



## **Leadership Effectiveness and Knowledge Sharing Behavior as Predictors of Job Performance Among Public Elementary School Teachers: a Convergent Design**

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### **ABSTRACT**

This study employed mixed methods approach, specifically convergent design, to determine the influence of leadership effectiveness and knowledge sharing behavior on the job performance. The data were gathered from the teachers in the public elementary schools in Region XI, Philippines. Sets of validated adapted survey tools with a five-point Likert scale and interview guide were used to gather data. The statistical tools used to treat the quantitative data were mean, standard deviation and multiple regression analysis, while in the qualitative phase, thematic analysis was employed. In the quantitative phase, results showed that the status of leadership effectiveness and knowledge sharing behavior of teachers were very high, while their status of quality of work life was rated very high also. Further, leadership effectiveness and knowledge sharing behavior significantly influenced the job performance. In terms of lived experiences of participants, as regards the job performance, five themes had emerged, which included fostering a supportive learning community, empowering educators for continuous growth and excellence, cultivating a collaborative professional community, fostering professional development through reflective practice, and promoting inclusive learning. In terms of beliefs, attitudes, and commitment as shaped by their experiences, four themes emerged: striving for excellence, inspiring purposeful practice, embracing continuous improvement, and commitment to growth. Finally, the nature of data integration revealed a merging – converging nature.

**Keywords:** Education, leadership effectiveness, knowledge sharing behavior, job performance, convergent design, Philippines

### **INTRODUCTION**

Job performance refers to how well teachers fulfill their duties and responsibilities in educating and guiding students. Likewise, job performance is the total expected value from teachers' activities over a predetermined amount of time. It is the sum of a teachers expected work-related activities and the quality of their execution (Korkaew & Rurkkhum, 2012). However, the study by Brown and Smith (2023), found that lack of participation in professional development contribute to poor performance of teachers. In fact 35 percent of teachers reported that they rarely seek extra training. Furthermore, lack of effort not only impact on quality teaching but also demonstrated teacher's ability to keep up with instructional approaches and student engagement strategies, resulting in decreased classroom effectiveness. Additionally, as Adeyemo and Ogunyemi (2005) and Borg (2010) stated that most teachers take exit from the profession before they reach the age of 50 years. Despite of the prevalence of this phenomenon across nations and cultures, Zhang (2007) opined that school leaders have enormous difficulty in improving the weak job performance of teachers in public elementary (Brendan, 2005).

In Indonesia, teachers perform poorly in terms of excellence, wisdom, and academic expertise. According to the Program for International Student Assessment (PISA) report (2018), Indonesian education remains in the tenth lowest category for reading, science, and mathematics (Suherman et al., 2022). This is due to disparities and poor job performance among teachers. The low quality of teachers' work performance have an impact on a variety of factors, including student achievement and learning. Teachers' vital role in maintaining the learning environment motivates pupils to participate in learning activities. In addition, teachers' job performance in some primary schools in Tanzania was evidenced to be poor. Furthermore, in Africa, the challenge of the decline in the job performance of teachers is higher (Benon et al., 2022).

In the Philippines, particularly in the Cagayan province, it was found that teachers face different challenges towards their jobs and they have difficulty in adjusting to their workload that leads them to have a low performance (Raralio, 2022). In addition, Baluyos et al. (2019) states that licensed teachers in Misamis Occidental have low performance in planning their lesson. Furthermore, in Bayawan City, Negros Oriental, it was found that teachers failed to teach effectively in class causing a decline in their performance which was also due to the lack of supervision (Chudi, 2013).

In the Davao Region, notably in Davao Del Sur, it was found that the performance of teachers was poor (Cabrella et al., 2019). Furthermore, Ranayla's (2023) study found that poor work performance among elementary teachers is related to insufficient assistance from school leaders. To survive in this new environment, school leaders must strengthen their leadership and management capabilities. In order to be change agents, students must be motivated in school. It is each school administrator's obligation to properly administer the school under their control.

Several studies were conducted but mostly these were bivariate in nature focusing on the relationship between job performance and leadership effectiveness (Campbell & Wiernik, 2015), as well as knowledge sharing behavior and leadership effectiveness (Carpini et al., 2017). Although some studies describe the knowledge sharing behavior such as challenges teachers encounter towards seeking promotion (Yeboah et al., 2023) and measurement of employee in the corporate company (Archarya et al., 2022), these studies utilize only other antecedents of leadership effectiveness such as confidence, inspire by action, vision, communication, judgement and empathy (Lee, 2018). Also, most studies conducted on job performance focused on corporate and business company, such as business leaders, company managers, and business employee (Grant, 2008). As a result, the researcher feels that additional study has to be done to determine if leadership effectiveness and knowledge sharing behavior influence teacher job performance in public schools.

