

A PATH ANALYSIS ON THE TEACHER'S PERFORMANCE AS ESTIMATED BY INSTRUCTIONAL SUPERVISION, MOTIVATION AND PROFESSIONAL DEVELOPMENT PRACTICES

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ABSTRACT

This study attempted to investigate the teacher's performance, instructional supervision, teacher's motivation, and professional development practices of elementary and secondary public-school teachers. Three hundred teachers from Makilala West district, Cotabato participated during the conduct of this study for the S.Y. 2024. This study employed a path analysis method using quantitative approach. The data gathering tool contained an adopted questionnaire coming from the different authors. Mean, standard deviation, Pearson product moment correlation, multiple regression analysis and structural equation modeling were used in statistical tool. Based on the findings of the study, instructional supervision, teacher's motivation, and professional development were described as high. The results also revealed that there is a significant relationship between instructional supervision, teacher's motivation, and professional development. Instructional supervision and teacher's motivation have significantly predicted the teacher's performance compared to professional development. The goodness of fit results revealed that the values were not within the range of the indices criteria. This means there was no model that fits well with the data which can best explain the teacher's performance.

Keywords: *Teacher's Performance, Instructional Supervision, Teacher's Motivation, Professional Development, Path Analysis, Makilala West District*

INTRODUCTION

Teacher's performance, which involves the effectiveness and competence of educators in facilitating student learning and development, is evaluated based on instructional skills, classroom management, and impact on student outcomes.

The poor performance of teachers in the Philippines has been underscored by various studies. According to a World Bank study, 66% of observed teachers demonstrated a "medium-low" use of effective teaching practices, while 19% exhibited a "low" use, leaving only 15% with a "medium-high" use of such practices.

Generalao, I. N et al (2022) research pinpointed a significant concentration of low-quality teacher education programs in Mindanao, particularly in BARMM and Region 12. Furthermore, Basbas, A., & Libot, B. (2022) emphasized the challenges associated with evaluating teachers' classroom performance, with a specific focus on Philippine schools

overseas. This collective evidence sheds light on the pressing need for improvements in teacher education and evaluation processes in the country.

T. A. Tesfaw and R. H. Hofman. (2012) examines how professional growth and instructional supervision are related, stressing the importance of a distinct relationship between the two. Related study conducted by Reambonanza, R. Jr., & Tan, D. (2022) revealed a correlation between professional development and instructional supervision, emphasizing the potential to enhance teachers' performance through these interconnected processes.

Furthermore, Hoque, K. E., Bt Kenayathulla, H. B., D/O Subramaniam, M. V., & Islam, R. conducted a study. (2020) emphasize how crucial supervision activities are to improving student learning and the teaching profession as a whole. The results show that supervision has a significant impact on teachers' performance and helps them advance professionally.

There is a gap in the literature since previous research has not examined the connection between San Fernando, Bukidnon teachers' performance, professional development, and instructional supervision. There is still more research to be done on the precise dynamics and effects of these factors on instructors' performance in this setting.

The study's findings may contribute to addressing the challenges faced by teachers in the country, such as poor content knowledge, inadequate professional development systems, and learning poverty. The study's focus on instructional supervision, motivation, and professional development practices may provide insights into how these factors can be improved to enhance teacher performance. The study's findings could aid policymakers, educators, and other stakeholders in the education sector in formulating strategies and policies to enhance the quality of education in the Philippines.

FRAMEWORK

The methods used by head instructors to oversee their subordinates are vital to guaranteeing the quality of their work. Although head teachers may have different approaches to supervision, there are basic elements that always support performance assurance. These mainly concern the analysis of educational materials and the evaluation of instructors' interactions with students (Obuchere, 2023).

Robert House's Path-Goal Theory suggests that a leader's actions shape their subordinates' ideas about their professional objectives and the routes they must follow to get them. Regarding instructional supervision, it is anticipated that proficient leadership approaches will have a favorable effect on teachers' motivation, which will in turn affect their performance and ultimately aid in their professional growth.

