

## 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

### METHODS

#### Research Design

This study utilized a descriptive correlational research approach, which aimed to explore the relationship between instructional supervisors' skills, teachers' motivation, and their performance in the City Schools Division of Cabuyao for A.Y. 2024–2025 without inferring causation. This approach involved collecting and analyzing data on these variables to determine the degree of their association (Yazon et al., 2021). The primary objective of this research was to assess the instructional supervisory skills of supervisors, their impact on teachers' motivation, and how these variables influenced teachers' performance. Furthermore, the study sought to determine the interrelationships among these factors. The study employed the descriptive survey method,

which systematically observed, documented, analyzed, and interpreted current trends, behaviors, or conditions. As Tamban (2020) emphasized, this method was effective for gathering comprehensive data on existing circumstances, enabling the formulation of relevant generalizations and insights.

### **Sources of Data**

To collect the necessary data for this study, the researcher utilized a survey questionnaire specifically designed for this purpose. The questionnaire was administered to teachers at City Schools Division of Cabuyao and served as the main source of primary data.

### **Population of the Study**

This study examined the instructional supervisory skills, teachers' motivation, and performance in the City Schools Division of Cabuyao for A.Y. 2024-2025. The population of the study consisted of secondary teachers within the division. Instructional supervisors played vital roles in overseeing educational processes and providing guidance to teachers, while teachers were integral to the teaching-learning process. This research aimed to explore the skills of instructional supervisors and their impact on teachers' motivation and performance, providing valuable insights for enhancing instructional supervision and improving teacher performance in the division (Yazon et al., 2020).

For the teacher respondents, the researcher employed stratified random sampling, dividing the population into subgroups based on specific characteristics and selecting random samples from each subgroup. This method ensured a representative sampling of the teacher population. From the total of 764 junior high school teachers in the City Schools Division of Cabuyao, the researcher used Raosoft with a margin of error of 0.05 to calculate a sample size of 256 teacher respondents. These included thirty-five (35) teachers from Southville 1 Integrated National High School, sixty-one (61) teachers from Cabuyao Integrated National High School, sixty-nine (69) teachers from Gulod National High School, thirty-one (31) teachers from Bigaa Integrated National High School, and sixty (60) teachers from Pulo National High School.

### **Instrumentation and Validation**

The researcher utilized a researcher-made survey questionnaire, which was divided into three parts. The first part assessed the level of instructional supervisors' skills in terms of classroom observation, orientation, training, monitoring, and evaluation. The second part focused on the level of teachers' motivation, including intrinsic motivation, extrinsic motivation, autonomy and control, work environment, and professional growth. The final part of the questionnaire examined teachers' performance in relation to content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, as well as professional growth and professional development. The research instrument underwent a validation process by being submitted to a panel of specialists in research, language, and statistics, as it was specifically designed for research purposes. Their feedback and suggestions enhanced the validity of the study instrument. After incorporating the necessary modifications, the research adviser reviewed

the document for final approval. Upon receiving approval, the researcher sought authorization from the Schools Division Superintendent of the City Schools Division of Sta. Rosa to proceed with a pilot test of the research instrument. Following the pilot testing, the researcher enlisted the assistance of a statistician to utilize Cronbach's alpha for validating and assessing the reliability and internal consistency of the study instrument. The results of the Chronbach alpha was 73.6%, for level instructional supervisors' skills, 72.3% for teachers' Motivation and 76.3 for teachers' performance interpreted as acceptable.

### Evaluation and Scoring

To assess the level of instructional supervisory skills, level of teachers' motivation, and the level of teachers' performance in City Schools Division of Cabuyao, the following measures were used:

Assigned Points	Numerical Ranges	Categorical Response	Verbal Interpretation
4	3.25 - 4.00	Highly Favorable	Very High
3	2.50 - 3.24	Favorable	High
2	1.75 - 2.49	Not Favorable	Low
1	1.00 – 1.74	Highly Not Favorable	Very Low

### Data Gathering Procedure

The researcher sought authorization from the Schools Division Superintendent of the City Schools Division of Cabuyao to carry out the study. Upon receiving consent, the researcher then requested approval from the school heads within the division to proceed with data collection. The collected data was handled with the highest level of confidentiality and used solely for research purposes.

To ensure the effectiveness of the survey, respondents were given ample time to respond to the Google Forms, as it was an internet-based questionnaire requiring an internet connection. The researcher's personal contact number and email address were provided in the letter attached to the Google Forms to assist respondents in case they had any inquiries.

