

# Interplay of Instructional Supervision Practices, Motivation and Teachers' Job Performance in Public Elementary School

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## Abstract

This study examined the relationship between instructional supervision, teachers' motivation, and teaching performance in public elementary schools. A descriptive-correlational research design was utilized, involving 250 elementary school teachers from Sariaya West District, Division of Quezon, as respondents. Data was collected using a researcher-made questionnaire distributed through Google Forms for convenient data gathering. Findings revealed that instructional supervision practices were effectively implemented, and teachers demonstrated high levels of motivation and performance. The results showed strong, positive, and statistically significant relationships among instructional supervision, teachers' motivation, and teaching performance, indicating that effective supervisory practices are closely associated with increased motivation and improved teaching competencies. Furthermore, teachers' motivation was significantly related to performance across all measured domains, suggesting that higher levels of motivation contribute to better teaching performance.

The study recommends implementing structured mentoring and professional development, supporting teachers' continuing education and career progression, and fostering a supportive environment that enhances motivation. It also emphasizes strengthening instructional supervision through regular observations, constructive feedback, and improved training for school heads, while aligning supervisory practices with motivational strategies.

**Keywords:** Instructional Supervision Practices; Motivation; Teacher's Job Performance

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## 1. Introduction

The main goal of instructional supervision within schools is to empower every teacher to develop into a skilled and impactful educator. Education has become a crucial national issue in today's knowledge-driven society, with the effectiveness of educators, who are arguably the most essential enablers of learning in schools, greatly impacting its quality. As a result, the importance of instructional monitoring and teacher training is widely recognized as an essential component of high-quality education. The developmental, clinical, and peer coaching supervision models stand out as significant approaches in this field, all designed to improve professional competence and classroom teaching (Hoque et al., 2020).

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The performance of educators involves a variety of instructional and non-instructional activities that significantly influence student learning outcomes and the overall effectiveness of the school. The design of lessons, the delivery of materials, the management of the classroom, the involvement of students, and the evaluation of learning outcomes are thoroughly examined. According to Koko & Nabie (cited in Obona et al., 2023), work performance is the completion of the tasks assigned within the given time frame. At the same time, one is showing their professional focus and commitment to the goals of the organization. Here, instructional supervision, especially when done by school leaders, is a tool for developing teachers' competencies as well as a proper management technique.

Instructional supervision strategies of principals are deliberate and planned methodologies in the way of a school leadership use to observe the teachers, encourage the teachers changing of the professional practices, and raise the instructional quality. Adeoye (2023) asserts that through effective supervision, teachers' instructional methods are enhanced, and at the same time, teachers' professional attitudes are positively influenced. On the other hand, Tipon et al. (2021) stated that through instructional supervision, teachers become more innovative in their educational approaches and more aware of the opportunities for their skills development.

In the Philippines, most local studies have regularly demonstrated a strong correlation between teacher performance in public schools and the instructional supervision practices employed by school heads. Go & Eslabon (2023) discovered in their study that effective supervisory feedback had a great impact on teacher motivation and competence. Meanwhile, in Reambonanza & Tan (2023), they highlighted that systematic monitoring, when paired with professional development, improved classroom delivery and instructional commitment are really evident.

Same findings were revealed in the study of Comighud et al. (2020), where they stressed the necessity of developmental supervision in making sure that teacher evaluation and instructional assistance are in line with each other. They also encouraged reflective and collaborative practices over models that are based on compliance. Castillo (2024) showed that principal involvement in classroom activities can promote trust, uplift morale, and improve instruction, whereas Naguit (2024) argued that instructional leadership in public schools through mentoring, providing feedback, and visiting classrooms leads to professional learning.

However, despite having these insights, there will always remain a point at which your knowledge about how different supervisory practices influence teachers' performance through teacher motivation (intrinsic and extrinsic) is limited. This study investigates the relationship among instructional supervision practices, motivation, and teachers' job performance in public elementary schools. This study investigates the mediating role of teachers' intrinsic and extrinsic motivation in the relationship between the supervisory practices of school heads—such as classroom observations, teacher meetings, and conferences—and teachers' demonstration of pedagogical, personal, professional, and social competencies. The study seeks to fill this gap by producing empirical insights that can guide leadership practices, teacher development initiatives, and policies aimed at enhancing instructional quality.

## **2. Literature**

### **2.1 Instructional Supervision Practices of School Heads**

Instructional supervision has been identified as a major factor by recent studies in improving teaching methods and student results. Strong instructional leadership has been linked with better student

performance, more effective teachers, and higher levels of job satisfaction among staff. Many researchers have outlined the significant role that department heads and school leaders have in creating a school culture that is open to continuous school improvement.

In Naguit's (2024) research on the effects of instructional leadership on teacher effectiveness, the importance of teachers working closely with their leaders for decision-making, receiving feedback, and being observed in the classroom regularly to improve their teaching was highlighted. It further indicated that engagement of school leaders in instructional supervision, through which a culture of professional excellence and high accountability is not only created, but also the limitation of the direct impact of teaching improvements will be a result.

Sumapal & Haramain (2023) conducted a descriptive study in the Bangsamoro region to illustrate how school leaders' instructional supervision can change educational outcomes. This article pointed out that supervision influenced teacher classroom management, teachers' motivation level, and student academic performance. However, they also indicated that lack of training and administrative problems are issues that surfaced. Thus, the authors urged for organized support and professional development on an ongoing basis, not only to ensure supervisory practices become a standard in institutions across the region but also to solve the problems related to supervision.

Hamka (2023) stressed the importance of school principals to foster teacher effectiveness, especially in suburban school settings. The study showed that principals who encouraged teamwork, conducted professional development, and observed classrooms regularly were able to improve the quality of teaching significantly. The teachers who were supported this way said they were more satisfied with their job and in line with the school goals; hence, instructional leadership needs to be both ongoing and well-planned.