Further, the study is expected to provide valuable insights into how leadership effectiveness and knowledge sharing behavior influence job performance. This study is very important for teachers for it measures their job performance as teachers are expected to perform an essential and dynamic role in the educational system. They are the spearhead of a nation not only in terms of building and improving the quality of human resources, but also in terms of increasing the honor and dignity of the nation's future, thus the greater is the performance of the teachers, the higher is the quality of the nation's human resources.

## METHOD

This study employed mixed methods research, specifically the convergent design. As mentioned by Mertens, (2019) mixed methods design entails gathering and combining quantitative and qualitative data in one study. Additionally, mixed methods design will

entail collecting both qualitative and quantitative data in response to study questions or hypotheses. It will concentrate on acquiring, analyzing, and combining data to generate a better understanding of research problems than either technique alone, since the combination of methodologies will improve the study's outcomes and further explain the study's findings (Razali et al., 2019).

Further, a mixed method research offers a number of benefits to approaching complex research issues as it integrates philosophical frameworks of both post-positivism and interpretivism (Fetters, 2016) interweaving qualitative and quantitative data in such a way that research issues are meaningfully explained. It also offers a logical ground, methodological flexibility and in-depth understanding of smaller cases (Maxwell, 2016). Thus, the use of mixed method enables researchers to answer research question with sufficient depth and breadth (Enosh et al., 2014) and helps generalize findings and implications of the researched issues to the whole population.

Furthermore, this study employed the convergent design, which according to Creswell and Clark (2011) is also known as convergent parallel design. Accordingly this happens when a researcher uses concurrent timing to conduct both the quantitative and qualitative stages of a study at the same time. This architecture will allow for the distinct and independent gathering and analysis of data using the procedures normally associated with each type of data, with the findings merged or mixed throughout the interpretation phase. Additionally, Jick (1979), stated that convergent design was initially conceptualized as a triangulation design in which the two different methods were used to obtain triangulated results about a single topic.

Moreover, in the quantitative phase the researcher made use of a descriptive-correlational design. It was mentioned by Shuttleworth (2008) that descriptive-correlational strategy design is used to gather information on the current state of the phenomenon and to describe what variables or conditions exist in a situation. In this study, the job performance of public-school teachers was determined through the influence of leadership effectiveness and knowledge sharing behavior.

Adding on, the descriptive correlational design is a technique that describe and quantify the degree of correlation or relationship between two or more variables or scores (Creswell, 2014). Additionally, correlational research looks into the relationship between the dependent and independent variables (Black, 2002). More so, Black added that the correlational design employs surveys, classification and data reduction procedures, as well as assessments of variable relationships. Moreover, Kalla (2011) noted that a correlational study evaluates the relationship between two or more variables, for example, if increasing or decreasing one variable can raise or decrease another.

Additionally, this study utilized phenomenological method in the qualitative phase. Phenomenology according to Creswell (2003) is a fundamental tradition of qualitative inquiry that investigates people's lived experiences. A phenomenological investigation seeks to describe individuals' experiences with a phenomenon in universal terms or context. To attain this purpose, the researcher will select a phenomenon to investigate. The phenomenon is described in detail, including what the participants experienced and how they experienced it

## RESULT AND DISCUSSION

Presented in this chapter are the quantitative descriptive results of the independent and dependent variables. It also includes the thematic analysis of the lived experiences of teachers among public elementary schools in Region XI.

### Status of Leadership Effectiveness

Shown in Table 1.1 is the status of leadership of teachers in public elementary school in Region XI, which was measured in terms of confidence, inspire by action, vision, communication, judgement, and empathy. Computations yielded an overall mean of 4.80 with a description of very high. This implies that leadership effectiveness is always manifested among teachers in public elementary school in Region XI. Further, the overall standard deviation is .20, which is less than 1, indicative of a minimal range of dispersion.