### Statistical Treatment of Data

1. Weighted mean and ranking were used to describe the respondents' levels of instructional supervisors' skills, teachers' motivation, and teachers' performance. Specifically, the instructional supervisors' skills were assessed in terms of classroom observation, orientation, training, monitoring, and evaluation. Teachers' motivation was evaluated based on intrinsic motivation, extrinsic motivation, autonomy and control, work environment, and professional growth. Additionally, teachers' performance was examined in relation to content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, as well as professional growth and professional development.
2. Pearson r Moment Correlation Coefficient was used to measure the relationship between (a) the level of instructional supervisors' skills and the level of teachers' motivation, (b) the level

of instructional supervisors' skills and the level of teachers' performance, and (c) the level of teachers' motivation and the level of teachers' performance.

3. Stepwise regression analysis was conducted to determine the predictive ability of instructional supervisors' skills and teachers' motivation in relation to teachers' performance.

### Presentation, Analysis and Interpretation of Data

#### 1. Level Instructional supervisors' skills in City Schools Division of Cabuyao

**Table 1**  
**Level of Instructional Supervisors' Skills in the City Schools Division of Cabuyao**

Indicators	Weighted Mean	Verbal Interpretation	Rank
1.Classroom observation	3.52	Very high	1
2.Orientation	3.49	High	4.5
3.Training	3.49	High	4.5
4.Monitoring	3.50	High	2.5
5.Evaluation	3.50	High	2.5
<b>Overall Weighted Mean</b>	<b>3.50</b>	<b>High</b>	

Table 1 presents the instructional supervisors' skill levels in the City Schools Division of Cabuyao based on five key indicators: classroom observation, orientation, training, monitoring, and evaluation. Among these, classroom observation received the highest weighted mean score of 3.52, interpreted as very high, indicating that instructional supervisors are highly competent in observing classroom instruction and providing meaningful feedback to teachers. On the other hand, orientation and training received the lowest rank, with a weighted mean score of 3.49, both interpreted as high. This suggests that while instructional supervisors are capable in these areas, there is still room for improvement in effectively orienting newly appointed teachers and delivering impactful training sessions. Meanwhile, monitoring and evaluation both obtained a weighted mean of 3.50, also interpreted as high, indicating that supervisors are performing well in ensuring accountability and assessing teacher performance, but could benefit from further refinement in these processes. The overall weighted mean of 3.50, this reflects that instructional supervisors demonstrate a strong skill set but may require additional professional development in specific areas to reach expert levels across all indicators. The findings suggest that while supervisors are generally effective, enhancing their competencies in teacher orientation and training could strengthen their instructional leadership.

Research by Darling-Hammond et al. (2021) highlights the importance of structured and well-implemented classroom observation in improving instructional quality. Effective observation not only enhances teacher performance but also fosters a culture of reflective practice and continuous improvement. Moreover, Kutsyuruba (2020) emphasizes that comprehensive orientation programs contribute to teacher retention and instructional effectiveness, reinforcing the need for instructional supervisors to enhance their orientation strategies. In terms of training, Goe et al. (2023) found that professional development programs significantly impact instructional quality when supervisors provide clear, actionable feedback and engage in continuous learning. Similarly, Stronge & Xu (2020) stress the role of monitoring and evaluation in driving instructional excellence. Their study suggests that a balanced approach to

monitoring—combining formative assessments, peer evaluations, and structured feedback—yields better learning outcomes.

## 2. Level of teachers' motivation in City Schools Division of Cabuyao

**Table 2**  
**Level of Teachers' Motivation in the City Schools Division of Cabuyao**

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Intrinsic	3.52	Very high	1
2. Extrinsic	3.49	High	5
3. Autonomy and control	3.50	High	4
4. Work environment	3.51	Very high	2.5
5. Professional growth	3.51	Very high	2.5
<b>Overall Weighted Mean</b>	<b>3.51</b>	<b>Very high</b>	

Table 2 shows the summary of teachers' motivation levels in the City Schools Division of Cabuyao across five key indicators. The findings indicated that intrinsic motivation emerged as the strongest factor influencing teachers' motivation ( $M = 3.52$ , very high), underscoring their passion for teaching and personal fulfillment as key drivers of engagement. Closely following were work environment and professional growth ( $M = 3.51$ , very high), highlighting the significance of a supportive school climate and opportunities for career advancement in sustaining teacher motivation. Meanwhile, autonomy and control ( $M = 3.50$ , high) and extrinsic motivation ( $M = 3.49$ , high) ranked the lowest, suggesting that while external incentives and decision-making authority contribute to motivation, they are perceived as less influential compared to intrinsic rewards and career development. The overall motivation level of teachers was very high ( $M = 3.51$ ), reflecting a very high level engaged and committed teaching workforce.

