

INSTRUCTIONAL SUPERVISOR'S SKILLS, TEACHERS' MOTIVATION AND PERFORMANCE IN CITY SCHOOLS DIVISION OF CABUYAO FOR A.Y. 2024-2025

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ABSTRACT

Effective instruction is crucial for student success, but the interplay between instructional leadership, teacher motivation, and teacher performance requires further investigation. This study examines these relationships within the City Schools Division of Cabuyao during the 2024-2025 academic year to understand how effective supervision and teacher motivation contribute to improved teaching, utilizing a descriptive correlational design to examine the relationships among instructional supervisors' skills, teachers' motivation, and their performance. Data were collected from 256 secondary teachers in Cabuyao City Schools Division via stratified random sampling and analyzed using Pearson correlation and regression analysis. Analysis revealed significant positive correlations: a moderate correlation between supervisors' skills and teachers' motivation ($r = 0.523$, $p < 0.001$), and weaker but significant correlations between supervisors' skills and teacher performance ($r = 0.217$, $p < 0.001$), and between teacher motivation and teacher performance ($r = 0.229$, $p < 0.001$). Stepwise regression analysis confirmed that both instructional supervisors' skills and teachers' motivation significantly predicted teacher performance. The study concludes that strong instructional supervision and high teacher motivation are key predictors of effective teaching. To enhance these factors, the study proposes Project LEAP (Leadership Enhancement and Advancement Program) to improve instructional leadership and teacher support within the City Schools Division of Cabuyao.

Keywords: Instructional supervision, teacher motivation, teacher performance, educational leadership, professional development, instructional effectiveness