Mediating Effect of Professional Motivation to Instructional Supervisory Practices and Professional Knowledge

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Abstract

The role of supervision in the teaching and learning process is crucial. Quality teaching occurs when a supervisor closely collaborates with students and teachers to provide mediated support for improving instructional methods in the classroom. This descriptive and correlational study attempted to determine teacher respondents' instructional supervision standards and professional knowledge and how motivation mediates the relationship between professional knowledge and instructional supervision. A researcher-made online survey questionnaire was the main tool to gather data from one hundred twenty-four (124) teacher-respondents from Ambray District in the Division of San Pablo City. Findings revealed a positive significant relationship between instructional and supervisory practices and the teachers' professional motivation and professional knowledge. The same result was obtained between the correlation of professional motivation and professional knowledge. A mediation analysis using multiple regression revealed a direct significant relationship between instructional, supervisory practices and teachers' professional knowledge. Work satisfaction and locus of control as professional motivations partially mediate these two variables. The study suggests that the school head may provide stimulation in the school setting, allowing teachers to enhance their professional competence in modern teaching-learning modalities. Finally, future researchers are encouraged to conduct studies in a local setting to show that these variables may predict the instructional and supervisory practices of school heads at the district, division, or even regional level..

Keywords: Supervision,; Motivation; Professional Knowledge

1. Introduction

As global competition increases, it is more crucial than ever to focus on the professional growth of teachers. For School heads, the demands are greater than ever. Principals play a key role as instructional leaders in ensuring that teaching is implemented effectively and teachers' professional expertise grows. Chien-Chin Chen (2018) asserts that principal control of education can help teachers improve their capacity to support pupils.

As cited by Tesfaw et al. (2012), supervision is one part of the educational process that allows organizations to develop. One of the phases school administrators and supervisors use to achieve acceptable outcomes and performance standards is instructional supervision. This stage of school organization focuses on achieving adequate assumptions for the educational system and serves as a quality control tool in the context of education. (Sule,2015). In order to carry out the instructional plans, teachers require crucial assistance or support. Effective teaching has a substantial positive impact on students' future learning and employment prospects. The greatest contributors to student learning in classrooms have been identified as teachers, who, according to Ulferts (2021), are also crucial to students' socio-emotional development and wellness.

After all, it is the responsibility of teachers to provide stimulating learning environments, create a climate in the classroom that supports learning and personal growth, and assist learners with their individual and collaborative education. Promoting equity and diversity in education is mostly the responsibility of teachers. They are responsible for creating welcoming educational settings and providing challenging students with the extra assistance they need to catch up with their academic work and successfully integrate into the school community (Ulferts, 2021). Teachers require this support, which principals should provide as the leaders of their respective

schools. Principals should also participate in the execution of educational programs by supervising teachers' activities (Sule, 2015).

According to the Instructional Supervision, Standards, and Tool Manual of the Department of Education (2018), Instructional Supervision is a professional, continuous, and collaborative process for enhancing instruction by leaders and school administrators. It is defined by guidance, aid, exchange of ideas, guidance, or creativity to help teachers advance the conditions of learning and the classroom learning process. It is providing support for a professional colleague by a manager or instructional innovator with the appropriate expertise and abilities and who collaborates in a school setting that fosters the advancement of education.

The main objective of school heads in instructional supervision is to enhance the school and students' achievements by supporting teachers in carrying out their responsibilities well (Ampofo et al., 2019). Principals constantly include teachers in instructional techniques that either directly or indirectly advance teachers' professional knowledge and development to guarantee that they are fully prepared to improve student achievement.

Principals, who also operate as school leaders, should consider the effects of teachers' classroom procedures while emphasizing their duties in instructional monitoring. To improve the overall quality of their instruction, principals must endeavor to empower teachers as imaginative and creative people. (Chen • 2018)

According to Shah (2012), motivation for teachers, on the other hand, is defined as a factor that determines what motivates people to teach, how long they remain in their initial training as educators and subsequently, their careers as educators, and the level of participation they exhibit in both.

Educational supervision

Educational supervision is a comprehensive process that includes all duties and tasks required to manage an educational organization. A greater emphasis is being placed on enhancing better interpersonal relationships between the supervisor and the teachers, the teachers and students, and the school institutions and the community. Supervision is concerned with school improvement as well as the improvement of the overall teaching-learning process. It is a stage of administration that focuses on the outcomes of teaching and learning activities.