Cherubin (2021) investigated middle-level school administrators, focusing on department heads of senior high schools in Ghana. According to his findings, ongoing support, regular evaluations, and instructional coaching had a major impact on teacher development. Teachers experienced that their work was able to fit the curriculum, they managed to improve their lesson delivery, and they became more connected with their students. A department-level instructional leadership will successfully function if the leaders are well-supported and given enough empowerment.

Cheema et al. (2022) pointed out in their article that the degree of teacher performance depends to a large extent on the type of supervisory strategies school heads use. Their research brought out that teachers' professional growth is greatly fostered through methods such as classroom observation, pointing out the strengths and weaknesses of the teacher, and having a reflective dialogue. The author suggested providing school heads with modern tools and techniques to enhance their capability of instructional supervision.

Taken together, the findings of the studies point to the fact that properly conducted instructional supervision results in significant improvements in teacher performance, motivation, and overall school progress, collaboration, consistency, and professional empathy.

## **2.2 Evaluation of Teachers in their Job Performance in terms of Different Competences**

The complex concept of teacher competency and the ways in which it affects student learning outcomes and instructional effectiveness have been the main focus of concern in the educational field today. Besides pedagogical aspects, professional, social, and personal aspects are different dimensions of competency that are required to ensure good-quality teaching in different educational environments.

Often, professional and pedagogical aspects are considered as the main elements of effective teachers. Murkatik et al. (2020) demonstrated that teachers who possess both pedagogical and content knowledge are able to efficiently control their classrooms, deliver highly structured lessons, and improve student performance. They mentioned pedagogical knowledge as a major factor in teaching that encompasses the preparation of lessons, student evaluation, and providing constructive feedback.

Likewise, Purwanto et al. (2020) found that teachers who had simultaneously pedagogical, professional, and motivational skills were more effective in the Indonesian primary school context. The article stressed that teachers need to be consistent and active in instructional delivery since motivation is a factor that helps to maintain one's energy and interest.

Sudargini & Purwanto (2020) also confirmed that students' academic success is significantly correlated with teachers' pedagogical knowledge. Besides, the adoption of interactive methods and continuous evaluation was considered to increase students' involvement and achievement. That is why, these authors highlight the significance of pedagogy-related education for teachers. Setiawan et al. (2023) discovered that the more veteran teachers who have regular professional development, the better they are at realizing in a student-centered way, the strategies that are practicable for their respective industries. Their study revealed that in-service training that is well-structured and peer working together can lead to quality improvement in teaching.

With education relying mostly on technology nowadays, some scholars are trying to find out how a teaching method and a digital skill could be closely related to each other. Tosuntaş et al. (2021) pointed out that the knowledge of Technological Pedagogical Content (TPACK) is very useful for improving teaching performance.

Achieving a great combination of teaching and technology can lead the teacher to make a class much more interesting and effective. So it becomes clear that making digital skills a part of teachers' education has to be one of the steps in the preparation of teachers who can meet the requirements of 21st-century education.

In addition to technical abilities, emotional and psychological support may also become factors in the development of professional competence.

Widodo (2021) focused on how psychological properties like resilience and creativity help teachers not only in adapting to but also in becoming effective in their jobs. The author even thought it necessary to include the training of non-cognitive skills in the teacher education, pointing out that teachers showing determination and creative thinking are the ones who are expected to perform the best in their profession.

Furthermore, Ivanec & Defar (2023) considered the link between prospective educators' intrinsic motivation and emotional intelligence, which could be a determinant of overall life satisfaction. Based on this, it has been suggested that the recruitment and support of teachers could be carried out in such a way as to ensure that emotionally intelligent people would be more willing to pursue teaching as their lifelong career.

On the other hand, other factors, such as leaders and evaluation systems have been contributing to the competency development of teachers as well. Putra et al. (2021) drew attention to the fact that if performance evaluation is well-matched with competency standards, the latter could serve as a catalyst for professional development through the use of clear indicators.

Karim et al. (2021) discovered that by regularly supervising and providing constructive feedback to teachers, school leaders are indeed able to positively influence teachers' work performance. Therefore, it should come as no surprise that in order to enhance professional skills, leadership must be both adaptive and collaborative. Siri et al. (2020) also agreed with this and backed it up by saying that professionalism is most of the time correlated with competence when institutions are able to provide sufficient support and developmental opportunities.

The literature also involves language-specific instructional contexts. Rezai et. al (2022) examined EFL teachers in Iran and found that job performance was strongly positively related to professional competence. Teachers who possessed good skills in this area were capable of separating the delivery of the lesson, classroom management, and instructional planning from each other to great effect. Ruhendi & Kosim (2022) studied professional training programs to improve Arabic language teaching and discovered significant changes in teaching behavior, especially among participants who had no previous formal training. These results point to the necessity of having focused, subject-specific teacher education programs.

Along with professional and intellectual aspects, social competence is now being recognized as an important factor in successful teaching. Tomory (2020) states that co-operative learning set-ups allow pre-service technical teachers to build up their interpersonal communication, empathy, and teamwork, which are crucial for a class community that is inclusive. Taufan (2021) noticed that teachers who were open, empathetic, and respectful could better inspire students and raise their academic achievement. Such findings highlight the importance of integrating social-emotional learning (SEL) in teacher education.

In conclusion, teacher competency is an intricate concept that goes beyond instructional skills to include emotional and social intelligence, institutional backing, and personality traits. The secret of boosting teacher effectiveness, raising student outcomes, and ensuring professional dedication over time is in the right combination of these elements within teacher training courses and also professional development and support systems.