Deci, E. L. and Ryan, R. M. established the Self-Determination Theory (SDT). (2012) emphasizes the significance of motivation in the behavior of people. The study's main topic, teachers' motivation, can be viewed through the perspective of self-determination theory (SDT), which contends that intrinsic motivation—which stems from a person's own personal interest and fulfillment—is likely to improve professional development and work performance.

According to Victor Vroom's expectation theory, people are driven to act in a certain way depending on what they expect to happen. According to this hypothesis,

instructors are more likely to be motivated to perform to the best of their abilities if they feel that their efforts will result in better instructional methods and, as a result, professional development.

Self-efficacy beliefs play a significant role in shaping people's motivation and conduct, according to Bandura's Social Cognitive Theory (1986). This theory aids in examining how teachers' commitment to professional growth and drive to educate are influenced by their ideas about their own efficacy, which in turn affects how well they do their jobs.

METHODS

Research Design

Descriptive-correlational research design is a methodological approach employed in research to characterize and examine relationships between variables without experimental manipulation. This design focuses on observing and measuring naturally occurring variables to uncover patterns and correlations, emphasizing description and exploration rather than establishing causal connections (Cresswell, 2008). Quantitative research is centered on the systematic collection and analysis of numerical data to draw specific and objective conclusions about a targeted population or phenomenon. This method employs standardized instruments like surveys or experiments to gather quantifiable data, emphasizing precision in measurement. The key objectives include establishing generalizability, maintaining objectivity, conducting predictive analyses, and employing statistical methods for interpretation. In this study the interrelationship of instructional supervision, motivation, professional development practices, and teacher performance were investigated

Respondents

The study included 300 teachers from selected elementary and secondary schools in the West District of Makilala, Cotabato. Only teachers from public elementary and secondary schools were included in the study, as they are the primary target respondents. Moreover, the respondents were chosen through the method of stratified random sampling. This approach was selected for its ability to yield a representative sample, thereby enhancing the precision of estimations for the parameters under study (Texas Education Agency, 2008).

Instrument

The tool assessing teacher's performance was derived from the research conducted by Wakini et. al (2021), which was then adapted to suit the current study and subjected to validation by experts. This section of the questionnaire includes indicators such as classroom observation, student feedback, self-reflection, and evaluation of instructional materials. The instrument for instructional supervision was based on the studies of Astuti (2022) and Tesfaw (2012), modified to align with the study's objectives and validated by experts. It includes indicators such as administrative supervision, clinical supervision, and supportive supervision. In regard to teacher's motivation, it was adapted from the study by Gameda (2015), modified to fit the current study's context, and validated by experts. It encompasses indicators of intrinsic and extrinsic motivation. Furthermore, questions regarding professional development were adapted from the studies of Gameda

(2015), Reambonanza (2022), and Tesfaw (2012), tailored to the study's needs, and validated by experts. Indicators for professional development include learning new skills via continuing education, receiving career training after joining the workforce, the relationship between a teacher's performance and supervision methods, the relationship between a teacher's motivation and performance, and the relationship between a teacher's professional development and performance.

Statistical Tools

During the data analysis phase of this study, various statistical methods were utilized to investigate the relationships and effects among the main variables. The central tendency and variability of teachers' performance, instructional supervision, teachers' motivation, and professional development will be gathered up employing descriptive statistics, such as mean and standard deviation. The relationships between these variables were examined utilizing Pearson Product Moment Correlation analysis. The effects of professional development, instructional supervision, and teacher motivation on performance were then assessed using multiple regression analysis. In order to explore the complex relationships between the variables, structural equation modeling, or SEM, was also utilized.

A range of goodness-of-fit indices were calculated, including P of close fit (PCLOSE), Tucker-Lewis Index (TLI), Comparative Fit Index (CFI), Root Mean Square Error of Approximation (RMSEA), and CMIN/DF, to assess how adequate the models were. In the context of instructional supervision, motivation, and professional development, these studies offered insightful information on the variables affecting instructors' performance.

