of Teacher-in-charge in terms of Assessing and reporting of learning outcomes. This result provides a comprehensive assessment of the Teacher In-Charge's (TIC) instructional supervisory skills concerning the critical domain of assessing and reporting learning outcomes within an educational setting. This table evaluates specific responsibilities that are fundamental to ensuring effective educational practices and student achievement. Each criterion is meticulously evaluated and assigned ratings that consistently indicate "Very High" proficiency, with scores ranging from 3.79 to 3.94. The average weighted mean score of 3.84 further underscores the TIC's competence in overseeing and enhancing the assessment processes crucial for measuring and reporting student learning outcomes.

The presentation in Table 3 outlines three critical areas where the TIC demonstrates exemplary skills first was focus on the Evaluation of Teaching-Learning Assessment (Item 1) with a weighted mean of 3.94 and has a corresponding interpretation of very high. This means that the TIC's ability to evaluate assessments conducted during the teaching-learning process receives a high score of 3.94. This indicates a thorough review of assessment practices used by teachers, ensuring they align with educational objectives and effectively measure student progress. Such evaluation supports evidence-based decision-making and facilitates targeted interventions to improve teaching and learning outcomes.

On the other hand, on the area of Analysis and Interpretation of Test Results with a score of 3.79 and has an equivalent interpretation of Very high which means that the TIC ensures that test results are rigorously analyzed and interpreted. This competency involves not only statistical analysis of assessment data but also interpreting results to identify trends, strengths, and areas for improvement among students. By providing meaningful insights, the TIC supports teachers in adjusting instructional strategies and developing interventions that address specific student needs.

Lastly, on the Development of Interventions which Similarly rated at 3.79 with the same interpretation of the second item, the TIC's role in helping teachers develop interventions for least mastered competencies highlights their proactive approach to supporting student learning. This involves collaborative efforts to devise strategies that target areas where students struggle the most, thereby promoting academic growth and improving overall learning outcomes.

The results in table 3 implies that the TIC's role in assessment and intervention development informs strategic planning initiatives aimed at improving educational outcomes. Insights gained from assessment data can guide curriculum revisions, instructional enhancements, and professional development programs tailored to meet evolving educational needs. TIC's proficiency in assessing and reporting learning outcomes directly contributes to enhancing the overall quality of education. By ensuring assessments are meaningful and results are utilized effectively, the TIC supports continuous improvement in teaching practices and student achievement. Furthermore, By focusing on least mastered competencies and tailoring interventions accordingly, the TIC promotes student-centered approaches to learning. This personalized support ensures that all students have opportunities to succeed and thrive academically. Moreover, The "Very High" ratings across all criteria suggest a strong foundation for continuous improvement in instructional supervision. Ongoing evaluation and refinement of assessment practices will further enhance the TIC's effectiveness in fostering a culture of excellence and innovation within the educational institution. In conclusion, Table 3 provides compelling evidence of the TIC's exemplary instructional supervisory skills in assessing and reporting learning outcomes. The high ratings underscore their pivotal role in promoting effective teaching practices, supporting student achievement, and driving educational excellence. Moving forward, leveraging these strengths and addressing any identified areas for growth will be essential in sustaining and further developing instructional leadership that meets the dynamic needs of students and educators alike, ensuring a robust and inclusive learning environment.

TABLE 4

CLASS OBSERVATION PERFORMANCE OF TEACHERS

Indicators	Mean	Description
Quarter 1	7.18	Integrating
Quarter 2	7.22	Integrating
Quarter 3	7.24	Integrating
Quarter 4	7.25	Integrating
Average	**7.22**	**Integrating**

Table 4 shows the class observation performance of Science Junior High School Teacher. It presents the data in an uncomplicated manner, emphasizing the measurement of instructors' observing performance throughout various quarters. Higher scores indicate a more coherent approach to integrating different teaching strategies, materials, and student engagement techniques into their classes. The mean scores show the level of integration displayed by teachers in their instructional practices.