## **2.2 Intrinsic Motivation and Extrinsic Motivation towards Teachers' Performance**

Many studies have highlighted the importance of motivation, either intrinsic or extrinsic, on the improvement of teachers' performance and professional effectiveness. The connection of intrinsic motivation with internal gratification, passion for teaching, and thoroughly committed engagement to students is the main reason that it is most likely to bring about long-term success. On the other hand, extrinsic motivation, which is usually concerned with rewards, recognition, and assistance from the institution, is the source of energy that can enable people to keep on with their activities. According to research, both sorts of motivation are necessary for boosting teaching skills, facilitating teacher training, and enhancing the level of education in general.

Estrada & Dasig (2025) contend that visionary leadership is a substantial predictor of extrinsic motivation, whereas instructional leadership serves as a crucial predictor of intrinsic motivation. Servant and distributed leadership had a positive effect on teachers' professional growth and well-being. All leadership theories were found to be effective overall. However, visionary and participative leadership stood out in promoting cooperation and motivation. Overall, teacher performance evaluations were positive, and intrinsic motivation exceeded extrinsic incentives as a driver of success.

From here, the research revealed a significant correlation between teacher effectiveness and leadership style, particularly concerning visionary, instructional, and distributed leadership methodologies. The study resulted in the establishment of the Estrada Educational Leadership Framework (EELF), designed

to cultivate a high-performing and motivated teaching workforce through structured support, motivation, autonomy, and well-being, incorporating instructional, visionary, participative, and balanced laissez-faire components.

Gao et al. (2025) reveal that public and private schools are quite different in terms of leadership styles, ways of motivating teachers, and distribution of resources. Due to having more control over their work, getting individualized support, and being recognized outside the school system, private school teachers were found to be more motivated. On the other hand, public schools were facing problems such as a shortage of resources, rigid infrastructure and lack of personalized instruction. So, the research highlights the important role of management practices in motivating teachers. Hence, in their decision-making, policymakers may seek ways of upgrading the education system in public schools by promoting leadership styles that are flexible and by allocating resources for teacher participation and professional development.

Khanam & Kalsoom (2025) believe that primary schools, whether public or private, are similarly engaged in the use of motivational strategies. The use of grades was a common means to motivate students in both types of schools. However, public schools were identified as more frequent users of techniques such as competition, stars, and tokens. Despite punishment being rarely used as a main teaching method, its use of it in public schools was sometimes noted. Among all methods, stickers and stars were the primary means to reward and motivate students working in both types of institutions. The finding also indicated that public schools are more likely to give encouraging remarks than private schools.

According to Biabi et al. (2025), work culture is a key factor in developing a friendly learning environment. At the same time, teacher competence and motivation remarkably improve the teacher's performance. In addition, through transformational leadership, the influence of competence and motivation is strengthened, thereby pointing out its role in developing educators who perform at a high level.

Findings of several investigations indicate that internal as well as external factors interact to cause teacher motivation; the latter cannot solely be ascribed to a single source. Although extrinsic motives are quite vital for maintaining enthusiasm and addressing welfare issues, the major reason behind sustained performance and professional commitment is intrinsic motivation. School administrators and decision-makers in education could create an environment in a school that not only motivates teachers but also helps them perform well by integrating elements of motivation resulting, ultimately, in better learning results for students and the general performance of the whole school.

### **2.3 Relationship Between the Role of Motivation in Teachers' Performance and Principal Instructional Supervision Practices**

Many studies pointed out that job satisfaction, motivation, and supervision are essential elements in the effectiveness of teachers. These elements have always been associated with one another, and they greatly affect the quality of teaching that is produced in different educational settings.

Using a quantitative method, Suriagiri et al. (2022) examined how job satisfaction, teacher motivation, and principal supervision collectively influence teacher performance. Each of these factors had a significant and positive effect on teacher performance, with supervision leaving the strongest impact.

Besides that, Kholid et al. (2020) focused on second-grade teachers in public schools of the Undaan District in Kudus Regency to examine the main factors that determine teacher performance. The study revealed that principal academic oversight and teacher motivation were the most significant factors leading to teacher performance enhancement. It was found that through monitoring, teachers' enthusiasm and

productivity were increased as their jobs and responsibilities were made clear to them. Teachers who perceived their superiors as supportive exhibited better performance results.

Sunaryo (2021) affirmed these results by his content analysis of the published literature on the role of academic supervision by school administrators. His research collected solid data that attests to the fact that using collaborative, formative, and continuous supervision strategies of teachers' competencies and educational qualities are enhanced. Sunaryo stated that dialogic supervision approaches are more effective in inspiring teacher growth than simply evaluative ones.

Difoni et al. (2025) in their study found that instructional supervision and teacher job performance had a positive relationship. Their finding revealed that in-service training, classroom observation, and instructional feedback are effective supervisory methods that have a positive impact on teachers' performance. Besides, their study at Nigerian secondary schools showed that teachers had a higher level of engagement and better teaching when school leaders took on proactive and instructional leadership roles.

In the meantime, Armianti et al. (2022) examined the synergistic effects of principal motivation and academic supervision on teacher performance in senior high schools of Aceh Selatan, Indonesia. Their results show that principal motivation improved teacher performance through increasing the effectiveness of supervision, especially in providing encouragement, recognition, and modeling the correct behavior. The research also showed that the self-motivation of school administrators had effects on the teaching personnel.

Lastly, Kituku et al. (2020) explored the supervisory methods of secondary school principals in Kenya and found that frequent classroom visits, mentoring, and the supply of instructional materials were the main factors that improved student academic performance. Although focusing on students, these methods, according to the evidence, also improve teacher performance by leading to a culture of accountability and continuous improvement.