**Table 1.1**  
*Status of Leadership Effectiveness*

Indicators/ Items	Mean	SD	Description
<b>A. Confidence: Our school leaders are...</b>			
1 having confidence that we would defend and justify his/her decision if he/she were not present to do so	4.70	.46	Very High
2 expressing confidence that school goals will be achieved	4.89	.33	Very High
3 addressing a school problem before it becomes serious	4.89	.33	Very High
4 opening to new ideas and better ways of doing things	4.80	.58	Very High
5 Being persistent and passionate about his/her job	4.88	.34	Very High
<b>Category Mean</b>	<b>4.83</b>	<b>.36</b>	<b>Very High</b>
<b>B. Inspire by Action: Our school leaders are...</b>			
1 spending time teaching and coaching	4.81	.49	Very High
2 going beyond his/her self-interest for the good of the group	4.80	.52	Very High
3 putting him/herself forward to lead teams; while always ensuring he/she involves right people at right time	4.84	.40	Very High
4 increasing his/her willingness to try harder	4.94	.23	Very High
<b>Category Mean</b>	<b>4.84</b>	<b>.39</b>	<b>Very High</b>
<b>C. Vision: Our school leaders are...</b>			
1 showing confidence regarding his/her vision as a leader	4.81	.39	Very High
2 emphasizing the importance of having a collective sense of achievement	4.83	.37	Very High
3 talking optimistically about the future of our school	4.73	.44	Very High
3 looking for opportunities to engage in debate about the future of the organization	4.73	.44	Very High
<b>Category Mean</b>	<b>4.77</b>	<b>.37</b>	<b>Very High</b>
<b>D. Communication: Our school leaders are...</b>			
1 discussing a specific task who is responsible for achieving performance targets	4.82	.38	Very High

2	making clear of what one can expect to receive when performance goals are achieved	4.82	.38	Very High
3	articulating a compelling vision of the future	4.82	.38	Very High
<b>Category Mean</b>		<b>4.82</b>	<b>.38</b>	<b>Very High</b>
<b>E. Judgement: Our school leaders are...</b>				
1	focusing attention on irregularities mistakes, exceptions and deviations from standards	4.67	.47	Very High
2	avoiding on getting involved when important issues arise	4.71	.57	Very High
3	seeking differing perspective when solving	4.82	.52	Very High
4	problems	4.77	.42	Very High
5	concentrating his/her full attention when dealing with mistakes, complain and failures	4.77	.42	Very High
	considering the moral and ethical consequences of decisions			
<b>Category Mean</b>		<b>4.74</b>	<b>.43</b>	<b>Very High</b>
<b>F. Empathy: Our school leaders are...</b>				
1	instilling pride in us for being associated with	4.84	.36	Very High
2	him/her	4.75	.43	Very High
	treating us as individuals rather than just as a			
3	member of a group	4.84	.36	Very High
4	acting in a way that builds our respect	4.84	.36	Very High
5	expressing satisfactions when we met the		.36	Very High
6	expectation	4.84	.36	Very High
	effective in representing us to higher authority			
	helping us in finding ways to do our jobs better	4.84		
<b>Category Mean</b>		<b>4.82</b>	<b>.36</b>	<b>Very High</b>
<b>Overall Mean</b>		<b>4.80</b>	<b>.20</b>	<b>Very High</b>

### Status of Knowledge Sharing Behavior

Shown in Table 1.2 is the teachers' knowledge sharing behavior status in public elementary schools in Region XI. This was measured in terms of knowledge giving behavior and knowledge asking behavior. The overall mean is 4.81, with a description of very high. This implies that knowledge sharing behavior is always evident among teachers in public elementary schools in Region XI. Additionally, the standard deviation of .26 denotes that the respondent's responses are not closer to the mean.

**Table 1.2**  
*Status of Knowledge Sharing Behavior*

Indicators/ Items	Mean	SD	Description
<b>A. Knowledge Giving Behavior: We are...</b>			
1 teaching colleagues strategies that we know	4.76	.42	Very High
2 imparting insights that we have gained to colleagues	4.87	.33	Very High

3	explaining work procedures that we know to others at work	4.95	.21	Very High
4	imparting lessons that we have learned to colleagues	4.85	.36	Very High
5	explaining our understanding of certain information	4.76	.42	Very High
6	informing them of what we know	4.76	.42	Very High
7	pointing out information that may be useful to them	4.87	.33	Very High
8	demonstrating techniques that we know	4.76	.42	Very High
9	giving work related advice to them	4.76	.42	Very High
10	explaining our know-how to them	4.76	.42	Very High
11	informing them based on our experience on the job	4.76	.42	Very High
12	communicating new facts we have learned	4.85	.36	Very High
13	giving pieces of advice based on what we know	4.76	.42	Very High
14	providing our work expertise	4.95	.21	Very High
15	contributing task information	4.87	.33	Very High
16	explaining how to perform tasks	4.95	.21	Very High
<b>Category Mean</b>		<b>4.83</b>	<b>.31</b>	<b>Very High</b>
<b>A. Knowledge Asking Behavior: <i>We are asking...</i></b>				
1	for their expertise	4.82	.38	Very High
2	them to inform of what they know relevant to schoolwork	4.82	.38	Very High
3	to explain their work know-how	4.82	.38	Very High
4	to teach us techniques in teaching effectively	4.82	.38	Very High
5	to impart lessons, they have learned on the job	4.73	.44	Very High
6	to explain their understanding of school information to us	4.82	.38	Very High
7	for task information	4.82	.38	Very High
8	to explain to us teaching strategies they use	4.73	.44	Very High
9	to teach us their work expertise	4.73	.44	Very High
10	them about work related information	4.82	.38	Very High
11	to communicate what they know from experience	4.73	.44	Very High
12	for their insights on some school matters	4.73	.44	Very High
13	to explain the way, they perform task effectively	4.82	.38	Very High
14	for work related information	4.82	.38	Very High
15	to explain work procedures, they know for advise regarding work-related issues based on what they know	4.79	.38	Very High
<b>Category Mean</b>		<b>4.81</b>	<b>.33</b>	<b>Very High</b>
<b>Overall Mean</b>		<b>4.81</b>	<b>.26</b>	<b>Very High</b>