Accordingly, supervising is the act of keeping an eye on and controlling another individual's work. Therefore, to better fulfill the educational organization's responsibilities, it may also be referred to as the measures done to support, manage, and direct teachers' continued development as professionals in an educational setting, both individually and collectively. Technical assistance and services in the form of supervising are offered to teachers to assist them in carrying out their responsibilities more successfully.

However, supervision does not involve questioning or calling attention to performance shortcomings. It is a strategy for providing guidance, inspiration, and opportunity for idea exchange to everyone involved in the teaching and learning process. Furthermore, the provision of resources, encouragement of creativity, and ongoing improvement of a favorable teaching-learning environment are included. According to Das (2020), the purpose of supervision is to assist teachers and pupils in understanding and utilizing their strengths in their various sectors of the profession.

In the process of teaching and learning, supervision plays an important part. When a leader works closely with students and teachers to give mediation support for enhancing methods of instruction in the learning environment, excellent instruction occurs. The supervisor offers direction, leadership, and assistance to ensure that teachers carry out their responsibilities in line with the overall objectives and ambitions of the institution. According to Antonio (2019), supervision and teaching have connections and mutually reflect and enhance one another. Additionally, Antonio (2019) suggests that improving school supervision establishes a strong foundation for teacher development, improving educational outcomes.

Locus of control

The degree to which individuals think they have authority over the events influencing their daily lives is known as locus of control. If you happen to believe you have some control over what happens, this is referred to as having an internal locus of control in psychology. When you believe that a factor is outside of your control or that other forces are responsible, you have an external locus of control.

An individual's degree of autonomy in their life can influence both how they respond to life's events and how determined they are to take action. People are more motivated to take action to change their circumstances if they believe they have influence over their fate. On the other hand, a person may be less motivated to make a change if they feel helpless to do so (Cherry, 2022).

Locus of control, according to Lopez-Garrido(2023), relates to how many individuals think they are able to take control of what they do as compared to letting outside forces govern the way their lives are going to turn out. On this length, it varies from "high interior" to "high exterior." The locus of control refers to an individual person's impression of their degree of authority over their behavior.

Work satisfaction

According to BasuMallick, (2021), Work satisfaction is characterized as the level of content workers feel about their jobs. In addition to their usual duties, this involves how their jobs affect their relationships with others, how they feel about their bosses and colleagues, and how they feel about the rules and regulations of the company. Work satisfaction is influenced by the manner in which we feel regarding our professional lives, weighing the positive aspects that make us feel more valued or give us a sense of purpose against the unfavorable aspects that leave us feeling underappreciated as employees or spending extended hours at work (Bourne, 2020). Workplace satisfaction is not solely based on the job you possess; it can also be significantly impacted by the diverse strategies used by various companies or groups. Most of us attempt to find satisfaction in many aspects of our work, which makes things more difficult. (Future Learn, 2022).

Work-related happiness refers to how motivated, pleased, and contented an employee feels at work. Work fulfillment arises from an employee's perception of their job stability, developing career, and favorable balance between work and life. Because how they work meets their expectations, it appears that the person is content with their position. (Skool, 2021).

Content Knowledge

The term "content knowledge" refers to information on a certain subject, such as the subject matter expertise of a teacher. Subject-matter expertise helps teachers' better support students' cognitive development and knowledge acquisition. Although subject-matter expertise is essential, it is still inadequate for teaching and learning. Expertise and in-depth knowledge in a given topic can be added by having specific content knowledge in a discipline like math, physics, language, or social studies (McGuire 2016).

Teachers must comprehend a particular body of information and understanding in the subject matter or content area, such as English language arts, mathematics, science, or social studies. The term "content knowledge" refers to this detail and body of understanding. Content knowledge sometimes describes the facts, concepts, theories, and principles that are taught and learned in some educational programs as opposed to the accompanying skills—like reading, writing, or researching—that students also learn while attending school (GLOSSARY OF EDUCATION REFORM, 2016).

Although teacher content knowledge is essential to improving teaching and learning, little has been done to create and study it. In the past, scholars have concentrated on a variety of components of teaching, but in many cases, little attention has been paid to how teachers must perceive the subjects they will deliver. Furthermore, it has frequently been assumed that an in-depth study of the subject is what counts when researchers, teachers, and policymakers have focused on teacher subject matter expertise (Deborah, 2022)

Pedagogical Knowledge.

