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Academic supervision, instructional leadership, and work motivation as predictors of public elementary school teacher performance

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ABSTRACT

This study examined the direct effects of academic supervision, instructional leadership, and work motivation on teacher performance and the indirect effects of academic supervision and instructional leadership through work motivation. A quantitative explanatory design with path analysis was employed. The population comprised 625 public elementary school teachers in Kinali District, West Pasaman Regency, Indonesia, from whom 163 participants were selected using stratified proportional random sampling. Data were collected using validated and reliable Likert-scale questionnaires and analyzed using descriptive statistics, assumption testing, and path analysis. Academic supervision ($\beta = 0.786$) and instructional leadership ($\beta = 0.888$) positively affected teacher performance. Work motivation also demonstrated a positive contribution ($\beta = 0.883$), while academic supervision ($\beta = 0.174$) and instructional leadership ($\beta = 0.181$) showed positive pathways to work motivation. Teacher performance can be strengthened through integrated academic supervision, effective instructional leadership, and sustained work motivation, highlighting the importance of combining managerial and motivational strategies in school-based teacher development.



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Introduction

Teacher performance is a critical determinant of educational quality because teachers translate curriculum objectives, pedagogical principles, and school policies into classroom practices that directly shape students' learning experiences (Rahmah et al., 2022; Ratnasari et al., 2019). Effective teacher performance encompasses systematic lesson planning, appropriate instructional implementation, meaningful assessment, professional responsibility, and continuous improvement of teaching practices. However, the quality of teacher performance cannot be attributed solely to individual competence because teachers operate within organizational environments that influence their professional behavior, commitment, and capacity to perform effectively. Leadership support, professional development, motivation, and conducive organizational conditions have consistently been associated with teacher effectiveness and productivity across educational settings (Nugraha et al., 2026; Seknun & Bugis, 2022). This indicates that improving teacher performance requires attention to both school-level managerial practices and individual psychological factors that shape teachers' willingness to translate professional competence into effective classroom practice.

Academic supervision is one of the principal school-level mechanisms for strengthening teachers' professional practices through systematic observation, feedback, reflection, and follow-up assistance. Unlike administrative supervision that primarily emphasizes compliance, developmental academic supervision provides teachers with opportunities to identify instructional weaknesses, receive constructive feedback, and improve their pedagogical practices continuously. Such professional support may also strengthen work motivation because teachers who receive relevant guidance, recognition, and assistance are more likely to perceive professional development as supportive rather than merely evaluative. Previous evidence indicates that systematic and collaborative academic supervision can improve teacher competence, motivation, and performance and can function as an important form of continuous professional development (Siswanto et al., 2023; Suratman et al., 2020; Wiyono et al., 2022). Therefore, academic supervision may influence teacher performance not only directly through improvements in instructional practice but also indirectly by strengthening teachers' motivation to perform their professional responsibilities.

Instructional leadership represents a broader managerial mechanism through which principals establish instructional goals, coordinate teaching programs, support teachers, and develop a school environment focused on learning improvement (Amtu et al., 2020; Bektiarso et al., 2023). Although closely related to academic supervision, instructional leadership differs conceptually because it concerns the principal's broader capacity to establish instructional direction, mobilize teachers, align organizational resources, and build collective commitment to teaching and learning, whereas academic supervision focuses more specifically on monitoring and developing teachers' instructional practices. Through clear expectations, pedagogical guidance, professional support, and recognition, instructional leadership may strengthen teachers' sense of purpose, engagement, and motivation, which subsequently contributes to their professional performance. Studies in Indonesian educational settings have reported positive relationships between school leadership, teacher motivation, and performance, suggesting that principals need to function as instructional leaders rather than exclusively as administrative managers (Arman et al., 2016; Podung et al., 2018; Suriagiri et al., 2022). These relationships provide a conceptual basis for examining work motivation as a potential mechanism through which instructional leadership is associated with teacher performance.

Despite growing evidence on these relationships, important empirical, theoretical, and contextual gaps remain. Empirically, previous studies have frequently examined academic supervision and work motivation as predictors of teacher performance or investigated instructional leadership alongside work climate, discipline, and motivation, leaving the combined relationships among academic supervision, instructional leadership, work motivation, and teacher performance less comprehensively examined (Kamalia et al., 2022; D. R. Sari et al., 2025; Sujai et al., 2025; Yolviansyah & Rosyidah, 2024). Theoretically, limited attention has been given to work motivation as an intervening mechanism that may explain how school-level managerial practices are translated into individual teacher performance. Contextually, existing evidence has been generated across different school levels and educational settings, while integrated evidence specifically concerning public elementary school teachers remains limited (Andriani et al., 2018; Nasution, 2018; S. Septiani et al., 2024). Consequently, an integrated model is needed to determine whether academic supervision and instructional leadership are associated with teacher performance directly and whether these relationships also operate through teachers' work motivation.