The findings suggest that fostering intrinsic motivation, a supportive work environment, and opportunities for professional growth are crucial in maintaining a highly motivated teaching workforce. Collie et al. (2020) emphasize that teacher well-being significantly impacts instructional practices and student learning, reinforcing the need for schools to create environments that enhance job satisfaction and motivation. Additionally, Liu, Wang, and Li (2022) highlight the role of perceived support in increasing teachers' engagement and professional commitment, suggesting that administrators should prioritize mentorship programs, constructive feedback, and career development opportunities. These insights indicate that while extrinsic rewards and autonomy play a role, long-term motivation is best sustained through intrinsic fulfillment and institutional support.

## 3. The level of teachers' performance in City Schools Division of Cabuyao

**Table 3**  
**Level of Teachers' Performance in City Schools Division of Cabuyao**

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. I find my work very meaningful.	3.55	Very High	1

2. I feel that the company inspires me in the way I perform my job.	3.20	High	7.5
3. I am satisfied with the development of myself that I've got from the job.	3.32	Very High	6
4. I get along well with my colleagues.	3.48	Very High	2
5. I have the chance to fulfill the abilities that my job provides.	3.42	Very High	5
6. I derive a sense of achievement from my job.	3.44	Very High	3.5
7. I am satisfied with my working environment and facilities.	3.20	High	7.5
8. I am contented with the salary that I am receiving.	2.62	High	10
9. I am contented with the performance appraisal that I received.	3.01	High	9
10. I feel satisfied every time my superior notices my performance.	3.44	Very High	3.5
<b>Average</b>	<b>3.27</b>	<b>Very High</b>	

The findings in Table 13 reveal that the level of teachers' performance in the City Schools Division of Cabuyao is generally high, as indicated by the overall weighted mean of 4.45 it indicates that the teachers demonstrated a high level of performance, as evidenced by their strong competencies in content knowledge and pedagogy, maintaining an effective learning environment, addressing diverse learner needs, curriculum planning, assessment and reporting, community engagement, and continuous professional growth. These results highlighted their commitment to delivering quality education and fostering student success. Among the seven performance indicators, the Learning Environment received the highest rating (4.48, Rank 1), suggesting that teachers excel in fostering a positive, inclusive, and well-managed classroom setting that supports student learning. Curriculum and Planning and Professional Growth and Development are tied at Rank 2.5 (4.47), implying that teachers demonstrate effective instructional planning and actively seek opportunities for continuous professional improvement. Meanwhile, Community Linkages and Professional Engagement is ranked fourth (4.46), indicating strong but slightly lower performance in collaborating with stakeholders. Interestingly, Content Knowledge and Pedagogy, Diversity of Learners, and Assessment and Reporting share the lowest rank (4.43, Rank 6). The relatively lower scores suggest potential areas for enhancement, particularly in differentiated instruction, pedagogical mastery, and the effective use of assessment tools.

The results emphasize the need for continuous professional development in pedagogical strategies, differentiated instruction, and assessment literacy. According to Darling-Hammond et al. (2021), high-quality teacher professional development that focuses on these aspects leads to improved student learning outcomes. Furthermore, Borko (2020) highlights that sustained engagement in professional learning communities helps teachers refine instructional strategies, particularly in addressing diverse learners' needs. In terms of assessment and reporting, recent studies stress the importance of data-driven instruction. Wiliam (2021) emphasizes that teachers must be equipped with skills in formative assessment to make data-informed decisions that



enhance student performance. The relatively lower ranking of this domain suggests that additional training in effective assessment practices, feedback mechanisms, and student progress tracking may further enhance teaching effectiveness. Lastly, the high rating in Learning Environment aligns with the study of Marzano (2020), which found that a well-structured and engaging learning environment significantly contributes to students' academic success and overall motivation. This suggests that teachers in Cabuyao effectively create a safe and productive learning atmosphere, which serves as a strong foundation for instructional improvement in other areas.