All these research works jointly support the view that principal supervision and leadership, coupled with motivational methods, and a conducive working environment, are the key elements in improving teacher effectiveness. They highlight that principals, for them to perform their supervisory roles effectively, should receive sufficient training in instructional leadership.

## 2.4 Synthesis

Empowering teachers and raising the standard of teaching largely rely on school leaders being able to provide effective instructional supervisory support. Methods of supervision like collaborative meetings, classroom observations, and providing teachers with constructive feedback are some of the ways through which teachers' instructional competence and professional development can be made not only to take place but also to be sustained (Naguit, 2024; Hamka, 2023). Besides improving teacher morale, according to research, the practice of supervision in a methodical and compassionate manner also develops a culture of accountability among teachers, the ultimate result being the improvement of students' academic performance (Go & Eslabon, 2023; Baggay et al., 2021). One of the major impacts of instructional leadership in classrooms is teacher commitment to engage in their work and the classroom efficiency that such engagement brings. Walkthroughs on a regular basis, including coaching and curriculum, are instructional leadership practices that are most highly correlated with enhanced teacher engagement and classroom efficiency (Cherubin, 2021; Aureada, 2022).

Latest findings published say that motivation perfectly fits as a mediating variable in the relationship between instructional supervision and teacher performance (Abun et al., 2022). Motivation, which is often

broken down into a teacher's belief in their capability to accomplish tasks (self-efficacy), their level of work happiness, and a feeling of achievement, is highly significant for a teacher's sustained passion and better job performance.

This paper identifies teacher effectiveness as its focus variable. Beyond the basic definition of teacher effectiveness, the literature has also referred to it as the combination of pedagogical, professional, personality, and social competence. Studies have shown that teachers who have been properly trained, supervised, and motivated are the ones who perform better in terms of managing classrooms, using efficient student engagement techniques, and delivering lessons effectively (Murkatik et al., 2020; Sudargini & Purwanto, 2020). Along with subject expertise, teachers also need social and emotional skills such as empathy, teamwork, and communication to carry out their work effectively. In fact, these are the skills that help in making a classroom a welcoming and supportive place (Taufan, 2021; Tomory, 2020). The quality of supervision, school climate, and professional development opportunities offered by school leaders are some of the factors that have a profound impact on these skills.

Studies conducted in different countries have shown that instructional supervision determines not only the teacher's individual job performance but also the entire school culture. Research carried out in the Philippines (Sumapal & Haramain, 2023) and other countries (Chiwamba et al., 2022; Comighud et al., 2020) emphasizes the importance of supervision that is supportive and feedback-oriented. Findings suggest that teachers' attitudes and behaviors are greatly influenced by the mood, frequency, and format of supervision. When compared to an authoritarian style, authoritative, developmental, and collaborative approaches to supervision can: build professional identity; increase the likelihood that teachers will continue to work in the same school; raise the level of alignment at the school level (Cheema et al., 2022; Basilio & Bueno, 2021). This evidence highlights the importance of school leaders' interpersonal and instructional leadership competencies for producing an effective supervisory atmosphere.

Summing up, the relationship between principal instructional supervision, teacher motivation, and job performance is an important area for educational research today. Instructional supervision directly influences teachers' performance level. However, its impact is significantly enhanced when teachers are already highly motivated.

### **3. Research Paradigm**

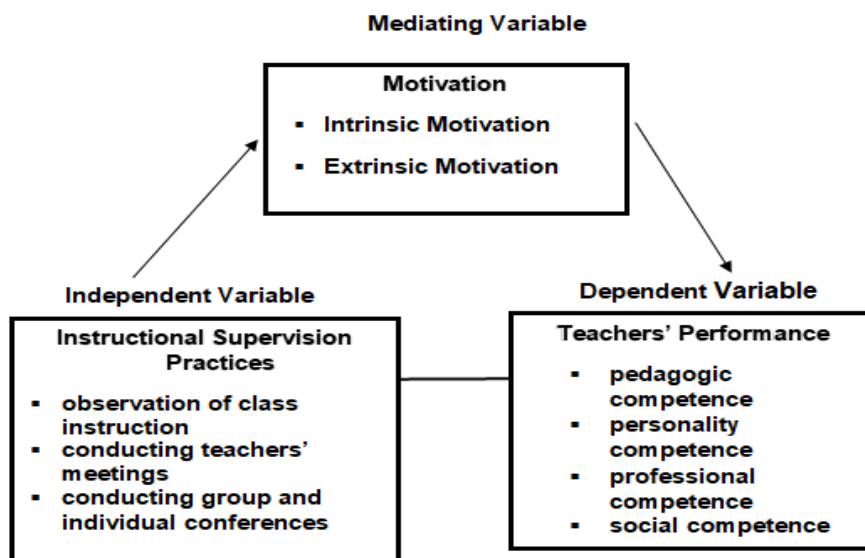
It depicts the conceptual structure of the study, revealing that motivation plays a mediating role in the relationship between instructional supervision practices and teachers' performance. The instructional supervision practices make up the independent variable. They include the main supervisory activities such as observation of class instruction, holding of teachers' meetings, and conducting group and individual conferences. These approaches exhibit the leadership role of the principal in guiding and helping teachers to ensure high-quality education.

The teachers' performance variable depends on the four primary areas of pedagogical competence, personal competence, professional competence, and social competence. They are clear indicators of the success of teachers in their roles and their influence on student achievement.

Motivation is the factor that is put between two extremes. It basically consists of intrinsic motivation, which originates from personal satisfaction, love of teaching, and dedication to the students, and extrinsic motivation, which comprises the recognition, rewards, and guidance of the institution. Besides enhancing the

supervision-performance relationship, motivation actually leads to the modification of the teachers' perception of supervisory methods and their implementation in good classroom teaching.