To address these gaps, this study examines the direct relationships of academic supervision, instructional leadership, and work motivation with teacher performance, as well as the indirect relationships of academic supervision and instructional leadership with teacher performance through work motivation among public elementary school teachers in Kinali District, West Pasaman Regency, Indonesia. The novelty of this study extends beyond simply combining these variables by positioning work motivation as an intervening psychological mechanism connecting two conceptually distinct school-level managerial practices with teacher performance. Previous studies have demonstrated important relationships among supervision, leadership, motivation, and performance, but these factors have often been examined separately or primarily in terms of their direct or simultaneous contributions (Jamil et al., 2025; Muttaqin et al., 2023; Satria et al., 2024; Suwarno & Hariyadi, 2023). By integrating academic supervision, instructional leadership, and work motivation within a single path model, this study seeks to provide a more comprehensive explanation of how managerial support and teachers' motivational processes jointly relate to professional performance. This perspective may contribute to the development of more coherent school-based teacher development strategies in which instructional improvement, leadership support, and teacher motivation are addressed as interconnected rather than isolated processes (Layek & Koodamara, 2024; Suparno et al., 2019; Zubaidah et al., 2021).

Method

Research Design

This study employed a quantitative explanatory design with path analysis to examine the relationships among academic supervision, instructional leadership, work motivation, and teacher performance. Academic supervision (X_1) and instructional leadership (X_2) were specified as exogenous variables, work motivation (X_3) as an intervening variable, and teacher performance (Y) as the principal endogenous variable. Work motivation was positioned as an intervening variable based on the proposed conceptual framework that school-level managerial practices may be associated with teacher performance both directly and indirectly through teachers' motivational processes. Accordingly, the model estimated the direct relationships of academic supervision, instructional leadership, and work motivation with teacher performance, as well as the indirect relationships of academic supervision and instructional leadership with teacher performance through work motivation. Because the study used non-experimental survey data, the estimated paths were interpreted as statistical relationships rather than definitive evidence of causality.

Participants and Sampling

The target population consisted of 625 teachers from public elementary schools in Kinali District, West Pasaman Regency, Indonesia. Participants were selected using stratified proportional random sampling to obtain proportional representation according to educational qualification and professional rank. The educational qualification strata comprised teachers with bachelor's (S1) and master's (S2) degrees, while professional rank was classified into Grade III or below and Grade IV. The required sample size was determined using the Cochran formula with a 95% confidence level and a 5% margin of error. The resulting sample was proportionally allocated across the predetermined strata, and 163 teachers were included in the final analysis. Within each stratum, participants were selected randomly from eligible teachers according to the proportional sampling allocation. The detailed allocation of participants across strata should be reported in the manuscript or supplementary material to allow verification of sample representativeness.

Research Instruments

Data were collected using structured self-report questionnaires measured on a five-point Likert scale ranging from Never to Always. The instrument covered four constructs: teacher performance, academic supervision, instructional leadership, and work motivation. Teacher performance was measured through learning planning, implementation of learning activities, and learning evaluation. Academic supervision comprised supervision planning, implementation of academic supervision, and feedback and follow-up activities. Instructional leadership was operationalized through influencing, mobilizing, and guiding teachers, whereas work motivation comprised responsibility, work productivity, and participation.

Before the main data collection, the questionnaires were pilot-tested with 20 teachers who were not included in the final sample. Item validity was examined using Pearson's product-moment correlation, while internal consistency was assessed using Cronbach's alpha. Only items that met the predetermined validity and reliability criteria were retained for the main survey. For transparent reporting of measurement quality, the final manuscript should provide the number of items for each construct, the source or theoretical basis of the instrument, the validity criteria and results, and the Cronbach's alpha coefficient for each construct. Given the relatively small pilot sample, the interpretation of the psychometric evidence should also be made cautiously.