#### 4. Relationship Between the Level of Instructional Supervisors' Skills and Level of Teachers' Motivation in City Schools Division of Cabuyao

**Table 4**  
**Relationship Between the Level of Instructional Supervisors' Skills and Level of Teachers' Motivation**

Variables	Statistical Treatment (Pearson's)	p-value	Decision	Interpretation
Instructional supervisors' skills and teachers' motivation	$r = 0.523$ (Moderately Positive Correlation)	0.00014	Null Hypothesis Rejected	Significant
Significant @.05				

Table 4 presents analysis on relationship between the level of instructional supervisors' skills and the level of teachers' motivation. For the relationship between the level of instructional supervisors' skills and the level of teachers' motivation, a Pearson  $r$  value of 0.523 was obtained interpreted as moderately positive correlation and it has a p-value of 0.00014 which was lower than the test of significance at 0.05, therefore the null hypothesis is rejected, and there were a significant relationship between the level of instructional supervisors' skills and the level of teachers' motivation. It implies that a higher level of instructional supervisors' skills corresponded to a higher level of teachers' motivation.

The investigation reveals a moderately positive and significant relationship between instructional supervisors' skills and teachers' motivation. This suggests that supervisors who exhibit strong instructional leadership skills, including effective communication, guidance, and support, are more likely to foster higher motivation among teachers. The findings align with contemporary research emphasizing that instructional leadership plays a crucial role in shaping teacher engagement, job satisfaction, and overall performance (Bush & Glover, 2021; Fullan & Quinn, 2022).

**Table 5**  
**Relationship Between the Level of Instructional Supervisors' Skills and Level of Teachers' Performance**

<b>Variables</b>	<b>Statistical Treatment (Pearson's)</b>	<b>p-value</b>	<b>Decision</b>	<b>Interpretation</b>
Instructional supervisors' skills and teachers' performance	$r = 0.217$ (Weak Positive Correlation)	0.00006	Null Hypothesis Rejected	Significant
Significant @.05				

Table 5 presents the relationship between the level of instructional supervisors' skills of instructional supervisors and teachers' performance. For the relationship between the level of instructional supervisors' skills of instructional supervisors and teachers' performance, a Pearson  $r$  value of 0.217 was obtained interpreted as weak positive correlation and it has a  $p$ -value of 0.00006 which was lower than the test of significance at 0.05, therefore the null hypothesis is rejected, and there were a significant relationship between the level of instructional supervisors' skills of instructional supervisors and teachers' performance. It implies that a higher level of instructional supervisors' skills corresponded to a higher level of teachers' performance.

The findings indicate a weak but significant positive correlation between instructional supervisors' skills and teachers' performance. This suggests that while instructional leadership skills contribute to teacher effectiveness, other factors may also play a crucial role in determining teacher performance. Effective instructional supervision provides teachers with structured guidance, professional support, and constructive feedback, which can lead to improvements in instructional quality and student learning outcomes.

Although the correlation is weak, the statistical significance of the relationship highlights the importance of instructional supervision in maintaining high teaching standards. This aligns with studies emphasizing the role of instructional leadership in fostering continuous professional development, classroom effectiveness, and teacher engagement (Hallinger & Wang, 2020; Murphy et al., 2021). Furthermore, teachers' performance is influenced not only by supervisory skills but also by factors such as job satisfaction, motivation, and institutional support (Leithwood et al., 2021).

**Table 6**  
**Relationship Between Level of Teachers' Motivation and Level of Teachers' Performance**

<b>Variables</b>	<b>Statistical Treatment (Pearson's)</b>	<b>p-value</b>	<b>Decision</b>	<b>Interpretation</b>
Teachers' motivation and performance	$r = 0.229$ (Weak Positive Correlation)	0.00009	Null Hypothesis Rejected	Significant
Significant @.05				



Table 6 presents the relationship between the level of teachers' motivation and teachers' performance. For the relationship between the level of teachers' motivation and teachers' performance, a Pearson  $r$  value of 0.229 was obtained interpreted as weak positive correlation and it has a  $p$ -value of 0.00009 which was lower than the test of significance at 0.05, it indicates that the null hypothesis is rejected, and there was a significant relationship between the level of teachers' motivation and teachers' performance. It implies that that a higher level of teachers' motivation corresponds to a higher level of teachers' performance. The findings suggest a weak but significant positive correlation between teachers' motivation and their performance. This indicates that while motivation plays a role in enhancing teacher effectiveness, it is not the sole determining factor. Motivated teachers are more likely to exhibit higher levels of engagement, commitment, and instructional effectiveness, leading to improved student outcomes. However, other elements such as institutional support, workload, and professional development opportunities may also contribute to teacher performance.