### Status of Job Performance

Shown in Table 1.3 is the status of the job performance among teachers in public elementary schools in Region XI. This was measured in terms of task performance, adaptive performance and contextual performance. The computation yielded an overall mean of 4.73



with a very high description. This denotes that job performance is always demonstrated among teachers in public elementary schools in Region XI. The overall SD is .39 denoting that their responses were clustered close to the mean.

**Table 1.3**  
*Status of Job Performance*

Indicators/ Items	Mean	SD	Description
<b>A. Task Performance: <i>We are...</i></b>			
1 maintaining high standard of work	4.72	.44	Very High
2 handling our assignments without much supervision	4.65	.47	Very High
3 believing that our colleagues consider us as high performers in the organization	4.58	.62	Very High
<b>Category Mean</b>	<b>4.65</b>	<b>.49</b>	<b>Very High</b>
<b>B. Adaptive Performance: <i>We are...</i></b>			
1 performing well to mobilize collective intelligence for effective teamwork	4.80	.40	Very High
2 managing change in the job very well whenever the situation demands	4.68	.46	Very High
3 believing always that mutual understanding can lead to viable solution in organization	4.80	.40	Very High
<b>Category Mean</b>	<b>4.76</b>	<b>.39</b>	<b>Very High</b>
<b>C. Contextual Performance: <i>We are...</i></b>			
1 deriving enough satisfaction in nurturing others organization	4.80	.40	Very High
2 maintaining good coordination among fellow workers	4.80	.40	Very High
3 communicating effectively with my colleagues during problem solving and decision-making instances or situations	4.80	.40	Very High
<b>Category Mean</b>	<b>4.80</b>	<b>.40</b>	<b>Very High</b>
<b>Overall Mean</b>	<b>4.73</b>	<b>.39</b>	<b>Very High</b>

### Significance of the Influence of Leadership Effectiveness and Knowledge Sharing Behavior on Job Performance

Shown in Table 4 is the regression analysis result, whose purpose is to show the significant predictors of job performance. The results indicate that leadership effectiveness and knowledge sharing behavior significantly predict job performance ( $p < .05$ ).

Additionally, it shows that the influence of the leadership effectiveness on the job performance has generated a p-value that is less than .05 and a positive standardized beta value of .259. This denotes that the regression weight for leadership effectiveness in the prediction of job performance is significantly different from zero at the .05 level (two-tailed). Thus, for every unit increase in the level of leadership effectiveness, there is a corresponding increase in the job performance by .259. This implies that leadership effectiveness contributes

to teachers' job performance.

**Table 2**  
*Significance of the Influence of Leadership Effectiveness and Knowledge Sharing Behavior on Job Performance*

	<b>Standardized Coefficients Beta</b>	<b>t</b>	<b>p-value</b>	<b>Interpretation</b>
Leadership Effectiveness	.259	3.737	.001	Significant
Knowledge Sharing Behavior	-.101	-1.458	.001	Significant
R =.219				
R Square = .048				
F = 7.290				
p value = .001				

Meanwhile, the influence of knowledge sharing behavior is found significant with a p-value greater than 0.05 and a negative standardized beta value of -.101. which means that for every unit decrease in knowledge sharing behavior, there is a corresponding decrease in the job performance by -.101. This finding suggests that knowledge sharing behavior directly affects the job performance among public elementary teachers.

Finally, the findings are apparent in the regression analysis results, where 4.8 percent of the variance of job performance is explained by the two independent variables as indicated by  $R^2 = .048$ . this means that 95.2 percent of the variation can be attributed to other factors besides the two independent variables.

### **The Lived Experiences of Participants concerning their Job Performance**

Table 3.2 presents the lived experiences of the participants regarding the job performance of teachers. The essential themes that emerged from the statements of the participants are as follows: fostering a supportive learning community, empowering educators for continuous growth and excellence, cultivating a collaborative professional community, fostering professional development throughout reflective practice and promoting inclusive learning.