Based from the results in table 4, these shows that maintaining or Improving Performance. The gradual rise in mean scores from Quarter 1 (7.18) to Quarter 4 (7.25) shows that performance in incorporating teaching techniques or strategies has been maintained or improved. This constancy shows that teachers are modifying their teaching strategies over time to suit the requirements of their students and are successfully integrating a variety of educational methods. Each indicator's use of the phrase "Integrating" suggests that teachers are effectively combining various instructional components to raise student engagement and learning objectives. Students that experience effective integration usually score better academically overall and have better knowledge and recall of the material. Furthermore, high degree of instructional quality noted during class observations is shown by the high average score of 7.22 across all quarters. This attribute can be seen in the way educators combine lesson plans, assignments, and evaluations to give students coherent and productive learning experiences.

Table 4 results implied that Teachers' ability to integrate instructional methodologies is demonstrated by their excellent results. Targeted professional development programs that aim to further improve teachers' instructional skills and broaden their toolkit of teaching strategies might be guided by this data which will be helpful in improving the professional development. The Positive effects on instructional supervision and school leadership are shown in the consistently high performance noted in observations of classes. It implies that current support systems, including mentorship or coaching programs, are successful in encouraging a culture of ongoing professional development among educators. The integration that has been seen is in line with educational objectives and curriculum standards, demonstrating how well teaching strategies correspond with intended learning outcomes. This alignment upholds the educational program's overall effectiveness and coherence. Moreover, Table 4 provides clear evidence of teachers' excellent performance in incorporating teaching strategies into their lessons throughout the academic year. Their ability to successfully combine instructional strategies, fostering a supportive learning environment and assisting students in reaching their goals, is demonstrated by their consistently excellent results. Through the utilization of these advantages and the resolution of possible deficiencies, academic establishments can maintain their current levels of instruction quality and encourage further enhancements to classroom procedures.

TABLE 5
TEST OF RELATIONSHIP BETWEEN THE INSTRUCTIONAL SUPERVISORY 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	0.73	4.211	3.012	Reject Ho	Significant Relationship
Observation vs COT	0.71	3.961	3.012	Reject Ho	Significant Relationship
Learning Outcomes vs COT	0.67	3.633	3.012	Reject Ho	Significant Relationship

Table 5 validates the relationship between junior high school teachers' performance on the Classroom Observation Tool (COT) and the instructional supervisory skills of teacher-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) 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.

Based from the table presented, on the planning and preparation vs. Classroom observation tool, The null hypothesis is rejected because the correlation coefficient of 0.73, with a computed value of 4.211, is more than the critical table value of 3.012. This suggests a statistically significant positive correlation between teachers' COT performance and instructional supervisors' preparation and planning abilities while on the Observation vs. COT, In a similar vein, the computed value of 3.961 and correlation coefficient of 0.71 exceed the 3.012 critical table value. As a result, the null hypothesis is rejected, indicating a strong positive correlation between instructors' COT performance and instructional supervisors' observational skills. Lastly, on the Learning Outcomes vs. COT, The null hypothesis is rejected because the

computed value of 3.633 and correlation coefficient of 0.67 both above the critical table value of 3.012. This suggests a strong positive correlation between teachers' COT performance and their monitoring of learning outcomes.

The results in table 5 implied that teachers' performance as determined by the COT and each of the three components of instructional supervisory skills—preparation and planning, observation, and learning outcomes—show strong positive relationship, as indicated by the high correlation coefficients which means that teachers who are well-supervised in these areas typically perform better when observed in the classroom. The important connections highlight how important instructional supervisors are to assisting and improving teachers' teaching techniques. In addition to being correlated with better observed teaching practices, effective supervision in the areas of preparation and planning, observation, and learning outcomes also suggests that focused support in these areas can result in better student outcomes and classroom performance. These results offer insightful information for creating professional development initiatives. The performance of instructors in the classroom can be directly impacted by concentrating on improving instructional supervisory abilities in Preparation and Planning, Observation, and Learning Outcomes. This can support overall school improvement goals. Lastly, the results in table 5 shows a strong positive correlation between instructors' performance as evaluated by the COT and the instructional supervisory skills of preparation and planning, observation, and learning outcomes. These results highlight how important instructional supervision is in influencing teaching strategies and raising student achievement, both of which support educational institutions' overall success.