This result aligns with the study of Ryan and Deci (2020), who emphasize that intrinsic and extrinsic motivation are critical in shaping educators' work ethic and teaching quality. Similarly, Gopalan et al. (2021) highlight that workplace motivation significantly impacts teachers' job satisfaction and instructional effectiveness, but external factors such as organizational climate, leadership support, and workload management also play a crucial role. Additionally, Kim and Lee (2022) argue that teacher performance improves when motivation is sustained through positive reinforcement, continuous learning, and institutional encouragement.

Given these insights, schools and policymakers should implement strategic motivation-enhancing programs, such as recognition and reward systems, career advancement opportunities, and mental health support initiatives, to create a sustained positive impact on teachers' performance. Enhancing teacher motivation holistically can lead to a more engaged, productive, and effective teaching workforce (Ryan & Deci, 2020; Gopalan et al., 2021; Kim & Lee, 2022).

## 5. Regression Analysis of Level of Instructional Supervisors' Skills and Level of Teachers' Motivation on the Level of Teachers' Performance in City Schools Division of Cabuyao

**Table 7**  
**Regression Analysis of Level of Instructional Supervisors' Skills and Level of Teacher's Motivation on the Level of Teachers' Performance**

Predictor	Dependent Variable	B	R2	ANOVA	p-value	Decision	Interpretation
Instructional Supervisors' Skills	Teachers' Performance	0.602	0.371	F=131.216	0.0000326	Null Hypothesis Rejected	Significant
Teachers' Motivation		0.334	0.473	F= 102.213	0.0000217	Null Hypothesis Rejected	significant
*Significant @ 0.05							

Table 7 reveals the predictive value of the level of instructional supervisors' skills and level of teachers' motivation to the level of teachers' performance. As indicated, instructional supervisors' skills have 37.1% ( $F=131.216$ ) and teachers' motivation have 47.3% ( $F=101.213$ ) of variability to the dependent variable the teachers' performance. Results also showed that for every one-unit increase in instructional supervisors' skill and teachers' motivation, there are 0.602 and 0.334 increase in the level of teachers' performance. The probability test showed the both p-values 0.0000326 and 0.0000217 was lower than the significant value of 0.05, suggested that there is enough statistical evidence to reject the null hypothesis.

The findings suggest that both instructional supervisors' skills and teachers' motivation significantly predict teachers' performance, accounting for 37.1% and 47.3% of the variance, respectively. This implies that enhancing instructional leadership and fostering teacher motivation can lead to measurable improvements in teacher effectiveness. Specifically, for every one-unit increase in instructional supervisors' skills and teachers' motivation, there is a corresponding 0.602 and 0.334 increase in teachers' performance, respectively.

These results align with existing research emphasizing the critical role of instructional supervision in shaping teachers' professional growth and instructional effectiveness. Bush and Glover (2021) assert that effective instructional leadership provides mentorship, structured feedback, and professional development opportunities, which significantly impact teaching quality. Likewise, Fullan and Quinn (2022) argue that strong instructional leadership fosters a culture of continuous learning, collaboration, and reflective teaching practices, ultimately enhancing classroom performance.

Moreover, teacher motivation has been identified as a key driver of job performance. Ryan and Deci (2020) highlight that both intrinsic and extrinsic motivational factors, such as recognition, professional growth opportunities, and supportive leadership, contribute to improved teacher engagement and performance. Kim and Lee (2022) further emphasize that a motivated teaching workforce is more likely to implement innovative pedagogical strategies, exhibit resilience in challenging environments, and maintain high levels of instructional effectiveness.

## 6. Proposed Professional Development Program

### **Proposed Professional Development Program: Project LEAP (Leadership Enhancement and Advancement Program for Instructional Supervisors and Teachers)**

The Leadership Enhancement and Advancement Program (LEAP) is designed to strengthen instructional supervision, enhance teacher motivation, and improve overall teaching performance in the City Schools Division of Cabuyao. By assessing current challenges, implementing targeted interventions, and ensuring sustainable improvements, LEAP fosters a more effective educational environment. Through capacity-building workshops, mentorship programs, and motivational initiatives, the program equips instructional supervisors and teachers with the necessary skills and support to drive continuous professional growth. Ultimately, LEAP aims to create a culture of excellence in teaching and leadership, leading to better student outcomes.