RESULTS and DISCUSSION

Level of Instructional Supervision

Table 1. The degree of instructional supervision in Makilala, Cotabato's West district is displayed in this table. Four factors indicate a teacher's effectiveness: observations made in the classroom, comments from students, introspection, and assessments of the teaching resources.

With a standard deviation of 0.623 and an overall category mean of 3.93 for instructional supervision, teachers are generally quite satisfied with their supervision techniques. This favorable opinion emphasizes how important instructional monitoring is for promoting professional growth and raising teaching effectiveness.

With a category mean of 3.92 and a standard deviation of 0.681, administrative oversight procedures are thought to be quite successful. Instructors give these routines an effectiveness rating of 3.99 (SD = 0.797), which is very positive feedback. This is consistent with the research conducted by Wahdini and Saleh (2019), who show that teachers' professional competencies are greatly shaped by their effective supervision. The importance of consistent and clear communication in efficient administrative oversight is further shown by the administrators' ability to clearly communicate guidelines and expectations, which received ratings of 3.80 (SD = 0.818) and 3.96 (SD = 0.910). This is supported by Warman's (2022) study, which highlights the significance of the

principal's managerial proficiency in enhancing teacher professionalism through transparent lesson design and efficient communication.

With a category mean of 3.94 and a standard deviation of 0.718, clinical supervision is similarly highly valued by educators. The rating of 3.95 (SD = 0.843) for the helpfulness and frequency of classroom observations and feedback highlights the significance of ongoing and constructive feedback for professional development, as highlighted by Wahdini and Saleh (2019). The concept of reflective practice in teacher improvement, as highlighted by Liu, Mhunpiew, and Prathumarach (2023), is emphasized by the support provided by clinical supervisors in implementing new instructional strategies (mean = 3.90, SD = 0.846) and facilitating reflective discussions (mean = 3.97, SD = 0.861). Their research demonstrates the transformative power of academic supervision in improving student learning outcomes and professional growth via teamwork.

With a category mean of 3.94 and a standard deviation of 0.687, supportive supervision indicates that teachers receive high levels of both professional and emotional assistance. Effective supervision is multifaceted, as evidenced by the resources provided to improve instructional quality (mean = 3.99, SD = 0.752), the stimulation of professional development (mean = 3.92, SD = 0.848), and the provision of emotional and professional support (mean = 3.90, SD = 0.805). Purwati et al. (2022) emphasize the benefits of this kind of assistance, particularly in trying circumstances like the Covid-19 outbreak. Hakim's (2021) research provides additional evidence of the positive effects of supervisor mentoring on teacher performance, highlighting the vital role that knowledgeable and capable supervisors have in offering efficient support.

The high overall mean score of 3.93 across all categories of instructional supervision suggests a positive perception among teachers of the supervision practices in their institution. This aligns with the literature, which consistently highlights the significant impact of effective academic supervision on teacher performance and professional development. Khun-Inkeeree's (2020) exploration into the complex relationships within the academic landscape further supports this by emphasizing the role of supervision in enhancing teacher self-efficacy and overall school success.

Table 1. Level of Instructional Supervision

Indicator	Standard		Interpretation
	Mean	Dev	
1.1 Administrative			
1 The administrative supervision practices in my educational institution are highly effective.	3.99	0.797	High
2 Administrators provide clear guidelines and expectations for instructional activities and performance evaluations.	3.80	0.818	High
3 Administrators effectively communicate policies and changes related to instructional practices to the teaching staff.	3.96	0.910	High
Category Mean	3.92	0.681	High
1.2 Clinical			
1 Classroom observations and feedback provided by clinical supervisors are helpful and frequent.	3.95	0.843	High

2 Clinical supervisors support teachers in implementing new instructional strategies or improving existing ones.	3.90	0.846	High
3 Clinical supervisors effectively facilitate reflective discussions on teaching practices and student outcomes.	3.97	0.861	High
Category Mean	3.94	0.718	High
1.3 Supportive			
1 Supervisors provide both emotional and professional support to teachers.	3.90	0.805	High
2 Supervisors offer resources and assistance to enhance instructional quality.	3.99	0.752	High
3 Supervisors actively encourage professional development opportunities and continuous learning for teachers.	3.92	0.848	High
Category Mean	3.94	0.687	High
Overall Mean	3.93	0.623	High

Level of Teachers' Motivation

Table 2 shows the level of teachers' motivation of the teachers in Makilala West District. The motivation contains two indicators namely, intrinsic, and extrinsic.