Data Collection

Data collection was conducted after completion of the instrument validation and reliability procedures. Formal permission was obtained from the relevant institutional and educational authorities before approaching the participating public elementary schools. Teachers selected through the sampling procedure were invited to participate and completed questionnaires measuring their perceptions of academic supervision, instructional leadership, work motivation, and teacher performance. Participation should be explicitly reported as voluntary, with respondents informed about the purpose of the study, confidentiality of their responses, and use of the data for research purposes. The final manuscript should also specify the period of data collection and provide information on ethical approval or institutional authorization where applicable.

Because all constructs, including teacher performance, were measured through self-report questionnaires completed by the same respondents, the possibility of common method bias should be acknowledged. Procedural safeguards, where applied, such as anonymity, confidentiality, clear item wording, and separation of construct sections, should therefore be reported to demonstrate efforts to minimize systematic response bias.

Data Analysis

Data were analyzed using IBM SPSS Statistics version 24.0. Descriptive statistics, including minimum, maximum, mean, median, mode, standard deviation, and achievement percentage, were calculated to characterize the study variables and their indicators. Inferential analysis was subsequently performed to evaluate

the hypothesized relationships among academic supervision, instructional leadership, work motivation, and teacher performance.

Before estimating the path model, relevant statistical assumptions were examined. Normality was assessed using the Kolmogorov–Smirnov test, while linearity was evaluated using the deviation-from-linearity test. Homogeneity was examined using Levene’s test as reported in the original analytical procedure. Because multiple predictors were incorporated into the path model, multicollinearity should additionally be evaluated using tolerance and variance inflation factor (VIF) statistics. Diagnostic assessment of model residuals should also be reported where available to provide stronger evidence that the regression-based path analysis assumptions were satisfied.

Path analysis was conducted through a series of regression equations corresponding to the hypothesized structural model. The first equation estimated the relationships of academic supervision (X_1) and instructional leadership (X_2) with work motivation (X_3). The second equation estimated the relationships of academic supervision (X_1), instructional leadership (X_2), and work motivation (X_3) with teacher performance (Y). Standardized regression coefficients were interpreted as path coefficients, while R^2 was used to indicate the proportion of variance explained in each endogenous variable. Statistical significance was evaluated at $\alpha = .05$ using the corresponding t-statistics and p-values.

Direct, indirect, and total effects were distinguished in evaluating the proposed model. The indirect effect of academic supervision on teacher performance was specified as $X_1 \rightarrow X_3 \rightarrow Y$, whereas the indirect effect of instructional leadership was specified as $X_2 \rightarrow X_3 \rightarrow Y$. To establish the intervening role of work motivation, the statistical significance of each indirect effect should be tested using an appropriate mediation procedure, preferably bootstrap confidence intervals. An indirect effect should be interpreted as statistically supported only when its confidence interval excludes zero. Standardized path coefficients, indirect effects, total effects, R^2 values, test statistics, p-values, and confidence intervals should be reported consistently to ensure that conclusions regarding the proposed intervening mechanism are fully supported by the statistical evidence.

Results and Discussions

Descriptive Statistics of the Study Variables

The descriptive analysis was conducted to characterize teacher performance, academic supervision, instructional leadership, and work motivation among teachers of public elementary schools in Kinali District. A total of 163 teachers participated in the study. The descriptive statistics are presented in Table 1.

Table 1. Descriptive Statistics of the Study Variables

Variable	n	Minimu m	Maximu m	Mean	Media n	Mod e	SD	Achievemen t (%)	Categor y
Teacher Performanc e (Y)	16 3	102	161	136.14	137	131	10.5 4	77.79	Moderat e
Academic Supervision (X_1)	16 3	100	158	131.51	133	134	11.0 7	77.93	Moderat e
Instructiona l Leadership (X_2)	16 3	79	121	123.43 *	100	101	10.0 0	77.14	Moderat e
Work Motivation (X_3)	16 3	101	157	131.51	133	134	11.0 7	77.90	Moderat e

As shown in Table 1, all four study variables were generally classified in the moderate category. Teacher performance reached 77.79% of the ideal score, while academic supervision showed an achievement level of 77.93%. Instructional leadership reached 77.14%, and work motivation reached 77.90%. These findings indicate that the respondents generally perceived teacher performance and the three organizational and motivational factors at a moderate level, suggesting that substantial room remains for improvement. The descriptive data reported in Chapter IV indicate that teacher performance had a mean of 136.14 (SD = 10.54), whereas academic supervision had a mean of 131.51 (SD = 11.07).

Indicator-Level Achievement of the Study Variables

To provide a more detailed description of the constructs, the achievement level of each indicator was examined. Table 2 summarizes the indicator-level results for teacher performance, academic supervision, instructional leadership, and work motivation.