**Professional Development Program Matrix: Project LEAP**

Phase	Objective	Activities	Time Frame	Persons Involved	Resources	Success Indicator
<b>Pre-Implementation</b>	To assess current competencies and identify areas for improvement in instructional supervision and teaching performance	- Needs assessment survey	1 Month	Instructional Supervisors, Teachers, School Heads	Survey tools, FGDs guidelines, assessment reports	Identified key areas for improvement and skill gaps with 98% accuracy
		- Focus group discussions (FGD)				
		- Review of instructional and performance reports				
<b>Implementation</b>	To enhance instructional supervisors' competencies in mentoring, evaluation, and feedback	- Workshop on effective classroom observation	2 Months	Instructional Supervisors, Education Experts	Training modules, evaluation tools, coaching materials	98% of supervisors demonstrate improved mentoring and evaluation skills
		- Training on structured teacher evaluation				
		- Seminar on mentoring and coaching strategies				

<b>Implementation</b>	To improve teachers' pedagogical skills, motivation, and performance	- Capacity-building seminar on content knowledge and pedagogy	3 Months	Teachers, Instructional Supervisors, Guest Speakers	Training handouts, multimedia tools, recognition materials	98% of teachers apply new strategies in their teaching
		- Training on differentiated instruction and assessment				
		- Motivational talks and recognition program				
<b>Implementation</b>	To strengthen collaboration between supervisors and teachers for continuous improvement	- Monthly mentoring sessions	4 Months	Teachers, Instructional Supervisors, School Heads	Workshop materials, mentoring guides, discussion platforms	Increased engagement and collaboration in mentoring and feedback sessions with the accuracy of 98%
		- Action planning workshops				
		- Open feedback forums				
<b>Post-Implementation</b>	To evaluate the effectiveness of the program and sustain improvements	- Performance review and survey	1 Month	Instructional Supervisors, Teachers, School Heads	Evaluation tools, survey forms, sustainability plan template	98% of participants report enhanced teaching and supervisory effectiveness

		- Reflection sessions				
		-Development of sustainability plans				

The LEAP (Leadership Enhancement and Advancement Program) is designed to enhance instructional supervision, improve teacher motivation, and boost overall performance in the City Schools Division of Cabuyao. It is structured into three phases: Pre-Implementation, Implementation, and Post-Implementation.

In the Pre-Implementation Phase, the primary objective is to assess the current competencies of instructional supervisors, the motivation levels of teachers, and overall teacher performance. This is accomplished through needs assessment surveys, data analysis, and focus group discussions involving instructional supervisors, teachers, and school heads. Essential resources such as survey tools, assessment reports, and data analysis software are utilized to identify key areas requiring improvement. The success of this phase is marked by a comprehensive understanding of existing challenges and the development of targeted interventions.

During the Implementation Phase, the focus shifts to addressing identified gaps through strategic interventions. Capacity-building workshops are conducted to enhance instructional supervisors' leadership and observation skills, while mentorship programs are established to foster continuous professional development. Teachers undergo training sessions aimed at improving pedagogical strategies, and motivational initiatives such as incentives, recognition programs, and enhanced feedback mechanisms are introduced. This phase spans six months and involves instructional supervisors, teachers, school administrators, and education specialists. The required resources include training materials, mentorship guides, digital tools for performance tracking, and financial incentives. The effectiveness of this phase is determined by improved instructional supervision, heightened teacher motivation, and positive feedback from stakeholders.

Finally, the Post-Implementation Phase focuses on evaluating the program's impact and ensuring sustainability. Follow-up assessments and surveys are conducted to measure improvements in instructional supervision and teacher performance. Data is analyzed to determine the effectiveness of interventions, and best practices are institutionalized through policy recommendations and continuous professional development programs. This phase lasts for three months and involves instructional supervisors, teachers, school administrators, and research teams. Essential resources such as assessment reports, documentation tools, and policy drafting materials support this process. The success of this phase is reflected in sustained improvements in teacher motivation and performance, as well as the integration of effective instructional supervision strategies into the school system.

LEAP provides a structured approach to strengthening leadership in instructional supervision, fostering teacher motivation, and enhancing overall teaching performance. Through continuous assessment, targeted interventions, and long-term sustainability efforts, the program aims to create a more supportive and effective educational environment in the City Schools Division of Cabuyao.