With an overall mean score of 3.99 and a standard deviation of 0.620, the research findings show that instructors are highly motivated in their work. This suggests that motivation is perceived favorably by most people for both inner and extrinsic factors.

As of intrinsic motivation, research findings reveal a high level of intrinsic motivation among teachers, showcasing a strong sense of personal satisfaction and enjoyment in the act of teaching itself, with a mean score of 3.87 (SD = 0.881) (Rahabav, 2016; Hakim, 2021). This suggests that teachers derive fulfillment from the inherent rewards of their profession, aligning with the concept of intrinsic motivation. Additionally, the findings indicate that teachers are naturally curious about the subjects they teach and constantly seek to deepen their understanding, reflected in a high mean score of 3.97 (SD = 0.884). Moreover, teachers feel a sense of accomplishment when their students grasp challenging concepts, as indicated by a mean score of 3.80 (SD = 0.929) (Singerin, 2021). These findings underscore the significance of intrinsic rewards in fueling teachers' passion and commitment to their profession.

In terms of extrinsic motivation, extrinsic factors also play a significant role in motivating teachers. External rewards such as recognition and praise are found to be motivating factors, with a mean score of 4.08 (SD = 0.785) (Aprida, Fitria, & Nurkhalis, 2020). Similarly, the prospect of receiving tangible rewards such as bonuses or promotions motivates teachers, as indicated by a high mean score of 4.22 (SD = 0.738) (Rahabav, 2016; Hakim, 2021). Moreover, the availability of professional development opportunities is perceived as influential in motivating teachers to excel in their teaching roles, with a mean score of 4.00 (SD = 0.787) (Tidjani & Lailiyah, 2023).

Table 2. Level of Teachers' Motivation

Indicator	Mean	Standard Dev	Interpretation
2.1 Intrinsic Motivation			

1 I find personal satisfaction and enjoyment in the act of teaching itself.	3.87	0.881	High
2 I am naturally curious about the subjects I teach and constantly seek to deepen my understanding.	3.97	0.884	High
3 I feel a sense of accomplishment when my students grasp challenging concepts.	3.80	0.929	High
Category Mean	3.88	0.752	High
2.2 Extrinsic Motivation			
1 External rewards such as recognition and praise motivate me to perform well in my teaching role.	4.08	0.785	High
2 I am motivated by the prospect of receiving tangible rewards, such as bonuses or promotions.	4.22	0.738	High
3 The availability of professional development opportunities influences my motivation to excel in teaching.	4.00	0.787	High
Category Mean	4.10	0.647	High
Overall Mean	3.99	0.620	High

Level of Professional Development

Table 3 displays the teachers' level of professional growth in Makilala, Cotabato's West District. Gaining new skills through continuing education and receiving career training after entering the workforce are the two indications of teachers' professional growth.

The overall mean of overall mean score of 4.11 highlights the effectiveness of both continuing education and career training in professional development. Teachers appreciate the opportunities for skill enhancement and the support from their employers, underscoring the importance of diverse and accessible professional development resources.

In the gaining new skills through continuing education, teachers actively seek and benefit from continuing education, with a mean score of 4.05 for seeking opportunities and 4.11 for the effectiveness of programs. Satisfaction with the variety and accessibility of resources is also high, with a mean score of 3.99, leading to an overall category mean of 4.09. This finding is supported by Aprida, Fitria, and Nurkhalis (2020), who emphasize that professional development is crucial for improving teacher performance and motivation. Their study underscores that continuous learning opportunities significantly contribute to the effectiveness of educators.