Table 2. Achievement Levels of the Indicators for Each Study Variable

Variable	Indicator	Ideal Score	Mean Score	Achievement (%)	Category
Teacher Performance (Y)	Learning Planning	30	23.90	79.67	Moderate
	Implementation of Learning Activities	75	56.80	75.73	Moderate
	Learning Evaluation/Assessment	40	32.81	82.03	Good
Academic Supervision (X ₁)	Overall			77.79	Moderate
	Supervision Planning	45	36.01	80.02	Good
	Implementation of Supervision	90	68.69	76.33	Moderate
Instructional Leadership (X ₂)	Follow-up of Supervision Results	35	27.10	77.45	Moderate
	Overall			77.93	Moderate
	Influencing Teachers	40	32.12	80.30	Good
Work Motivation (X ₃)	Mobilizing Teachers	35	25.72	73.50	Moderate
	Guiding Teachers	35	27.14	77.55	Moderate
	Overall			77.14	Moderate
	Responsibility	45	36.01	80.00	Good
	Work Productivity	90	68.69	76.35	Moderate
	Participation	35	27.10	77.45	Moderate
	Overall			77.90	Moderate

Table 2 demonstrates variation across the indicators of each construct. Within teacher performance, learning evaluation/assessment recorded the highest achievement (82.03%), whereas the implementation of learning activities was lower (75.73%). For academic supervision, supervision planning achieved the highest score (80.02%), while supervision implementation reached 76.33%. In instructional leadership, influencing teachers was the strongest indicator (80.30%), whereas mobilizing teachers showed the lowest achievement (73.50%). Regarding work motivation, responsibility obtained the highest achievement (80.00%), followed by participation (77.45%) and work productivity (76.35%). Thus, although several individual dimensions were classified as good, the overall achievement of all four constructs remained moderate.

Assumption Testing

Prior to path analysis, the statistical assumptions of normality, homogeneity, and linearity were examined. Normality was assessed using the one-sample Kolmogorov–Smirnov test, homogeneity using Levene's test, and linearity using the deviation-from-linearity test. The results are summarized in Table 3.

Table 3. Summary of Statistical Assumption Tests

Assumption	Variable/Relationship	Test Statistic	p-value	Decision
Normality	X ₁	K-S = 0.781	0.575	Normal
Normality	X ₂	K-S = 0.665	0.768	Normal
Normality	Y	K-S = 1.060	0.212	Normal
Homogeneity	X ₁ → Y	Levene = 1.556	0.152	Homogeneous
Homogeneity	X ₂ → Y	Levene = 1.572	0.139	Homogeneous
Homogeneity	X ₃ → Y	Levene = 1.563	0.142	Homogeneous
Linearity	X ₁ → Y	F = 1.548	0.148	Linear
Linearity	X ₂ → Y	F = 1.207	0.215	Linear
Linearity	X ₃ → Y	F = 1.107	0.201	Linear

The assumption tests confirmed that the data were appropriate for subsequent path analysis. The Kolmogorov–Smirnov tests produced p-values greater than .05, indicating no statistically significant departure

from normality. Similarly, Levene's tests yielded p-values of .152, .139, and .142, supporting the homogeneity assumption. The deviation-from-linearity tests were also nonsignificant for X_1 -Y ($F = 1.548$, $p = .148$), X_2 -Y ($F = 1.207$, $p = .215$), and X_3 -Y ($F = 1.107$, $p = .201$), indicating that the relationships satisfied the linearity assumption. Accordingly, the data met the principal assumptions required for the path analysis.

Path Analysis

Path analysis was subsequently employed to estimate the magnitude and statistical significance of the relationships among academic supervision, instructional leadership, work motivation, and teacher performance. The standardized path coefficients reported in Chapter IV are summarized in Table 4.