In the present argument, it is stated that apart from direct influence on teachers' performance, instructional supervision also gives indirect motivation. This message shows the interaction of leadership and psychological factors in the process of motivating teachers to be effective. Furthermore, it states that the best teaching can be achieved when strong supervisory mechanisms are combined with motivated, competent, and loyal teachers.



#### 4. Hypothesis

The researcher posits the null hypotheses, which will be tested using 5% level of significance.

1. Instructional supervision practices do not significantly relate to teachers' performance and motivation.
2. Motivation is not significantly related to instructional supervision practices and teachers' performance.
3. Motivation does not mediate the relationship between instructional supervision practices and teachers' performance.

#### 5. Methodology

This study employed a quantitative research design, specifically a descriptive–correlational framework with mediation analysis. The design was selected because the study aims to not only outline the current levels of instructional supervision practices, motivation, and job performance among teachers, but also determine the interrelationships among these variables. More importantly, it looked into whether teacher motivation was a mediating factor between the school heads' instructional supervision practices and the teachers' job performance.

The descriptive component of the design enabled the researcher to illustrate teachers' perceptions of their motivation, the degree of instructional supervision they received, and their self-assessment of performance. The correlational component assessed the strength of the association among the variables and evaluated whether teacher motivation explains the relationship between supervision practices and teacher performance.

The study took a narrow focus on Sariaya West District public elementary school teachers. As they are the ones directly involved in teaching the classes and are the main recipients of instructional supervisory interventions from school heads, the teachers were singled out as respondents. Since they have experienced the situation, they are the most capable of explaining how supervision influences their motivation and job performance.

Two hundred fifty (250) public elementary school teachers served as the study's respondents. This number represented a large and dependable sample of the district's teachers, implying that the collected data would reflect a variety of experiences and viewpoints.

The research employed stratified sampling to get a representative sample of the public elementary school teachers in Sariaya West District, thus making the findings more dependable. The 250 teachers who were questioned represented different educational roles, with a special emphasis on their direct participation in instructional supervision, motivation, and job performance.

By stratified sampling, the degree of bias was minimized, and meaningful comparisons were possible. At the same time, mediation analysis was used to determine the position of teacher motivation in the relationship between instructional supervision practices and job performance. The research design aimed to provide an accurate understanding of how public school supervision affects motivation and performance.

In order to examine the data and draw relevant conclusions consistent with the research objectives, the author utilized various statistical methods. Along with descriptive statistics, inferential statistics methods were applied to analyze data yielded by the respondents via the questionnaire containing the Likert-scale items. The study's research questions and hypotheses served as the framework for data analysis.

To determine the levels of instructional supervision practices, teacher motivation, and job performance, the weighted mean and standard deviation were applied. This statistical method was suitable for summarizing the central tendency of data collected through a Likert scale. Each item in the questionnaire was computed to obtain the weighted mean, which represents the general perception of the respondents per indicator or category.

In the relationship of instructional supervision practices and teachers' performance, Pearson ( $r$ ) correlation was applied at the 0.05 level of significance. Mediation analysis was also used to determine if there is a mediating effect of motivation in the relationship between instructional supervision practices and teachers' performance.

## 6. Results

### **Significant Relationship Between Instructional Supervision Practices and Teachers' Motivation and Performance**

**Table 1**

*Test of Correlation between instructional Supervision Practices relating to Teachers' Performance and motivation*

| Instructional Supervision Practices    | Motivation           |                      |            | Teaching Performance |                        |                         |                   |                     |
|----------------------------------------|----------------------|----------------------|------------|----------------------|------------------------|-------------------------|-------------------|---------------------|
|                                        | Intrinsic Motivation | Extrinsic Motivation | Motivation | Pedagogic Competence | Personality Competence | Professional Competence | Social Competence | Teacher Performance |
| Observation of Class Instruction       | .657**               | .681**               | .719**     | .749**               | .664**                 | .716**                  | .671**            | .750**              |
| Conducting Teachers' Meetings          | .668**               | .676**               | .722**     | .745**               | .673**                 | .701**                  | .685**            | .750**              |
| Conduct Group & Individual Conferences | .646**               | .652**               | .697**     | .766**               | .640**                 | .714**                  | .646**            | .740**              |
| Instructional Supervision Practices    | .691**               | .705**               | .750**     | .793**               | .693**                 | .748**                  | .702**            | .786**              |

\*\*Correlation is significant at the 0.01 level (2-tailed).

\*Correlation is significant at the 0.05 level (2-tailed). Verbal Interpretation of r-value: +1.0 Perfect positive +/- association +0.8 to +1.0 Very strong +/- association +0.6 to +0.8 Strong +/- association +0.4 to +0.6 Moderate +/- association +0.2 to +0.4 Weak +/- association 0.0 to +0.2 Very weak +/- or no association

Table 1 presents the test of correlation between instructional supervision practices relating to teachers' performance and motivation. In terms of the relationship between Instructional Supervision Practices and Teachers' Motivation, the correlation analysis revealed a strong, positive, and statistically significant relationship between instructional supervision practices and teachers' motivation ( $r = .750$ ,  $p < .01$ ). The results above suggest that the more a teacher's work is checked instructively, the more motivated he/she will be. The paper goes as far as stating that the ways supervision is carried out are the most important factor in the working conditions that influence teachers' motivation level.

From this, it can be assumed that if principals are consistently participating in different supervisory functions such as conducting classroom observations, providing professional feedback, and offering instructional support, then it would be very likely that teachers will experience a sense of being cared for and motivated.

One such method is through the introduction of the school principal or master teacher who comes to view the teacher's work, and after that, they have a session to evaluate the performance. The teacher's strong points are highlighted, and detailed recommendations are made for raising the educational delivery, class management, or assessment methods.