## **SUMMARY OF FINDINGS**

### **1. Level of Instructional Supervisors' Skills in City Schools Division of Cabuyao**

The study reveals that instructional supervisors in the City Schools Division of Cabuyao exhibit a high level of competency in their roles, with an overall weighted mean score of 3.50. Among the evaluated indicators, classroom observation stands out with the highest weighted mean of 3.52, indicating very high proficiency in observing classroom dynamics and offering meaningful feedback to enhance teaching practices. Conversely, orientation and training both received a weighted mean of 3.49, suggesting that while supervisors are competent, there remains room for improvement in effectively orienting new teachers and conducting impactful training sessions. Monitoring and evaluation scored a weighted mean of 3.50, reflecting a solid capability in ensuring accountability and assessing teacher performance, although further refinement in these areas is warranted. Overall, the findings suggest that while instructional supervisors are generally effective, enhancing their skills in teacher orientation and training could significantly strengthen instructional leadership in the division.

### **2. Level of Teacher Motivation in City Schools Division of Cabuyao**

Analysis of teacher motivation in the City Schools Division of Cabuyao reveals a very high overall level ( $M=3.51$ ), driven primarily by intrinsic motivation ( $M=3.52$ ), reflecting strong passion and personal fulfillment. Supportive work environments and professional growth opportunities ( $M=3.51$ ) also significantly contribute, while autonomy and extrinsic motivation show comparatively less influence. These findings underscore the importance of fostering intrinsic motivation, supportive work environments, and professional development to maintain a highly engaged teaching workforce, aligning with research emphasizing the link between teacher well-being and effective instruction.

### **3. The Level of Teachers' Performance in City Schools Division of Cabuyao**

The findings indicate that teachers in the City Schools Division of Cabuyao exhibit a generally high level of performance, reflected by an overall weighted mean of 4.45. This score demonstrates their strong competencies across various indicators, particularly in fostering a positive learning environment, which received the highest rating of 4.48. Teachers excel in creating inclusive classroom settings, effective curriculum planning, and pursuing professional growth, with both curriculum planning and professional development tied for second place at 4.47. While community engagement ranks fourth at 4.46, content knowledge, diversity of learners, and assessment and reporting received the lowest score of 4.43, suggesting areas for improvement, particularly in differentiated instruction and effective assessment practices. The results highlight the importance of ongoing professional development to enhance pedagogical strategies and assessment literacy, aligning with research emphasizing the impact of a supportive



learning environment on student success. Overall, these findings underscore the commitment of teachers to delivering quality education while identifying key areas for further enhancement to optimize their instructional effectiveness.

#### **4. Relationships among the Level of Instructional Supervisors Skills, Teacher Motivation and Performance in City Schools Division of Cabuyao**

The study analyzes the relationships between instructional supervisors' skills, teachers' motivation, and teachers' performance in the City Schools Division of Cabuyao. A moderately positive correlation ( $r = 0.523$ ) was found between instructional supervisors' skills and teachers' motivation, indicating that effective instructional leadership fosters higher motivation among teachers, with a significant p-value of 0.00014. Conversely, the correlation between instructional supervisors' skills and teachers' performance was weak ( $r = 0.217$ ), yet significant ( $p = 0.00006$ ), suggesting that while supervisory skills contribute to teacher effectiveness, other factors are also influential. Similarly, the relationship between teachers' motivation and performance revealed a weak positive correlation ( $r = 0.229$ ) with a significant p-value of 0.00009, implying that motivated teachers tend to perform better, albeit motivation alone does not determine performance. These findings underscore the importance of instructional supervision and motivation in enhancing teacher effectiveness, while also highlighting the need for additional support mechanisms to improve overall teaching quality and student outcomes.

#### **5. Regression Analysis of Level of Instructional Supervisors' Skills and Level of Teachers' Motivation on the Level of Teachers' Performance in City Schools Division of Cabuyao**

The results indicate that both instructional supervisors' skills and teachers' motivation significantly predict teachers' performance, accounting for 37.1% and 47.3% of the variance, respectively. Specifically, for every one-unit increase in instructional supervisors' skills, teachers' performance improves by 0.602 units, while a one-unit increase in teachers' motivation corresponds to a 0.334 unit increase in performance. These results, with p-values of 0.0000326 and 0.0000217, provide strong statistical evidence to reject the null hypothesis, confirming the predictive value of these factors. The findings emphasize that enhancing instructional leadership and fostering teacher motivation can lead to substantial improvements in teaching effectiveness. This aligns with existing research highlighting the essential role of effective instructional supervision in promoting professional growth and quality teaching, as well as the importance of motivation in driving teacher engagement and performance. Overall, the results suggest that targeted efforts in these areas can significantly elevate the performance levels of teachers within the educational setting.