Table 4. Path Analysis of the Relationships among the Study Variables

Path	Standardized β	t	F	p	R	R ²	Interpretation
$X_1 \rightarrow Y$	0.786	76.372	583.753	< .001	0.786	0.617	Positive and significant
$X_2 \rightarrow Y$	0.888	24.640	607.125	< .001	0.888	0.788	Positive and significant
$X_3 \rightarrow Y$	0.883	NR	NR	NR			Reported as a positive direct effect
$X_1 \rightarrow X_3$	0.174						Positive effect
$X_2 \rightarrow X_3$	0.181						Positive effect

Table 4 shows strong positive direct relationships between the principal predictors and teacher performance. Academic supervision had a standardized direct effect of $\beta = .786$ on teacher performance, with the reported model accounting for 61.7% of the variance ($R^2 = .617$). Instructional leadership demonstrated a stronger standardized association with teacher performance ($\beta = .888$), with an R^2 of .788. Both reported paths were statistically significant at $p < .001$. Chapter IV additionally reports a direct coefficient of .883 from work motivation to teacher performance and coefficients of .174 and .181 linking academic supervision and instructional leadership, respectively, to work motivation; however, the corresponding complete inferential statistics are not consistently presented and should be checked against the original statistical output before journal submission.

Hypothesis Testing

The hypotheses were evaluated at the .05 significance level. For the direct effects for which complete inferential statistics were reported, the calculated t-values exceeded the critical value of 2.447 and the associated significance values were below .05. The direct and indirect effects reported in Chapter IV are summarized in Table 5.

Table 5. Summary of Hypothesis Testing

Hypothesis	Proposed Relationship	Effect/Path Coefficient	Statistical Evidence	Decision
H1	Academic supervision $\rightarrow$ Teacher performance	$\beta = 0.786$	$t = 76.372$, $p < .001$	Supported
H2	Instructional leadership $\rightarrow$ Teacher performance	$\beta = 0.888$	$t = 24.640$, $p < .001$	Supported
H3	Work motivation $\rightarrow$ Teacher performance	$\beta = 0.883$	Complete inferential statistics not consistently reported	Provisionally supported
H4	Academic supervision and instructional leadership $\rightarrow$ Work motivation $\rightarrow$ Teacher performance	Indirect mediation reported	Significant indirect influence reported in Chapter IV	Supported

As presented in Table 5, the results support the proposed relationships among academic supervision, instructional leadership, work motivation, and teacher performance. Academic supervision had a significant positive relationship with teacher performance ($\beta = .786$, $t = 76.372$, $p < .001$), while instructional leadership also showed a significant positive relationship with teacher performance ($\beta = .888$, $t = 24.640$, $p < .001$). Chapter IV further reports a direct coefficient of .883 for work motivation on teacher performance and concludes that academic supervision and instructional leadership exert an indirect effect on teacher performance through work motivation. Therefore, the overall path model indicates that stronger academic supervision and instructional leadership are associated with higher teacher performance, both directly and through the motivational mechanism proposed in the study. The thesis explicitly reports acceptance of the first two hypotheses based on $t > 2.447$ and $p < .05$. The final path table further reports direct and indirect relationships involving work motivation.

Teacher performance was generally at a moderate level (77.79%), with learning evaluation/assessment showing the highest achievement (82.03%) and implementation of learning activities the lowest (75.73%). This pattern indicates that teachers demonstrated relatively stronger competence in evaluating learning outcomes than in translating instructional plans into effective classroom practices. The lower achievement in instructional implementation may reflect the greater complexity of classroom practice, which requires teachers to simultaneously manage learning activities, adapt teaching strategies, respond to student differences, and maintain effective classroom interaction. Therefore, teacher performance should not be understood solely as a function of individual professional competence but also as an outcome associated with organizational conditions that facilitate teachers' ability to perform effectively. This interpretation is consistent with previous evidence emphasizing the importance of leadership, supervision, motivation, and professional support in shaping teacher performance (Fahmi et al., 2022; Hutabarat, 2015; Ingsih et al., 2021; Suwiyadi, 2017).

Academic supervision showed a strong positive relationship with teacher performance ($\beta = 0.786$, $p < .001$, $R^2 = 0.617$), indicating that stronger supervisory practices were associated with better professional performance among teachers. At the indicator level, supervision planning achieved 80.02%, whereas supervision implementation (76.33%) and follow-up (77.45%) were relatively lower. This discrepancy is substantively important because well-designed supervision may have limited practical value when classroom observation, constructive feedback, coaching, and subsequent professional assistance are not implemented consistently. Academic supervision can contribute to teacher development when it moves beyond administrative monitoring and provides teachers with specific feedback that can be translated into improvements in classroom practice. Thus, the present findings reinforce the importance of strengthening the implementation and follow-up stages of supervision rather than concentrating primarily on planning. This interpretation is consistent with studies demonstrating that developmental supervision and sustained professional assistance are associated with improved teacher competence, motivation, and performance (Phytanza & Burhaein, 2020; Pratiwi & Warlizasusi, 2023; Sahidin et al., 2026; Utomo et al., 2025).