Correlation results show that instructional supervision practices and teacher motivation are very much related, positively and significantly at that ( $r = .750$ ,  $p < .01$ ). Such a high degree of correlation indicates

that making instructional supervision practices better is very likely to lead to raising teacher motivation levels. In behavioral studies, an r-value of this one usually denotes a strong relationship, implying that supervision practices are indeed a predominant factor influencing teachers' motivations.

From a situational viewpoint, the finding suggests that educators who undergo continuous, inspiring, and effectively organized instructional supervision are the ones who are more willing to view themselves as motivated, recognized, and enthusiastic in their profession. Instructional supervision communicates teachers with clear goals, provides them with positive criticism, and extends professional support to them, all of which help to maintain their motivation at a high level. For example, a principal visits a teacher's class, and later on, the feedback given praises the use of the teacher's effective teaching strategies like good classroom management or a high level of learner participation.

### ***Discussion of the Relationship between Instructional Supervision Practices and Teaching Performance***

Correlation analysis showed that the association between instructional supervision and teachers' teaching was highly positive, statistically significant, and strong ( $r = .786$ ,  $p < .01$ ). This result suggests that a higher level of instructional supervision is very likely to result in better overall teacher performance. The magnitude of the correlation implies that instructional supervision is probably the main organizational factor that brings about improvements in teachers' pedagogic, professional, social, and personality competencies.

Among different supervision practices, direct observation of class instruction was found to be significantly and positively correlated with several aspects of teaching performance. It showed a high degree of association with pedagogic competence ( $r = .749$ ,  $p < .01$ ), which means that classroom observation has a very substantial effect on the quality of instructional strategies, lesson delivery, and classroom management.

In fact, a typical school environment consists of the school head or a master teacher who, upon visiting a classroom, takes note of the teaching strategies being employed, the level of student involvement, the use of educational resources, and the ways in which the teacher assesses student learning. After the observation, the teacher may be given feedback consisting of the things that they did well, the areas where they can improve, and the ways to make classroom routines more effective. This is one of the ways through which teachers are helped to improve their teaching skills and to align their teaching with the desired outcomes of the curriculum. Observation and feedback regularly is one of the ways by which teachers can be helped in their teaching methods and skills development (Eugenio, 2025; Solon & Billones, 2024).

Classroom observation had a strong positive relationship with professional competence ( $r = .716$ ,  $p < .01$ ), suggesting that teachers' subject knowledge, instructional planning, and professional development can be enhanced through supervision by observation. In a school setting, the school head or a master teacher would be able to realize this when they watch how effectively the teacher delivers the lesson, relates the new knowledge to what the students have already learned, prepares the materials, and aligns them with the learning objectives. Teachers are supported in their lesson planning, content delivery, and identification of weaker areas through feedback and coaching post observation. This continual reflection process, which is a major part of teacher professional development, prompts the teacher to re-evaluate their teaching methods and also get better at managing classroom instruction (Naguit, 2024).

Furthermore, the classroom teaching observation showed that both social competence and personality competence had very strong positive correlations with the observation scores ( $r = .671$  and  $r = .664$ , respectively, both  $p < .01$ ). This suggests that regular observation of classroom teaching under supervision can develop highly technical teaching skills, great interpersonal skills in teachers, professionalism, as well as self-

confidence and ethical conduct. As a matter of fact, if supervision is carried out in a cordial and supportive manner, teachers may find ways of getting along with students and other teachers as well as of performing their duties professionally in the school, the study by Comighud et al. (2020) indicated.

The findings reveal that, among other things, instructional supervision practices, particularly classroom observation, play a fundamental role in enhancing teaching performance in many areas. The high correlations indicate that supervision is more than just a method to monitor; it is also a tool to aid teachers in their teaching improvement efforts.

**Table 2**

*Motivation significantly relates to Teachers' Performance.*

| Motivation           | Teachers' Performance |                        |                         |                   |                     |
|----------------------|-----------------------|------------------------|-------------------------|-------------------|---------------------|
|                      | Pedagogic Competence  | Personality Competence | Professional Competence | Social Competence | Teacher Performance |
| Intrinsic Motivation | .719**                | .761**                 | .732**                  | .738**            | .789**              |
| Extrinsic Motivation | .661**                | .642**                 | .665**                  | .644**            | .699**              |
| Overall Motivation   | .740**                | .751**                 | .749**                  | .740**            | .797**              |

**\*\*Correlation is significant at the 0.01 level (2-tailed).**

**\*Correlation is significant at the 0.05 level (2-tailed).**

**Verbal Interpretation of r-value:** +1.0 Perfect positive +/- association +0.8 to +1.0 Very strong +/- association +0.6 to +0.8 Strong +/- association +0.4 to +0.6 Moderate +/- association +0.2 to +0.4 Weak +/- association 0.0 to +0.2 Very weak +/- or no association

Table 16 presents the correlation analysis between motivation (intrinsic, extrinsic, and overall motivation) and teachers' performance across five domains: Pedagogical Competence, Personality Competence, Professional Competence, Social Competence, and Overall Teachers' Performance. The results reveal that all correlation coefficients are positive and statistically significant at the 0.01 level (2-tailed), indicating meaningful relationships between motivation and teachers' performance.

For intrinsic motivation, the correlation coefficients range from  $r = .719$  to  $r = .789$ , all interpreted as strong positive associations. Specifically, intrinsic motivation shows a strong relationship with pedagogical competence ( $r = .719$ ,  $p < .01$ ), personality competence ( $r = .761$ ,  $p < .01$ ), professional competence ( $r = .732$ ,  $p < .01$ ), and social competence ( $r = .738$ ,  $p < .01$ ). The strongest relationship is observed between intrinsic motivation and overall teachers' performance ( $r = .789$ ,  $p < .01$ ), indicating that teachers who are internally driven by passion, personal growth, and professional fulfillment tend to demonstrate higher levels of overall job performance.