With regards career training after entering the workforce, teachers report strong satisfaction with career training received upon entering the workforce (mean score of

4.29) and ongoing employer-provided programs (mean score of 4.16). Support from school heads is also valued, reflected in a mean score of 4.05, resulting in an overall category mean of 4.18. Rahabav (2016) and Hakim (2021) also highlight the critical role of structured training and support in enhancing teacher performance. Their research suggests that comprehensive orientation and continuous career training are vital for maintaining high levels of professional competency and motivation among teachers.

Table 3. Level of Professional Development

Indicator	Mean	Standard Dev	Interpretation
3.1 Gaining new skills through continuing education			
1 I actively seek opportunities for continuing education to gain new skills relevant to my profession.	4.05	0.825	High
2 The professional development programs offered to me have effectively contributed to enhancing my skills.	4.11	0.792	High
3 I am satisfied with the variety and accessibility of continuing education resources available to me.	3.99	0.822	High
Category Mean	4.09	0.817	High
3.2 Career training after entering the workforce			
1 I have received adequate career training and orientation upon entering the workforce.	4.29	0.675	High
2 The career training programs provided by my employer have been beneficial to my professional development.	4.16	0.819	High
3 My school head encourages and supports ongoing career training opportunities.	4.05	0.677	High
Category Mean	4.18	0.544	High
Overall Mean	4.11	0.551	High

Level of Teachers' Performance

Table 4 exhibits the performance level of teachers in Makilala Cotabato's west district. Four indications are used to assess the performance of teachers: observation in the classroom, student feedback, self-reflection, and evaluation of the teaching resources.

The overall mean score of 4.02 across all indicators reflects a high level of performance among teachers in various aspects of their teaching practices and professional development. This indicates that teachers generally perceive themselves as

effective in their roles and are satisfied with the support and resources provided by the institution for their continuous improvement.

As of classroom observation, teachers highly value classroom observations as a means of assessing and improving their teaching performance. With mean scores ranging from 4.07 to 4.25, it's evident that teachers find the feedback received from these observations to be constructive, contributing positively to their professional growth. Additionally, the frequency and format of classroom observations are generally well-received, with a mean score of 4.07 for this aspect. This finding aligns with studies such as Sánchez Castro et al. (2021), which also found a strong correlation between supervision, including classroom observation, and teacher practice.

This implies that classroom observation is viewed positively by teachers, who see it as a valuable tool for professional growth and improvement. The alignment with previous research further strengthens this perception, suggesting that classroom observation is a widely recognized and effective practice for enhancing teaching performance.

In terms of student feedback, mean scores ranging from 3.95 to 4.19 indicate that teachers perceive student feedback mechanisms as beneficial for their professional development. This aligns with the positive impact of supervision on teacher performance reported by Zohriah (2022), which highlighted the substantial influence of student feedback in Indonesian junior high schools. However, there might be some room for improvement in providing mechanisms for anonymous feedback, as indicated by a slightly lower mean score of 3.95 in this aspect.

The result implies that while teachers recognize the value of student feedback for their professional development, there may be specific areas, such as anonymous feedback mechanisms, where enhancements could be made to further optimize the effectiveness of feedback processes.

With regards to self-reflection, Teachers regularly engage in self-reflection on their teaching practices, finding it effective in identifying areas for improvement, with a mean score of 3.94 (SD: 0.883). They perceive self-reflection as highly effective, with a mean score of 4.00 (SD: 0.838), and appreciate the institutional support for this practice, reflected in a mean score of 3.91 (SD: 0.864). Overall, the category mean is 3.95 (SD: 0.733), indicating a high level of engagement and perceived effectiveness. These findings align with Herlina (2023), who highlighted the importance of effective communication and training in facilitating meaningful self-reflection.

This implies that teachers highly value self-reflection as a tool for professional development. They regularly engage in self-reflection, find it effective for identifying areas of improvement, and appreciate the support provided by their institutions for this practice. The high mean scores across these aspects suggest a strong commitment to self-improvement and the importance of institutional backing in fostering reflective teaching practices. This aligns with Herlina (2023), who emphasized the role of effective communication and training in making self-reflection meaningful and impactful.