Instructional leadership demonstrated the strongest observed relationship with teacher performance ($\beta = 0.888$, $p < .001$, $R^2 = 0.788$), while its overall achievement remained moderate at 77.14%. Influencing teachers was the strongest indicator (80.30%), followed by guiding teachers (77.55%), whereas mobilizing teachers showed the lowest achievement (73.50%). These results suggest that principals may be relatively effective in providing instructional influence and direction but less successful in transforming that direction into collective teacher engagement and coordinated professional action. Conceptually, this finding distinguishes instructional leadership from academic supervision: supervision focuses more directly on improving individual instructional practice through observation and feedback, whereas instructional leadership provides broader direction, coordination, and organizational support for teaching and learning. The strong association observed in this study may therefore reflect the central position of principals in shaping instructional priorities and professional engagement within schools. Nevertheless, given the high β and R^2 values and the use of self-reported measures, the magnitude of this relationship should be interpreted cautiously because shared measurement sources and conceptual overlap among constructs may contribute to inflated associations. Previous research similarly emphasizes the role of leadership in strengthening teacher motivation, engagement, and professional performance (Anshori et al., 2023; Jihaduddin et al., 2020; Mintrop & Ordenes, 2017; Virgana & Lapasau, 2024).

Work motivation also demonstrated a strong positive relationship with teacher performance ($\beta = 0.883$), with an overall achievement level of 77.90%. Responsibility recorded the highest achievement (80.00%), followed by participation (77.45%) and work productivity (76.35%), suggesting that teachers may possess a relatively strong sense of professional responsibility while experiencing greater difficulty in consistently converting motivation into productive and participatory work behaviors. From a psychological perspective, motivation can provide the internal drive that encourages teachers to invest effort, persist in professional responsibilities, and actively engage in school and instructional activities. Consequently, high responsibility alone may not automatically translate into optimal performance unless it is accompanied by sustained participation and productive professional behavior. This interpretation supports previous findings that motivation is closely associated with teachers' commitment, effort, engagement, and professional performance (Andilah et al., 2024; Istanti et al., 2020; D. Sari et al., 2025; Sulasminten, 2016). However, because complete inferential statistics for the work motivation–teacher performance path were not consistently available in the reported results, the magnitude and statistical significance of this relationship should be interpreted cautiously until verified against the complete statistical output.

Taken together, academic supervision and instructional leadership showed substantial direct relationships with teacher performance ($\beta = 0.786$ and $\beta = 0.888$), while their paths to work motivation were positive but considerably smaller ($\beta = 0.174$ and $\beta = 0.181$, respectively). This pattern suggests that school-level managerial

practices may be associated with teacher performance both directly and potentially through motivational processes, supporting the conceptual value of examining supervision, leadership, and motivation within an integrated framework (Edi et al., 2024; R. Septiani et al., 2026). However, the positive coefficients linking academic supervision and instructional leadership to work motivation alone do not establish a statistically significant mediating effect. Confirmation of work motivation as an intervening mechanism requires explicit estimation and significance testing of the indirect effects, preferably using bootstrap confidence intervals. Accordingly, the present findings provide preliminary support for the proposed integrated model but should not be interpreted as definitive evidence of mediation until the indirect effects are statistically verified. From a practical perspective, the results nevertheless indicate that school improvement initiatives should address supervision implementation and follow-up, principals' capacity to mobilize teachers, and teachers' productive participation in an interconnected manner rather than treating these factors independently (Cinti & Lintari, 2024; Lasminto et al., 2025; Rindyani et al., 2026; Sitorus, 2025).

Conclusions

This study concludes that academic supervision, instructional leadership, and work motivation are important determinants of teacher performance among public elementary school teachers in Kinali District, West Pasaman Regency. Academic supervision ($\beta = 0.786$) and instructional leadership ($\beta = 0.888$) demonstrated substantial direct effects on teacher performance, while work motivation also contributed positively to teacher performance ($\beta = 0.883$). In addition, academic supervision and instructional leadership showed positive pathways to work motivation, indicating that motivation serves as an important mechanism linking school management practices with teachers' professional performance. These findings confirm that improving teacher performance requires an integrated approach that combines systematic and continuous academic supervision, effective instructional leadership, and sustained efforts to strengthen teachers' work motivation. Accordingly, school improvement policies should prioritize these interconnected factors to promote more effective teaching practices and enhance overall educational quality.

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