Pedagogical knowledge is the professional expertise that teachers need to have in order to provide all students with the best possible learning and education. As professionals in their field, teachers are expected to process and evaluate new knowledge related to their fundamental professional expertise as well as to continually update their skill set to enhance their instruction and to meet new educational demands. Teaching is seen as a knowledge-rich job role, with teachers as "learning specialists." Improvements in student performance are mostly determined by the quality of the teachers themselves. Actually, the primary goal of studying teacher expertise is to enhance student performance. (Guerriero, 2014) The knowledge of teaching and learning is not a particular matter, such as understanding learning theory, classroom management, and student motivation.

Knowing the characteristics of the students, having methods for evaluating the students, and being familiar with the cognitive, social, and developmental learning theories and how they relate to the students in the classroom are all examples of possessing pedagogical knowledge (Auerbach, 2018).

Insight in Student Learning

Great teachers are constantly considering new ways to foster the growth and development of their students. The results of deductive reasoning frequently manifest in "aha" moments when a teacher gains fresh knowledge and a specific understanding of a pupil. Look at how to promote this student's development. Excellent teachers have a profound awareness of and insight into their students because great teaching is hard (Marblo, 2018).

The measurable skills, behaviors, and knowledge a learner acquires from participating in a learning program are student learning. It is most successful for students to learn by connecting new information and ideas they already understand in classrooms where there is active social interaction, and various learning strategies are used to negotiate to understand. Teachers can assist students in developing conceptual frameworks that are closely related, transferrable, and grounded in strong memory and skill bases (Yale, 2021).

The key to ensuring that all students acquire the knowledge and skills necessary to realize their full potential is improving education quality. Understanding teaching quality requires taking note of how different teaching methods are used within and between nations and relating them to the results attained (Pons et al., L, 2020).

Pedagogical Content Knowledge.

According to Hernbloom (2023), Shulman's combination of content and pedagogy into a comprehension of how specific topics, problems, or situations are arranged, represented, and tailored to the wide range of interests and skills of learners and presented for instruction. Pedagogical content knowledge is used in academics to describe a fascinating concept. It is based on the notion that teaching entails more than simply imparting subject-specific knowledge to students and that learning entails more than simply retaining material for subsequent precise regurgitation.

Pedagogical content knowledge is the knowledge teachers' gain through time and experience regarding how to teach certain topics in specific ways to improve students' learning (Loughran et al., 2012).

According to Mazarin (2016), Pedagogical content knowledge is a word educators use to describe how teachers help learners advance academically within a given subject area. When broken down into its parts, content knowledge is the collection of skills and competencies related to a given subject. Pedagogy includes particular instructional methods and tactics that promote student learning. By combining these concepts, educators can deliberately consider how to teach within consideration of what pupils need to

learn.

2. Methodology

This study used the descriptive and correlational methods of research. According to McCombes (2022), Descriptive research design aims to obtain information to systematically describe a phenomenon, situation, or population. Correlational research design facilitates explaining the relationship among variables without the researcher controlling or manipulating them. (Bhandari, Revised 2022) This study attempted to determine teacher respondents' instructional supervision standards and professional knowledge and how motivation mediates the relationship between professional knowledge and instructional supervision. This study covered one hundred twenty-four (124) teacher-respondents currently associated with Ambray District, Division of San Pablo City.

3. Results and Discussion

This chapter presents the tabulated data and the results of the study, the corresponding analysis as well as the interpretation of the data as a result of the statistical treatment used.

Table 1. Summary of the Respondents' Perceived Instructional Supervisory Practices

Subscale Mean SD Interpretation

1. Democratic Supervision 4.70 0.22 Always 2. Collegiality and Collaboration 4.69 0.22 Always 3. Professional Development and Teacher Support 4.68 0.22 Always 4. Ethical Teaching 4.72 0.20 Always 5. Inquiry and Reflective Teaching 4.68 0.23 Always 6. Diversity of Teachers and Learners 4.69 0.19 Always 7. Clinical Supervision 4.69 0.21 Always 8. Formative Teacher Evaluation 4.70 0.25 Always 9. Curriculum Supervision 4.74 0.20 Always 10. Teacher Action Research 4.60 0.20 Always **Overall** 4.69 0.21 Always *Legend: 4.50-5.00 Always/ Practiced to a Very Great Extent, 3.50-4.49 Often/ Practiced to a Great Extent,*

2.50-3.49 Sometimes/ Practiced to a Moderate Extent, 1.50-2.49 Rarely/ Practiced to a Low Extent,1.00-1.49 Never/Practiced to a Very Low Extent.