In the same manner, evaluation of instructional materials has a category mean of 3.93 (SD: 0.697) highlights a consistently high level of engagement and satisfaction among teachers with the processes and support systems in place for evaluating and improving instructional materials.

The results for the evaluation of instructional materials indicate that teachers place a high importance on regularly assessing and updating their instructional content to maintain relevance and effectiveness, with a mean score of 3.90 (SD: 0.967). This suggests that teachers are proactive in ensuring their materials meet current educational standards and student needs.

Furthermore, the institutional support for this process is perceived positively, with a mean score of 4.07 (SD: 0.760). This high score reflects that teachers feel they are provided with adequate resources and backing from their institutions, which is crucial for the continual improvement of instructional materials.

Teachers also express confidence in their ability to select and incorporate appropriate instructional materials into their teaching, as indicated by a mean score of 3.83 (SD: 0.881). This confidence is essential for effective teaching, as it enables teachers to tailor their materials to best fit their students' learning needs and objectives.

Table 4. Level of Teacher’s Performance

Indicator	Mean	Standard Dev	Interpretation
4.1 Classroom Observation			
1 Classroom observations are conducted regularly to assess and provide feedback on my teaching performance.	4.25	0.671	High
2 The feedback received from classroom observations is constructive and helps in improving my teaching practices.	4.14	0.649	High
3 I am comfortable with the frequency and format of classroom observations in my institution.	4.07	0.835	High
Category Mean	4.16	0.568	High
4.2 Student Feedback			
1I actively seek and value feedback from students to assess my teaching effectiveness.	4.19	0.798	High
2Student feedback contributes positively to my professional development as a teacher.	4.02	0.803	High
3I have access to mechanisms that allow students to provide anonymous feedback on my teaching.	3.95	0.876	High
Category Mean	4.06	0.647	High
4.3 Self-Reflection			

1 I regularly engage in self-reflection on my teaching practices and its impact on student learning.	3.94	0.883	High
2 Self-reflection is an effective tool for identifying areas of improvement in my teaching.	4.00	0.838	High
3 The institution provides support and resources for teachers to engage in meaningful self-reflection.	3.91	0.864	High
Category Mean	3.95	0.733	High
4.4 Evaluation of Instructional Materials			
1 I regularly evaluate and update instructional materials to ensure their relevance and effectiveness.	3.90	0.967	High
2 The institution provides adequate resources and support for the evaluation and improvement of instructional materials.	4.07	0.760	High
3 I feel confident in my ability to select and incorporate appropriate instructional materials in my teaching.	3.83	0.881	High
Category Mean	3.93	0.697	High
Overall Mean	4.02	0.427	High

Correlation involving Professional Development, Teacher Motivation, Teacher Performance, and Instructional Supervision Practices

Table 5 displays the correlation between professional development, teacher motivation, instructional supervision techniques, and teacher performance. The findings indicate a substantial correlation ($p < .05$) between the teacher's performance and all the independent factors.

The study shows that there is a significant positive correlation ($r = .660^{**}$, $p = .000$) between teacher performance and instructional supervision approaches. The results of this study demonstrate the considerable influence that good supervision can have on raising teacher performance, and also imply that strong supervision procedures improve student learning.

Several studies validate these conclusions, showing how important academic monitoring is to enhancing teacher effectiveness. According to Abreu, Cardoso, and Rocha (2019), academic supervision plays a critical role in developing democratic leadership and problem-solving abilities, both of which are necessary for a productive learning atmosphere. Their work emphasizes that the goal of academic supervision is

effective learning, which goes beyond only raising student achievement to enhance the quality of education as a whole.

Hakim (2021) emphasizes the transformative impact of academic supervision on teacher development. He highlights that supervision helps teachers develop competencies across personal, pedagogic, professional, and social domains, thus enhancing their performance. This development is particularly evident in the preparation of learning tools, as noted by Parenteau (2022), who asserts that strategic supervision allows principals to guide and support teachers, ultimately contributing to the holistic quality of education.