**Table 3.2**

*Lived experiences of the participants concerning their job performance*

<b>Essential Theme</b>	<b>Core Ideas</b>
<b>Fostering a Supportive Learning Community</b>	Collaborate with parents
	Create a positive learning environment
	Balance content and coverage
<b>Empowering Educators for Continuous Growth and Excellence</b>	School head provides positive feedback
	School head give advice
	School head provides instructional material



<b>Cultivating a Collaborative Professional Community</b>	Colleagues support each other
	Colleagues share their best practices
	Colleagues are like their second family
<b>Fostering Professional Development through Reflective Practice</b>	LAC session
	Training and mentorship
	Feedbacking
<b>Promoting Inclusive Learning</b>	Disengaged students
	Struggling learners
	Diverse learners in the classroom

**Table 4.1**

*Experiences that shape the beliefs of the participants as regards job performance*

Essential Theme	Core Ideas
<b>Inspiring Purposeful Practice</b>	Encouraged reflection
	View their work as a noble job
	Build strong relationship

**Table 4.2**

*Experiences that shape the attitudes of the participants as regards job performance*

Essential Theme	Core Ideas
<b>Striving for Excellence</b>	Focus on quality result
	Pursue graduate studies
	Stay updated on best practices

**Table 4.3**

*Experiences that shape the commitment of the participants as regards job performance*

Essential Theme	Core Ideas
<b>Embracing Continuous Improvement</b>	Learn to adopt to change
	Refine teaching practices
	Determination to succeed
	Confidence in their ability to succeed
<b>Commitment to Growth</b>	Dedication to their job
	Optimism
	Setting goals
	Setting priority
	Adaptability

### Joint Display of Salient Quantitative and Qualitative Findings

Shown in Table 5 is the the joint display of the relevant quantitative and qualitative results regarding leadership effectiveness, knowledge sharing behavior of teachers in Region XI, and how these variables influenced the job performance of teachers. The table has four major parts: aspect of point, quantitative findings, qualitative findings, and nature of integration. Further, the qualitative and quantitative data were compared for similarities and differences and integrated to make a complete result relevant to the converging ideas generated from the two strands. In the merging analysis, the focus is the nature of data integration, which describes the merged quantitative and qualitative findings.

**Table 5**

#### *Joint Display of the Salient Qualitative and Quantitative Findings*

Aspect or Focal Point	Quantitative Findings	Qualitative Finding	Nature of Integration
<b>Leadership Effectiveness</b>	Table 1 on Leadership Effectiveness under indicator, Confidence, on the item, addressing a school problem before it becomes serious, is rated Very High, M=4.89, SD=.33 Table 1 on Leadership Effectiveness under indicator Inspire by Action, on the item, spending time and coaching, is rated Very High, M=4.81, SD= .49	Table 3.2 on lived experiences, has a theme fostering Professional Development through Reflective practice include LAC session, training and mentorship and feedbacking. Table 3.2 on lived experiences, has a theme cultivating a collaborative professional community contains the core ideas highlighting colleagues support each other.	Merging-Converging
	Table 1 on Leadership Effectiveness under indicator, Vision, on item, emphasizing the importance of having a collective sense of achievement, is rated Very High, M=4.83, SD=.37	Table 3.2 on lived experiences, has a theme empowering educators for continuous growth and excellence contains the core ideas highlighting that school head gives advice and provides positive feedback.	
	Table 1 on Leadership Effectiveness under indicator Communication, on the item, making clear of what one can expect to receive when performance goals are achieved, is rated	Table 3.2 on lived experiences, has a theme cultivating a collaborative professional community emphasizing the core idea, colleagues share	

	Very High M=4.82, SD=.38	their best practices. Further, sharing their best practices is way of collecting ideas for better result.	
	Table 1 on Leadership Effectiveness under indicator Judgement, on item, seeking differing perspective when solving problems, is rated Very High M=4.82, SD=.52	Table 3.2 on lived experiences, has a theme promoting inclusive learning.	
	Table 1 on Leadership Effectiveness under indicator Empathy, on the item, treating us as individuals rather than just a member of a group, is rated Very High M=4.75, SD= .43	Table 4.1 on lived experiences, has a theme of inspiring purposeful practice contains a core idea of build strong relationship that enables them to share knowledge to each other result for positive outcomes	
<b>Knowledge Sharing Behavior</b>	Table 2 on Knowledge Sharing Behavior under indicator Knowledge Giving Behavior, on item, imparting insights that we have gained to colleagues, is rated Very High M=4.85, SD=.33	Table on 4.2 on lived experiences, has a theme of striving for excellence highlighting the core idea, stay updated on best practices.	Merging-Converging
	Table 2 on Knowledge Sharing Behavior under indicator Knowledge Giving Behavior, on item, to teach us techniques in teaching effectively, is rated Very High M=4.82, SD=.38	Table on 4.3 on lived experiences, has a theme commitment to growth highlighting the core idea of dedication to their job, optimism, setting goals, setting priority and adaptability.	
<b>Job Performance</b>	Table 3 on Job Performance under indicator Task Performance, on item, believing always that mutual understanding can lead to viable solution in organization, is rated Very High, M=4.58, SD=62	Table on 4.3 on lived experiences, has a theme embracing continuous improvement highlighting the core idea, learn to adopt to change.	Merging-Converging