With a mean of 4.70, the teacher-respondents always perceived the indicators that describe instructional, supervisory practices of school heads regarding democratic supervision, as shown in Table 1. This indicates that school heads practiced democratic supervision to a very great extent. As managers of supervision, the school heads recognize and consider teachers' participation to reach and improve a common goal: to enhance learning. Agustin et al. (2022) stated that with the help of the school head as a leader, the efficacy and effectiveness of the teachers were enhanced by allowing them to participate in setting objectives and developing strategies for the betterment of education. It has an impact on the attainment of educational goals. The teacher's capacity for self-direction is also strengthened.

Collegiality and Collaboration is supervision where the school head promotes action and quality of cooperation within the institution. School head is responsible to promote collaboration since it improves communication and innovation. According to Balyer & Alci (2015), School heads are in a special position to impact teacher cooperation since they are educational leaders. They should have in-depth knowledge, abilities, and initiative to develop professional learning environments in order to provide a cooperative atmosphere for

educators.

With a mean of 4.68, teacher-respondents always perceived instructional supervisory practices in terms of professional development and teacher support by the school heads. It only shows that the indicators are being practiced in the schools. School helps teachers in their professional growth since teachers are the facilitators of learning. According to Karacabey (2021), Most of the time, school heads are expected to enhance the processes of learning and instruction at educational institutions. In order to guarantee that all students acquire knowledge, they are now obliged to establish and sustain an environment for learning where instructors may advance their skills and methods. All opportunities for learning that help teachers become more efficient and adapt to changes in the educational system are included in teacher professional growth.

In terms of Ethical Teaching, teachers were supervised on how they behave morally and ethically in the institution. Ethics is a very important thing to consider in an organization. It serves as a guideline to run the institution smoothly. According to (Bromley 2020), Respect for ideals and a firm conviction in other people's rights and dignity are the driving forces behind ethical teaching in education. Instead of creating cultures that are influenced by people or politics, school heads, as ethical leaders, create educational environments that are guided by just, explicit norms.

As can be gleaned from the table, in terms of Inquiry and Reflective Teaching and classified their school heads supervision as practiced to a very great extent. Earl (2016) explained that teachers are learners, and inquiry and reflective teaching are parts of teacher professional practice that characterize this. In modern education, reflective teaching in some form is regarded as an important procedure for teachers and school heads. On the other side, "inquiry as professional growth" and "inquiry as study" are types of reflective teaching meant to reach beyond one's own life.

Diversity is simply defined as the presence of a wide range of individuals from different racial, ethnic, social, and cultural origins as well as from different lives, histories, and pursuits. In schools, diversity is a notion. Learners and teachers came from different culture, ethnicity and languages. Based on an article published by American University (2023), School administrators and heads may emphasize the value of diversity in the educational environment. They achieve this through encouraging safe and secure learning settings where teachers are heard, pupils feel appreciated, and curriculum represent a range of opinions.

According to Mardiah & Mahasir (2022,) Addressing recurring issues that are decreasing teacher effectiveness is the practice of clinical supervision. Clinical supervision regularly collaborates with educators and aims to improve planned instruction. Teachers have a significant role in the development of positive instructional procedures and results, and it is vital to keep enhancing their level of instruction whenever possible to do so. Among the elements of the curriculum that affect how well teachers perform is the school head. Executing instructional activities, managing the school, mentoring other educational staff, and utilizing and maintaining facilities are all responsibilities of the school head.

In terms of formative teacher evaluation, with a mean of 4.70, respondents strongly agreed with all the statements. This denotes that school heads practiced all indicators of formative teacher evaluation to a very great extent. Formative teacher evaluation is the evaluation given to teachers depending on the result of the formative assessments of the learners. It shows the performance and the effectiveness of the teachers in facilitating learning. Sinsebox (2020) explained that to guarantee that the school has qualified teachers so that effective learning can take place, school head use teacher supervision and evaluation.