IV. CONCLUSION

Based from the findings this study, The test of relationship offers strong proof between instructors' classroom performance as assessed by the Classroom observation tool performance of Junior High School Teachers and instructional supervision skills of Teacher-in-charge. Educational leaders can strategically improve supervision procedures to support teacher development and eventually raise the standard of instruction given to students by recognizing and utilizing these interactions. This method not only supports the objectives of education, which include raising teaching effectiveness, but it also emphasizes how important instructional supervision is to the development of a vibrant learning community that prioritizes student achievement and ongoing professional development of teachers.

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. Junior High School Teachers in Science: Science teachers in junior high schools should collaborate closely with instructional supervisors to take advantage of their knowledge and experience in planning, organizing, observing, and keeping track of learning objectives. Teachers can improve their methods and match them to the requirements of their students by receiving tailored feedback and direction. In order to consistently enhance their teaching techniques, educators should seize the chance to participate in professional development activities that center around these topics.

3. Teacher-in-Charge: An essential component of instructional leadership is the Teacher-in-Charge. They must improve their supervisory abilities, especially in terms of organizing and planning, using observational methods, and evaluating learning objectives. Establishing encouraging frameworks that encourage their colleagues to educate effectively should be their top priority. Establishing a culture of professional growth and academic success within the school can be achieved

through working together with teachers to define clear instructional goals and by giving constructive feedback based on observations.

4. School Principal: The importance of instructional supervision in promoting school improvement should be acknowledged by principals. In order to empower instructional supervisors and teachers-in-charge, resources and support mechanisms should be provided. Principals have the ability to organize opportunities for professional development that focus on improving supervisory skills. They should also promote a cooperative atmosphere where educators feel appreciated and encouraged to keep improving the caliber of their instruction.

5. Public Schools District Supervisors: District supervisors are vital to the management of several schools under their purview. It is imperative that sufficient training and assistance are provided to instructional supervisors in schools so they can perform their duties with efficacy. The implementation of district-wide efforts aimed at standardizing and improving instructional supervision methods is necessary to ensure uniformity and high-quality learning results in all schools.

6. Education Program Supervisors and Chief Education Supervisors: The results should be used by chief education supervisors and program supervisors in charge of education at the district or regional level to support the allocation of resources and changes in policy that give priority to instructional supervision. They can work with schools to put evidence-based procedures into place that improve the efficiency of supervision. They can aid in the alignment of instructional practices with academic standards and goals by offering direction and leadership.

7. To make sure that educational processes adapt to successfully meet the needs of 21st-century learners, data-driven insights should serve as the foundation for continuous improvement initiatives. This cooperative strategy among interested parties will help to establish a supportive educational setting where each student can flourish both intellectually and personally.

8. 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.

ACKNOWLEDGEMENT

First and foremost, I would like to praise and thank God, the almighty, who has granted countless blessing, knowledge, and opportunity given to me to be able to pursue the graduate studies.

I take this opportunity to express my gratitude to the people who have been instruments in the successful completion of this thesis.

Dr Sabina S. Conui, Dean of Graduate School as well as Dr. Bryant C. Acar for his encouragement and untiring effort in improving the study;

I would like to express my deep and sincere gratitude to my research adviser Dr. Elvin H. Wenceslao for the encouragement, enthusiasm and guidance throughout this research and writing of this thesis. I can’t say thank you enough for his tremendous help.

I would like to thank the rest of the thesis committee Dr. Jasmine B. Misa and Dr. Annabelle A. Wenceslao for giving their assistance and recommendations toward the realization of this study.

I wish to acknowledge the help provided by our Science Master Teachers and Head Teachers on the distribution of the survey instruments and retrieval of the COT's (Class Observation Tools) from first quarter to fourth quarter.

I would also like to show my deep appreciation to my co-Science Teachers in answering the survey instruments.

Last but not least, I will forever be thankful to my family for their unfailing support and encouragement.

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