	Table 3 on Job Performance, under indicator contextual performance, on item communicating effectively with my colleagues during problem solving and decision-making instances or situations, is rated Very High, M=4.80, SD=.40	Table 4.2 on lived experiences, has a theme cultivating a collaborative professional community highlighting the core idea, colleagues share their best practices and colleagues are like their second family.	
<b>Influence Of Leadership Effectiveness And Knowledge Sharing Behavior On Job Performance</b>	The standardized coefficients and p-values indicate that both leadership effectiveness and knowledge sharing behavior are significant predictors of job performance ( $p < .05$ )	Leadership effectiveness and knowledge sharing behavior can contribute to a better job performance of teachers, which is characterized by supportive learning community, professional development, collaborative professional community, empowering educators and promoting inclusive learning	Merging-Converging

## Discussion

Discussed in this chapter are the findings of the study and their implications. Furthermore, the order of discussion is based on the following major topics: status of leadership effectiveness, status of knowledge sharing behavior, status of job performance of teachers, and lived experiences of teachers in terms of job performance of teachers.

### Status of Leadership Effectiveness

As assessed by the participants, the status of leadership effectiveness is very high. This implies that leadership effectiveness is always manifested among teachers in Region XI. This denotes that the teachers in Region XI experienced a very high level of leadership effectiveness from their leaders. The very high level of leadership effectiveness indicates that teachers in the region always encounter positive and supportive manifestations of leadership effectiveness. A very high level of leadership effectiveness contributes to supportive and conducive work environment for teachers, promoting the teachers overall well-being.

The very high level of leadership effectiveness conforms to the study by Bass (1985), the result of which indicated that leadership effectiveness was also very high, inspiring and motivating teachers to transcend their own self-interest for the good of the organization that results to positive outcomes.

Moreover, the results support the conclusions of Kirkpatrick and Locke (1991), regarding the elements that contribute leadership effectiveness that fosters self-confidence, determination and professional growth among teachers. Lastly, Hannah and Avolio (2010), emphasized that strong leadership effectiveness can have several benefits for teachers which resulted to a high level of job performance, motivation, and commitment to their job, leading to improved performance and quality of teaching.

*Confidence.* The results of this study revealed that the level of confidence of teachers is very high. This implies that confidence is always manifested. This means that the school leaders have a high level of confidence regarding how teachers approach their jobs, affecting their motivation, judgement and their overall outcomes. The very high status of confidence among school leaders indicates that teachers are willing to take initiatives, accept challenges and solve problems which raise performance and productivity.

The finding is similar to the contention of Bandura (2012) that school leaders with very high confidence are more likely to have teachers who take challenging projects and seek opportunities for growth that will boost their overall job performance. Bandura further reaffirmed these findings, highlighting that higher confidence leads to increased motivation and perseverance that will results to enhanced job performance outcomes.

*Inspired by action.* this study revealed that the status of inspired by action, as assessed by the participants, is very high. This means that inspired by action, is always manifested among teachers in Region XI. This denotes that leaders can inspire others only by acting differently. The more frequently they behave in novel ways, the faster they will evolve into a new form of leader, an inspirational leader who inspire teachers by their actions. Further this supports the idea of Garton (2017) who posits that individual inspiration is the gateway to employee discretionary energy, which is crucial for making the most of your scarcest resource - human capital enhanced to a high level.

Meanwhile, the very high level of the result of the dimension, inspired by action is parallel to what Fisher (2010) said that leaders who inspire their constituents through their actions not only enhances teachers' performance but also fosters positive work environment that can motivate team members. By cultivating an inspiring workplace, institutions can level up the ways to improve performance across organizations thus leading to better work outcomes. Lastly, a study by Vallerand et al. (2007), examined the impact of inspired by action on leadership effectiveness, they found that school leaders who are able to inspire others through their actions are more likely to have teachers who will perform at their best, contributing to the entire organizational success.