Curriculum supervision is at the core of educational leadership. The particular duties and responsibilities related to the workplace, scientific, social, and professional structure are handled by curriculum supervision, which includes observing learning and instruction, supporting the teachers in their personal and organizational professional development, and evaluating them. School heads learn to recognize the obstacles and meet those difficulties as a result of curriculum supervision, which provides supervisors and managers with greater knowledge and a greater awareness of what occurs around them explained by Avizhgan et. al. (2022).

As explained by Carver & Klein (2013), School leaders or heads have the ability to shape a goal of successful learning for all learners; fostering a culture of learning, developing others' governance, and enhancing teaching; and overseeing individuals, data, and procedures". Action Research serves as a tool for studying and evaluating the success of the educational leaders' preparation efforts and dedication in helping all students achieves better learning results.

Table 2. Summary of the Respondents' Professional Knowledge

Subscale Mean SD Interpretation

1. Content Knowledge 4.70 0.23 Strongly Agree 2. Pedagogical Knowledge 4.67 0.23 Strongly Agree 3. Insights in Student Learning 4.67 0.24 Strongly Agree 4. Pedagogical Content Knowledge

4.68 0.23 Strongly Agree

Overall 4.68 0.23 Strongly Agree *Legend: 4.50-5.00 Strongly Agree/ Very High; 3.50-4.49 Agree/ High, 2.50-3.49 Moderately Agree/*
Moderate, Disagree/ Low; 1.00-1.49 Strongly Agree/ Very Low.

As pictured out in Table 2 the teachers' professional knowledge in terms of content knowledge, respondents strongly agreed with all the statements with a mean of 4.70. This only indicates that teacher

respondents are well aware of their content knowledge. As explained by UNESCO (2022), the content knowledge of teachers significantly raises the performance of pupils. Teachers must possess 'content knowledge'. It is a body of information made up of the facts, theories, concepts, ideas, and vocabulary that they impart in order to provide students with a high-quality education. Teachers ought to possess extensive understanding of the subjects they will be instructing before entering the field.

In addition, in terms of pedagogical knowledge, It can be seen from the table that respondents strongly agreed with all the given indicators with a mean of 4.67. This suggests that teacher-respondents had knowledge in creating effective teaching and learning environment for learners. According to Sonmark et. al. (2017), assessment, educational procedures, and learning activities were divided into areas for pedagogical knowledge. Teachers learn different strategies from in-service trainings and learning action cells provided and conducted by the school organization. Persaud (2017) explained that efficient teaching strategies encourage pupil engagement in the learning process. When used properly, instructional techniques aid pupils in achieving their learning goals.

Furthermore, respondents strongly agreed with all the given statement with a mean value of 4.67 respectively. This only shows that teacher's professional knowledge in terms of insights in students' learning

is very high. Insights of teachers in student learning refer to the teacher's awareness and understanding of the learners learning and development. As facilitator of learning, teachers must be knowledgeable on the needs of every learner to address their areas for improvement. According to Aarthi (2022), Teachers place a strong emphasis on assisting every learner in understanding ideas outside of the classroom and promoting hands-on learning. They assess each student's areas of weakness and strength and provide learning support effectively. Teachers support learners by guiding them and giving them guidance so they can get better. They are aware of every pupil's potential, rate of learning, interests, etc.

Moreover, in terms of Pedagogical Content Knowledge, teacher-respondents are knowledgeable in creating effective teaching and learning environments for learners. Pedagogical Content Knowledge is the combination of content and pedagogical knowledge. As discussed by Shing & Loke (2018), Shulman developed pedagogical content knowledge in the 1980s. It is described as the blending or integration of subject matter and teaching methods which essentially encompasses both the "what" and the "how" of instruction. The integration of instructional method and subject-matter expertise is known as pedagogical content knowledge. In teaching, preparing lesson plan is a very important task to do. Lesson plan serves as the guide of the lesson the teacher needs to teach on a specific day or week. As explained by William and Mary (2022), there are various ways that good lesson planning helps learners acquire successfully. A lesson plan that is well-planned aids in understanding the objectives of the part of teaching and enables the teacher to properly meet the specific needs of every student. The academic achievement and satisfaction of the teacher can both be enhanced by efficient planning of lessons. Teachers instruct because they want to encourage their students, and whether a session is successful or a student performs well on an exam, efficient lesson planning can help teachers feel more satisfied with their work. A well-planned lesson can also increase the enjoyment of teaching by giving the teacher more self-assurance and allowing them to concentrate more on engaging with the students than on what is intended to happen next.