On the basis of Astuti (2022), job motivation functions as a mediator variable between the considerable effects of principal leadership and academic supervision on teacher performance. This connection emphasizes how crucial good supervision is to inspiring educators and raising their standards of performance. Similar findings were made by Aprida, Fitria, and Nurkhalis (2020), who emphasized the critical function of supervision in educational contexts by finding a positive and significant influence of principal supervision on teacher performance.

Additionally, studies by Herlina (2023) and Zohriah (2022) demonstrate that teacher effectiveness and supervision are positively correlated. While Zohriah emphasizes the significance of managerial and main academic supervision, Herlina highlights the significance of good communication and training in supervision. All of these research point to the necessity of good supervision techniques for raising teacher effectiveness.

Similarly, a strong positive correlation has been shown between teacher motivation and performance ($r=.633^{**}$, $p=.000$), which emphasizes how crucial it is to comprehend and support teacher motivation in order to improve student results. According to research, instructors that are motivated tend to be more engaged, enthusiastic, and committed to their work, which has a direct effect on their performance as teachers and as a whole.

Studies conducted in private secondary schools in Lahore, Pakistan, have concluded that instructional supervision significantly contributes to teacher motivation, highlighting the crucial role of effective instructional supervisory practices in fostering teacher motivation and influencing teacher performance and professional development. Additionally, research by Aprida, Fitria, and Nurkhalis (2020) provides compelling evidence that teacher work motivation positively and significantly influences overall performance, emphasizing the importance of cultivating a motivated teaching workforce for enhanced effectiveness in various aspects of educators' professional responsibilities.

Furthermore, research by Hakim (2021) and Rahabav (2016) highlights the vital role that academic supervision plays in improving teacher effectiveness, especially when it comes to participatory planning and execution. Good academic supervision boosts teachers' intrinsic motivation and efficacy by giving them insightful comments and encouragement. Singerin's (2021) insights further highlight the substantial impact of academic supervision on both pedagogical competence and teacher performance, suggesting that motivated teachers who receive effective supervision are more likely to perform better in the classroom. In conclusion, the findings collectively stress the positive influence of motivation and effective supervision on teacher performance, emphasizing the need for educational stakeholders to prioritize strategies that promote teacher

motivation and provide effective supervision to enhance performance in educational settings.

Meanwhile, there is significant positive relationship ($r=.542^{**}$, $p=.000$) between teacher professional development and performance aligns with findings from the literature review. Research by Abreu, Cardoso, and Rocha (2019) emphasizes how ongoing professional development contributes to teachers' acquisition of new skills and enhances their performance in the classroom. Similarly, Singerin (2021) highlights the benefits of professional development in improving teacher effectiveness by enabling them to stay informed about educational trends and best practices. Additionally, studies by Rahabav (2016) and Hakim (2021) underscore the positive impact of professional development on teacher performance within school settings. These findings collectively emphasize the importance of continuous learning and growth for educators and suggest that investing in high-quality professional development opportunities can significantly improve educational outcomes.

Table 5. Relationship between the Variables

VARIABLES	R	p-value	Remarks
Instructional Supervision Practices and Teacher's Performance	.660**	.000	Significant
Teacher's Motivation and Teacher's Performance	.633**	.000	Significant
Teacher's Professional Development and Teacher's Performance	.542**	.000	Significant

*Significant at .05 level

Influence of the Predictors on Teacher's Performance

Table 6 Regression analysis results are displayed in with the aim of highlighting the important determinants of instructor performance. Regression Analysis of Professional Development, Teacher Motivation, Teacher Performance, and Instructional Supervision Practices It is clear that both instructional supervision and teachers' motivation significantly contribute to better performance outcomes among educators based on Table 6's results, which show the influence of these factors on teachers' performance as well as their professional development. The results indicate that there are considerable positive relationships between teachers' performance and instructional supervision ($B=.279$, $\beta=.407$, $p<.001$) and teachers' motivation ($B=.198$, $\beta=.288$, $p<.001$), as indicated by the significant unstandardized and standardized coefficients.