*Communication.* This dimension of leadership effectiveness was also rated very high. This means that communication is always manifested in the organization. It has to be underscored that when using leadership communication, it is critical to convey sentiments, emotions, and anxieties as well as meanings to all members so that a shared understanding may be developed and accepted by everyone. The establishment of a shared understanding of an integrated plan or design is the primary function of communication during the co-creation of leadership.

The very high rating of the dimension communication, conforms to the results of the study of Roberts et al. (2005), which revealed that communication was considered crucial in fostering teamwork and collaboration that resulted to improved performance outcomes. This further corroborates what Sweetney et al. (2015) averred that, clear communication significantly reduces misunderstanding and errors, leading to higher productivity among teachers

Additionally, the very high rating given to the dimension communication, conforms to the result of the study of Goh et al. (2016), which also assigned a very high rating on communication since it was found that organizations or institutions with higher communication practices tend to have more engaged teachers which is linked to enhanced job performance. Lastly, the very high rating given to communication supports the notion of Men et al. (2017), emphasizing that communication is one of the skills of leaders that creates a supportive and empowering work environment which positively enhances teachers'

performance to a higher level.

*Judgement.* The findings also revealed that judgement as exercised by school leaders was rated very high. This indicates that judgement as manifested by school leaders is always manifested. This implies that school leaders stay grounded in reality by carefully considering the application of their decisions. The decisions made through judgement will be influenced by the behaviors they take up, the abilities they develop, and the connections they establish. Leaders stay grounded in reality by carefully considering the application of their decisions. The decisions made through judgement will be influenced by the behaviors they take up, the abilities they develop, and the connections they establish. The very high rating means that school leaders use good judgement which improves teachers' performance in their organization.

Adding on, the very high rating given to the dimension judgement, supports what was stated by Davenport (2012) that it is the ability to make decisions on two most important things to do in an organization, first is to build a vision and second is taking decisions to reach that vision. A leader's usual practice is to take good judgement and be a decision maker.

This result is also aligned with the study conducted by Barrick et al. (1991), which found out that judgement plays an important role in teachers desire to make their job performance be developed to an optimum level. It emphasized that better judgement in their work-related task leads to higher performance outcomes.

In the same vein, Leithwood et al. (2020) emphasize that effective school leaders may utilize their judgment to influence teacher motivation, commitment, and overall school climate. Their study emphasizes that leadership is not merely about authority but involves using discernment in understanding the needs of both teachers and students to inspire and facilitate growth. Further, in the article of Likierman (2020), he averred that judgement is typically had a good reading and listening skills, able to discern patterns that others miss. It had a wide range of relationships and experiences that allow them to see connections or analogies that others miss. If the judgement unsure about something, they can rely on the expertise of others. Judgement also a skilled at eliminating their own biases and emotions from the equation.

*Empathy.* This study revealed that the dimension empathy, as assessed by the participants, was given a rating of very high. This means that empathy is always manifested among leaders in Region XI. Adding on, it denotes that teachers found that feelings of gratitude and good vibes and the connection between them and their leaders create a cozy atmosphere through empathy and care, demonstrated by their leaders. This atmosphere fosters a feeling of unity within the group to collaborate working.

Further, the very high rating assigned to the dimension empathy is aligned with the article of Likierman (2020), when he averred that judgement would entail a good reading and listening skills, able to discern patterns that others miss. It had a wide range of relationships and experiences that allow them to see connections or analogies that others miss. If the judgement is unsure about something, they can rely on the expertise of others. Judgement as a skill of leaders implies at eliminating their own biases and emotions from the equation.

Moreover, the very high rating given to the dimension empathy confirms the notion of Bower (2006) emphasizing that it is a crucial skill for leaders to understand the emotions and experiences of others. By demonstrating empathy, leaders can develop strong relationships and build trust. Effective relationship of school leaders entails communicating and working together effectively, resolving conflicts, and fostering a positive work environment for teachers.



Additionally, the very high rating that empathy was given as a dimension conforms to the notion of Naseer (2017) who mentioned that it involves paying attention, empathizing with others, and reacting in a way that is sympathetic and understanding. Empathetic school leaders are better able to relate to their teachers, comprehend their wants and worries, and provide them the support and direction they need to be successful on their job performance.

On the one hand, the capacity to establish and preserve a good rapport with people is known as relationship management. It entails cooperative work, efficient communication, and dispute resolution. Effective relationship of school leaders is adept at setting clear standards, offering helpful criticism, and creating a respectful and trusting atmosphere. They are also skilled at mediating and resolving disagreements, which helps to maintain positive and effective teacher's relationship (Bass, 2008).