In reality, this situation arises when educators eagerly draw up significant teaching plans; change teaching techniques to correspond with learners' needs; keep their cool and professional image; cooperate with other teachers because the educators' role as a means of getting value is the main reason behind all their efforts. Teachers who are driven by internal motives will probably be the ones who not only adhere to rules but also deliver more, as their source of motivation is their commitment to themselves and their wish to see their students succeed. Therefore, the research indicates that one's own happiness and dedication to the profession of teaching are major factors that lead to a teacher's development and competency, as well as work performance in general.

Extrinsic motivation strongly and positively correlates with teachers' performance in all domains as the correlation coefficients vary from  $r = .642$  to  $r = .699$  ( $p < .01$ ). Among these, the strongest correlation is

found between extrinsic motivation and overall teachers' performance ( $r = .699$ ,  $p < .01$ ) followed by professional competence ( $r = .665$ ,  $p < .01$ ). Although these figures reflect a slightly lesser extent of associations than intrinsic motivation, they still demonstrate quite strong links. That is to say, factors out of teachers' control, such as recognition, rewards, promotion opportunities, job security, and support from school administration, substantially influence enhancing their performance.

In schools, teachers are usually more willing to put in their best efforts if their managers notice their difficult work, celebrate their accomplishments at meetings, and also provide them assistance in teaching and paperwork. Besides that, teachers' desire for enhancement of lesson plans, classroom teaching, and other professional duties gets fueled by the opportunities of being promoted, awarded, given bonuses, and receiving encouraging remarks.

Therefore, even though teachers' intrinsic eagerness remains the first ingredient, out-of-school help and acknowledgement are two of the major elements for building teachers' skills and the overall performance.

Overall motivation shows strong and important links to all areas of teachers' performance, with coefficients between  $r = .740$  and  $r = .797$  ( $p < .01$ ). The strongest correlation in the table is between overall motivation and overall teachers' performance ( $r = .797$ ,  $p < .01$ ), which means that there is a very strong positive link between the two. This indicates that as teachers' overall motivation levels rise, their performance in pedagogical, personal, professional, and social competencies similarly enhances.

Overall, the results support the idea that motivation has a big effect on teachers' performance in all the areas that were measured. Intrinsic and extrinsic motivation are both important factors that affect how well someone does their job, but intrinsic motivation has a slightly stronger effect. The results suggest that schools seeking to enhance teachers' performance should adopt strategies that bolster both internal motivational factors (e.g., professional fulfillment, autonomy, mastery) and external motivational supports (e.g., recognition, incentives, constructive supervision). Motivation, consequently, constitutes a pivotal psychological factor affecting teachers' efficacy in public elementary schools.

**Table 3**

*Mediating Role of Motivation in the Relationship between Instructional Supervision Practices and Teachers' Performance*

| Effect                                                                                      | Label | Estimate | SE    | Lower | Upper | Z      | p      | % Mediation |
|---------------------------------------------------------------------------------------------|-------|----------|-------|-------|-------|--------|--------|-------------|
| Instructional Supervision Practices → Motivation                                            | a     | 0.673    | 0.038 | 0.599 | 0.746 | 17.920 | < .001 |             |
| Motivation → Teacher Performance                                                            | b     | 0.468    | 0.050 | 0.370 | 0.567 | 9.300  | < .001 |             |
| <b>Direct</b><br>(Instructional Supervision Practices → Teacher Performance)                | c     | 0.382    | 0.045 | 0.293 | 0.471 | 8.460  | < .001 | 54.8        |
| <b>Indirect</b><br>(Instructional Supervision Practices → Motivation → Teacher Performance) | a×b   | 0.315    | 0.038 | 0.240 | 0.390 | 8.250  | < .001 | 45.2        |
| <b>Total</b><br>(Instructional Supervision Practices → Teacher Performance)                 | c+a×b | 0.697    | 0.035 | 0.629 | 0.765 | 20.110 | < .001 | 100         |

## Supervision Practices →Teacher Performance)

*Note: Significant if  $p < 0.05$*

The indirect influence of instructional supervision on teacher performance via motivation turns out to be significant (Beta = 0.315, 95% CI [0.240, 0.390],  $z = 8.25$ ,  $p < .001$ ), representing 45.2% of the total effect. This finding implies that almost half of the impact of instructional supervision practices on teachers' performance is through motivation. On a practical level, the efficient implementation of instructional supervision activities such as classroom observation, teacher meetings, and individual or group conferences can significantly elevate both the extrinsic and intrinsic motivation of teachers. This increased motivation will eventually reflect on the overall performance of teachers. Besides, zero being outside the confidence interval validates that the mediating role of motivation is a trustworthy result. Therefore, motivation is the primary psychological factor that demonstrates the ways and reasons for instructional supervision practices leading to better performance.

Besides, the direct impact of doing instructional supervision on teachers' performance is still very strong (Beta = 0.382, 95% CI [0.293, 0.471],  $z = 8.46$ ,  $p < .001$ ), making up for 54.8% of the total effect. This finding suggests that instructional supervision practices also influence teachers' performance independently of motivation. Even when motivation is accounted for, supervision practices still directly improve pedagogic, personality, professional, and social competencies. This may be attributed to direct instructional guidance, feedback, monitoring, and professional support provided by school heads.

Since both the indirect and direct effects are statistically significant, motivation partially mediates the relationship between instructional supervision practices and teachers' performance. This means that instructional supervision practices improve teachers' performance both directly and indirectly through motivation. Motivation strengthens—but does not fully replace—the effect of instructional supervision.