Table 3. Summary of the Respondents' Professional Motivation

Subscale Mean SD Interpretation

Subscale	Mean	SD	Interpretation
1. Locus of Control	4.70	0.23	Strongly Agree
2. Work Satisfaction	4.65	0.26	Strongly Agree
Overall	4.68	0.25	Strongly Agree

Legend: 4.50-5.00 Strongly Agree/ Very High; 3.50-4.49 Agree/ High, 2.50-3.49 Moderately Agree/ Moderate, Disagree/ Low; 1.00- 1.49 Strongly Disagree/ Very Low.

It can be seen from the table that respondents strongly agreed with all the given variables with a mean of 4.65. This suggests that there is a very high work satisfaction within schools where the teacher respondents are teaching. Treputtharat (2014) explained that the success of the educational institution was directly correlated with the satisfaction of the teachers with their work. If the teachers were happy with the work practicing in the classroom, it would be excellent right away. This implies that supervision of the supervisors greatly affect the work satisfaction of the teacher respondents. Sinha (2020) explained that the establishment of an effective professional growth path and communication are ways to increase satisfaction among staff members. In order to progress towards a clearly determined and evolving chosen future, professional growth is a crucial path of organized effort, independence, and progression. Personnel in work settings, including managers and co-workers, salary, and working conditions all have an impact on satisfaction with work. Making a successful professional development program and communicating the significance of the program to managers and competent staff are two ways to increase teachers' satisfaction.

Teacher respondents have a very high perception and feelings that they have control over their lives. Eatough (2022) defined locus of control as a straightforward concept. It claims that various rewards affect

behaviour in different ways. These reinforcements may take the form of prizes or consequences. Individuals develop diverse beliefs about what motivates their behaviour based on the stimuli they experience in life. That person's behaviour is greatly influenced by their beliefs. It is possible for someone to think that they are powerless over their choices and the outcomes. Others may think they have complete control over their decisions and results. Respondents strongly agreed on the statement that teacher-respondents take responsibility for their own actions. This only shows that teachers are responsible for their decisions and actions. Daniels et. al (2018) expound the statement that teachers who see accountability as anything intrinsic and individual report have a greater levels of internal motivation, self-control, and empathy. Due to their increased sense of autonomy and motivation to put forth effort even in the absence of outside driven consequences, teachers who felt morally accountable produce these various results.

Table 4

Relationship Between Instructional Supervisory Practices, Professional Motivation, and Professional Knowledge

Instructional Supervision	Professional Motivation		Professional Knowledge			
	PM1	PM2	PK1	PK2	PK3	PK4
Democratic Supervision	.729**	.709**	.652**	.674**	.661**	.668**
Collegiality and Collaboration	.739**	.703**	.635**	.696**	.677**	.677**
Professional Development and Teacher Support	.683**	.704**	.633**	.691**	.668**	.666**
Ethical Teaching	.670**	.720**	.610**	.641**	.646**	.684**
Inquiry and Reflective Teaching	.688**	.683**	.590**	.633**	.644**	.668**
Diversity of Teachers and Learners	.726**	.726**	.653**	.697**	.673**	.698**
Clinical Supervision	.698**	.686**	.645**	.689**	.665**	.679**
Formative Teacher Evaluation	.742**	.743**	.674**	.719**	.694**	.726**
Curriculum Supervision	.634**	.691**	.659**	.707**	.705**	.711**
Teacher Action Research	.585**	.555**	.507**	.574**	.539**	.526**

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

As indicated in table 4, there is a positive significant relationship between the school heads' instructional supervisory practices and the professional motivation of teachers. This shows that the instructional supervisory practices by the school heads affect teachers' motivation. As explained by Suriagiri et. al. (2022), the primary responsibility of a school head involves oversight of interactions among teachers and pupils in a classroom setting. A supervisor has to make certain that the educational environment meets standards to accomplish specified outcomes. One of the essential tasks of supervisors and, in the case of school institutions, of principals is to maintain the personnel motivated. If a schoolteacher is motivated to performance accomplishment of their tasks, it results in and nurtures an air of work satisfaction.