#### **6. Proposed Action Plan to Enhance Personality Type, Work Relations, and Job Satisfaction Among Respiratory Therapy Faculty in Higher Education Institutions in the Philippines**

There is a need to propose a professional development plan to strengthen instructional supervision, enhance teacher motivation, and improve teaching performance in the City Schools Division of Cabuyao. Through capacity-building workshops, mentorship programs, and

motivational initiatives, the program aims to foster professional excellence and a supportive learning environment. Its implementation is expected to lead to sustainable improvements in instructional leadership and overall educational outcomes.

## CONCLUSION

In the light of the above findings of the study, the following conclusions were derived:

1. Instructional supervisors in the City Schools Division of Cabuyao exhibit a high level of competency across essential supervisory skills, including classroom observation, orientation, training facilitation, monitoring, and evaluation, indicating their effectiveness in supporting teacher development and ensuring instructional quality, which is vital for fostering an effective educational environment.
2. The teachers in the City Schools Division of Cabuyao demonstrate a very high level of intrinsic motivation, coupled with high levels of extrinsic motivation, autonomy, control, and a supportive work environment, reflecting a strong commitment to professional growth and continuous learning; this indicates that a well-rounded motivational framework significantly contributes to their effectiveness and engagement in the teaching profession
3. Teachers in the City Schools Division of Cabuyao demonstrate high levels of performance across key areas, including creating positive learning environments, effective curriculum planning, continuous professional development, stakeholder collaboration, subject mastery, differentiated instruction to meet diverse student needs, and effective assessment and reporting, collectively indicating a strong commitment to delivering high-quality education and fostering student success.
4. A moderately positive correlation exists between instructional supervisors' skills and teacher motivation, while weaker but significant correlations exist between supervisors' skills and teacher performance, and between teacher motivation and performance. These findings suggest that effective instructional leadership and teacher motivation contribute to improved teacher performance, although other factors also influence teacher effectiveness.
5. Stronger instructional supervision and higher teacher motivation significantly improve teacher performance, underscoring the crucial role of effective leadership and support in education.
6. Based on the findings, a professional development plan should be developed and implemented to enhance teacher motivation and improve teaching performance in the City Schools Division of Cabuyao.

## RECOMMENDATIONS

Based on the study's findings, the following recommendations aim to enhance instructional supervision, teacher motivation, and performance. These are directed toward key stakeholders and future researchers to foster continuous improvement in education.

1. Instructional supervisors should strengthen collaboration with teachers through participatory action planning and structured training programs on instructional leadership. Establishing clearer communication channels for performance expectations and diversifying evaluation methods, such as peer evaluations and self-assessments, can enhance their effectiveness in guiding teachers.
2. Teachers are encouraged to actively participate in professional development and peer learning while seeking constructive feedback to refine their teaching methodologies. Setting personal and

professional goals can sustain motivation, and pursuing additional training and certifications will support career growth and instructional effectiveness.

3. School heads should support instructional supervisors in leadership development and foster a positive work environment that enhances teacher motivation. Providing adequate resources, recognition, and professional development opportunities, along with granting teachers autonomy in designing instructional strategies, can create a more conducive teaching and learning environment.
4. The Schools Division Office (SDO) of Cabuyao should develop a professional development plan for both instructional supervisors and teachers while implementing monitoring and evaluation mechanisms to ensure the effectiveness of supervision. Strengthening teacher incentive programs, such as financial and non-financial rewards or scholarship opportunities, can further enhance motivation and performance.
5. For the proposed professional development program, to effectively utilize Project LEAP, the City Schools Division of Cabuyao should officially integrate it into professional development programs while ensuring regular capacity-building initiatives for instructional supervisors and teachers. A structured monitoring and evaluation system must be established to assess its impact, alongside fostering strong collaboration among school leaders and educators. Providing incentives such as awards and career advancement opportunities will help sustain motivation and engagement. Additionally, a sustainability plan should be developed through policy integration and budget allocation to ensure long-term implementation. Lastly, piloting the program in select schools before full-scale adoption will facilitate its expansion and scalability. Through these measures, Project LEAP can significantly enhance instructional leadership, teacher motivation, and overall student learning outcomes.
6. For the researcher, conducting further studies on instructional supervision models that improve teacher motivation and performance is recommended. Exploring additional factors such as school culture, student engagement, and institutional support can provide a deeper understanding of the dynamics within the educational system.
7. Future researchers should focus on intervention-based research to test programs aimed at improving instructional supervision and teacher performance. Investigating innovative approaches to fostering a dynamic and effective educational system can contribute to sustainable improvements in education.

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