These findings align with previous research emphasizing the pivotal role of supervision and motivation in enhancing teacher effectiveness and overall performance. For instance, Abreu, Cardoso, and Rocha (2019) found that effective instructional supervision practices significantly contribute to teacher performance by fostering professional growth and enhancing classroom practices. Similarly, Astuti (2022) demonstrated that principal supervision positively impacts teacher performance within school settings, emphasizing the crucial role of effective oversight in shaping educators' effectiveness.

The study's findings, however, contradict certain previous research in that there is no meaningful connection between teachers' professional growth and performance. Professional development is widely regarded as crucial for the advancement of teachers; nevertheless, the results may differ based on the particular circumstances and types of professional development activities.

Further investigation into the quality and relevance of professional development opportunities provided to teachers could shed light on this discrepancy and inform future strategies for supporting teacher growth and improvement. Overall, these findings underscore the importance of effective instructional supervision practices and high levels of teacher motivation in shaping educators' effectiveness in the classroom. They also highlight the need for continued research and exploration into the dynamics of teachers' professional development and its potential impact on performance to ensure comprehensive support for teacher growth and improvement.

Table 6. Influence of Instructional Supervision, Teachers' Motivation, and Teachers' Professional Development on Teachers' Performance

Variables	Unstandardized Coefficients		Standardized Coefficient	T	p-value	Remarks
	B	Std. Error	Beta			
(Constant)	1.978	.139		14.251	.000	Significant
Instructional Supervision	.279	.047	.407	5.948	.000	Significant
Teachers' Motivation	.198	.049	.288	4.020	.000	Significant
Teachers' Professional Development	.038	.050	.049	.760	.448	Not Significant

Note: R=.691^a, R-square=.478, F= 90.240, P<0.05

Model Fit Analysis

Findings of the path analysis show that none of the proposed models satisfactorily matched the data. Important indices that failed to reach the required levels included PCLOSE (.000), RMSEA (.331), NFI (.953), TLI (.721), CFI (.954), GFI (.095), and CMIN/DF (33.756). These poor fit indices point to possible problems with measurement errors, missing important variables, or problems with the model design.

Among the models, the one with the highest NFI (.953) and CFI (.954) showed relatively better fit but was still inadequate. This model could serve as a starting point for future modifications. Future research should explore alternative models, add variables, and improve measurement tools to achieve a better fit, iteratively refining the model for robustness.

CONCLUSION

1. The level of teacher's performance is high. In particular, the teachers consistently exhibit high performance in classroom observation, student feedback, self-reflection, and evaluation of instructional materials. This indicates that teachers in this district maintain a high standard of performance across various evaluative measures.

2. 2.The level of instructional supervision of teachers is high. This indicates that teachers perceive the guidance and support they receive as effective. Consequently, this supportive instructional environment likely enhances their performance and commitment, contributing to their consistent display of high levels of teacher performance.
3. Educators exhibit a high degree of motivation. Both extrinsic and intrinsic motivation indicators clearly show this. Both from their own internal passion and sense of fulfillment (intrinsic motivation) and from other sources like rewards and recognition (extrinsic motivation), teachers have a strong drive and excitement for their work. They are probably more committed to their work as educators and perform better as a result of their high motivation levels.
4. Teachers have a high degree of professional development. This is demonstrated by a number of factors, including the acquisition of new skills through post-employment career training and continuing education. Educators within the district have a great dedication to lifelong learning and skill development, which probably plays a part in their efficacy and flexibility. A commitment to offering high-quality instruction and attending to students' needs in a dynamic learning environment is shown in the emphasis on professional development.
5. Teacher performance is significantly correlated with professional development, motivation, and instructional supervision. The significance of these variables in predicting the efficacy of instructors underscores the need for encouraging supervision, continuous professional development, and motivation.
6. Teacher motivation and instructional supervision have a big impact on how well teachers work. Professional development, however, has little direct effect on how well teachers perform. In order to improve teacher effectiveness in the district, this emphasizes how important it is to give supportive supervision and motivation top priority.
7. Despite meeting the criteria for model fit, none of the models effectively explain teacher performance. This suggests the need for further exploration of the complex factors influencing teacher effectiveness in this context.

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