The table also shows the positive significant relationship between the school heads' instructional supervisory practices and the professional knowledge of teachers. In addition to managerial supervision, school administrators and heads help teachers in developing and improving their professional expertise so that they may contribute to high-quality educational activities resulting in the best possible student learning results. The efficacy and effectiveness of the educational process depend on proficient teachers. Exclusively qualified teachers are able to establish an environment where students can actively keep their learning and find, integrate, and solve issues associated with knowledge, values, behaviors, and life competencies. Teachers must get comprehensive assistance from educational leaders on a constant basis in order to satisfy all aspects of professional competence Hasibuan et. al. (2020)

Table 5

Relationship Between Teachers Professional Motivation and Professional Knowledge

Professional Motivation	Professional Knowledge			
	Content Knowledge	Pedagogical Knowledge	Insight in Student Learning	Pedagogical Content Knowledge
Work Satisfaction	$.708^{**}$	$.715^{**}$	$.687^{**}$	$.660^{**}$
Locus of Control	$.768^{**}$	$.801^{**}$	$.780^{**}$	$.768^{**}$

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

It can be gleaned from Table 5 that there is a significant positive relationship between teachers' professional motivation and professional knowledge. This implies that when teachers are motivated, their professional knowledge enhances. According to Alzahrani (2021),Teachers possess distinct motivations for pursuing their own professional growth and knowledge. In the school organization underlying many various variables that affect a teacher's decisions to engage in professional acquiring knowledge, teacher motivation is significant. Personal interest, career advancement, external standards, practical improvement, social interaction, and stimulating relationships are all elements that might affect a teacher's desire to engage in ongoing professional growth.

Table 6

Mediation Analysis of Professional Motivation to the Relationship Between Instructional Supervision Practices and Professional Knowledge

			95% Confidence Interval			
	Effect	Estimate SE	Lower	Upper	T	p
Direct	.2982	.0845	.1310	.4655	3.5296	.0006
Indirect	.4696	.1267	.2297	.7250	3.7064	
Total	.7678	.0618	.6456	.8901	12.4316	.0000

			95% Confidence Interval			
	Effect	Estimate SE	Lower	Upper	T	p
Ins. Supervision --> Prof. Motivation	.8172	.0581	.7022	.9322	14.0681	.0000
Ins. Supervision --> Prof. Knowledge	.2982	.0845	.1310	.4655	3.5296	.0006
Prof. Motivation --> Prof. Knowledge	.5746	.0813	.4136	.7356	7.0653	.0000
IS --> PM --> PK	.4696	.1267	.2297	.7250	3.7064	

Table 6 shows the mediation analysis of professional motivation to the relationship between instructional supervisory practices of school heads and teachers' professional knowledge. Based on the findings, there is partial mediation exists. Partial Mediation is defined by Veltkamp (2018) as direct connection between the independent and dependent variables as well as a significant connection between the mediator and the dependent variable. This implies that the instructional supervisory practices of school heads have direct effect on teachers' professional knowledge. At the same time the professional motivation mediates the relationship between the two variables.

Based on the research conducted by Esia-Donkoh (2018), It was found that school heads' instructional practices affected teacher motivation, affecting how well they performed at work. This idea holds that instructional leaders should be capable of inspiring and motivating their subordinates to collaborate

for improved results. As a result, teachers inspired by their school heads' instructional supervision techniques will be inspired to work effectively. According to research that found a substantial relationship between instructional supervisory practices and motivation, the leaders of schools are supposed to offer the necessary motivation and excitement for employees by performing a useful managerial function.

Moreover, as discussed by Maisyaroh (2021), Instructional supervision, which refers to aiding teachers in establishing and enhancing the excellence of the educational process and setting, is the most effective way to increase a teacher's ability to impart knowledge and skills. The main objective of instructional supervision is to enhance pupil educational experiences. Therefore, the execution of supervision tasks must follow the proper standards and methodologies to accomplish the aim. The long-term improvement of teachers' abilities is one of their essential duties. Instructional supervision is the key method used to strengthen teachers' teaching abilities.

According to Cadungog (2015), the result suggests that teachers' professional knowledge may be enhanced through professional motivation. An additional finding is that educational leadership influences teacher competence as they carry out their educational duties through professional commitment. Professional motivation strengthens the link between instructional leadership and teacher expertise. However, given that instructional leadership has a greater impact on teachers' professional expertise, the partial mediation outcome of professional motivation urges.

The LORD ALMIGHTY, for the strength, knowledge, wisdom, and guidance.

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