There have been some observations that are considered significant. First, motivation is one critical factor. Motivation has a significant role in translating supervisory techniques into improved teaching performance, accounting for 45.2% of the mediation. Motivational and high-performing teachers are more likely to emerge from supervision that inspires, honors effort, and promotes autonomy. Second, instructional supervision possesses intrinsic value. The high direct effect (54.8%) indicates that supervisory strategies might be considered as motivational tools, but they are also performance-improving interventions like coaching, giving feedback, and supporting professional development. Furthermore, a leader who is well-balanced is crucial. Results point out that school leaders must not only use technically supervisory skills but also display leadership behaviors that motivate teachers in order to get the best results from teachers. Besides that, the results show motivation is a very important, but not the only, mediator; hence, instructional supervision methods are the most successful when they both inspire teachers and help them improve their teaching skills in a direct way. That is why the role of school heads as instructional leaders is equally important to their role as motivational leaders.

The results of this study corroborate that motivation acts as a mediator in the relationship between instructional supervision and teacher effectiveness, as shown in previous studies. Empirical evidence from past studies has repeatedly confirmed that teacher supervision not only directly provides instructional support but also contributes to teacher effectiveness through internal and external motivation factors such as job satisfaction, self-efficacy, and commitment to the profession. Suriagiri et al. (2022) showed that motivation and job satisfaction could change the effect of principal supervision on teacher performance, indicating that these factors work together. Similarly, Abun et al. (2022), Berhanu (2024), Cabaron & Oco (2023), Wahyudi

et al. (2023), and Zakariya & Wardat (2024) have also underlined the significance of motivation as a mediating factor that can markedly improve leadership and supervisory practices. These existing studies further support the present findings that instructional supervision raises teacher performance through a combination of teacher motivation, both internal and external. Furthermore, studies reveal that educators exhibiting elevated job satisfaction and self-efficacy react more favorably to supervisory practices and exhibit enhanced instructional effectiveness (Demir, 2020; Kalkan, 2020; Chandrawaty & Widodo, 2022). These studies collectively affirm that motivation is a fundamental psychological conduit by which instructional supervision impacts teaching efficiency.

This research also supports the notion that motivation only partially explains the impact of instructional supervision, implying that there is a mediation effect. Besides motivation, supervisory coaching, monitoring, feedback, and organizing professional development are some of the ways through which supervision can improve teachers' instructional competence (Nur et al., 2021). Principal academic supervision was revealed by Kholid et al. (2020) to be a direct way of enhancing teacher effectiveness through clarification of professional roles and expectations. Sunaryo (2021) also believed that teaching quality and teacher competency could be directly raised via collaborative and formative supervisory practices.

Difoni et al. (2025) showed that, in the same way as instructional feedback, classroom observation, and in-service training can significantly raise teacher performance, even in cases when the motivating factors are not directly studied. Then, beyond mentoring, resource provision, and modeling leadership as a supervisor, Armianti et al. (2022) and Kituku et al. (2020) have also pointed out that these supervisory practices directly improve instructional methods and teacher performance auditing. On the whole, instructional supervision comes with certain performance-enhancing benefits in its own right, other than serving as a motivator.

Furthermore, the current study is well supported, corroborated, and advanced by a large body of research that agrees that motivation only serves to magnify the effects of supervision. In fact, instructional leadership is a powerful and independent factor in determining teacher performance (Edwards et al., 2022; Turner et al., 2023).

## **7. Conclusion**

The findings gathered in the study led to the formulation of the conclusion:

1. The hypothesis stating that the instructional supervision practices do not significantly relate to teachers' performance and motivation is not sustained.
2. The hypothesis stating that motivation is not significantly related to instructional supervision practices and teachers' performance is not sustained.
3. The hypothesis that motivation does not mediate the relationship between instructional supervision practices and teachers' performance is not sustained.

## **8. Recommendations**

Based on the results and conclusions of the study, the following recommendations were formulated:

1. The findings of the study underscore the importance of institutionalizing formal mentoring and professional development initiatives to support teacher growth and effectiveness. School leaders are encouraged to design structured mentoring programs for beginning- and mid-career teachers to facilitate the transfer of expertise, reflective practice, and continuous learning. Moreover, Senior and Master

Teachers may be strategically utilized as mentors and instructional coaches, thereby enhancing instructional quality while simultaneously providing avenues for leadership development and professional advancement.

2. The research encourages further support for teacher education and career advancement with the help of various incentives such as flexible scheduling, scholarships, and academic achievement recognition. It is also important to clearly communicate opportunities for career progression to teachers planning for promotion. Upgrading the professional growth system may not only support teacher retention but also ensure a consistent and stable school environment.

3. To boost motivation, school management and leaders may create conducive and supportive work environments that may develop intrinsic motivation by enabling teacher autonomy and allowing them to be more creative in their teaching approaches. At the same time, external motivators may be offered by setting up performance recognition schemes and conducting clear and transparent evaluations as ways of keeping teachers interested and involved.

4. The study recommends strengthening developmental instructional supervision by sustaining systematic classroom observations accompanied by meaningful post-observation conferences that emphasize constructive feedback, reflective practice, and individualized teacher support. School leaders are encouraged to continue fostering a supportive supervisory environment that promotes professional growth and instructional improvement. Furthermore, efforts may be intensified to enhance the competence of supervisors through continuous professional development, specialized training, and capacity-building programs to ensure the effective implementation of instructional supervision practices.

5. School leaders may use supervisory practices as a means of motivating teachers. They can decide to incorporate ways of acknowledging teachers and setting goals as part of supervision plans, thereby making teachers comfortable and motivated. At the same time, leaders may include technical support and psychological empowerment as components of their approaches.

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