This denotes that school leaders show empathy among teachers. This result coincides with the study of Hargreaves and Fullam (2020), that school leader who exhibit high level of empathy establish strong relationship with their workers, which improves teachers job performance. It was found that empathic leaders are more aware of their teachers emotional and professional needs, fostering an environment that promotes collaboration, support, and open communication. This way will not only enhances teacher morale but also leads to better student outcomes, because teachers who feel respected and understood are more likely to engage in their profession with passion and effectiveness that result in high job performance.

Moreover, school leaders who exhibit higher levels of empathy might be foster a collaboration that leads to improved teachers job performance (McAllister et al. 2002). Lastly, teachers who has a school leader with higher empathy tend to experience greater job performance and engagement which enhances their work outcomes.

### **Status of Knowledge Sharing Behavior**

This study disclosed that the status of knowledge sharing behavior, as assessed by the participants, is very high. This implies that knowledge sharing is always evident among teachers in Region XI. This means teachers share their knowledge to overcome difficulties in their job. Furthermore, teaching is sometimes stressful but because of the colleagues that you had in your organization, it makes your job easy and enjoyable to work on. Essentially, teachers evidently demonstrate knowledge sharing behavior in the workplace through adaptation and coping mechanism. These behaviors enable teachers to achieve relatively good output despite of all the difficulties or struggle they face.

This finding supports the claim of Bolino and Turnley (2003), that teachers who actively engage in sharing knowledge tend to have a higher job performance. This behavior fosters collaboration and innovation that enhance productivity and effectiveness. Bolino and Turnley's findings highlight the importance of promoting knowledge sharing behavior practices within the organization to boost job performance. Lastly, a study by Han et al. (2021), states that when teachers actively share their expertise and insights, it will not only enhance performance of their own but also contributes positively to the overall efficiency and effectiveness of the organization.

*Knowledge giving behavior.* This dimension of knowledge sharing behavior is rated very high. This implies that the teachers' knowledge giving behavior are always evident in setting task goals and working to achieve them. This means that teachers emphasize the importance of sharing thoughts and ideas to achieve good performance.

Adding on, the very high rating on empathy corresponds with the result of the study of Faraj and Sproull (2000), where they found that when teachers are oftentimes engaged in knowledge giving behaviors, it not only enhances the team collective intelligence but also crucially improves job performance. Thus, fostering a culture of knowledge giving within the

organization is good as it leads to increase efficiency and better results.

Further, the result is congruent to the study of Zhang and Bartol, (2010), who found that teachers who feel empowered are more likely to engage in knowledge giving behavior that leads to enhanced job performance. Thus, organization should prioritize empowerment strategies in facilitating knowledge giving behavior that contribute to better performance outcomes. Furthermore, the result supports the study of Zhao et al. (2010) which disclosed that teachers who actively share their knowledge tend to foster a collaborative environment, which not only enhances individual performance but also contributes to overall effectivity of the organization. It demonstrates that engaging knowledge giving behavior are more likely to achieve higher performance and fostering a culture of knowledge giving behavior through organizational practices which can lead to significant improvements in teachers' productivity benefiting the entire organization.

*Knowledge asking behavior.* This dimension of knowledge asking behavior is also rated as very high. This implies that teachers' knowledge asking behavior in the organization is always evident. This means that teachers can find solutions at work by building good relationship and by asking help from their colleagues. It denotes that teachers have learned to manage and ask information from their colleagues to find solution to their queries that lead in enhancing their performance.

The very high rating of empathy supports the study of Lee and McLernon (2019) which revealed that teachers who actively sought out information and expertise from their colleagues demonstrate a higher result in their job performance compared to those who did not engage in such behaviors. The study highlighted the importance of fostering a culture that encourages knowledge asking as it enhances good output and innovations of the organization.

Moreover, the result confirms the finding in the study of Tschannen-Moran (2020) which divulged that effectiveness of a leader's knowledge-asking behavior happens by nature of their communication style and the trust they cultivate within their teams. Accordingly, educators are more likely to engage in knowledge-seeking behavior when they feel psychologically safe and valued by their leaders. This research underscores the importance of emotional intelligence in leadership, suggesting that leaders who can empathize with their staff and create a safe space for inquiry tend to elicit greater participation in knowledge-sharing processes. This dynamic enriches the professional development of teachers, as they feel empowered to seek support and share best practices within their professional community.

### **Status of Job Performance of Teacher**

This study revealed that the job performance among teachers, as assessed by the participants, is very high. This implies that the teachers in Region XI always demonstrate higher job performance. The findings further show that teachers experience good leadership and foster knowledge sharing in their respective organizations. It can be claimed that school administrators are actively seeking strategies to improve teachers' job performance through the assistance given to them within their administration. These two interconnected components are expected to boost the worldwide value of educational development. A broad assessment of rigorous studies demonstrates that when leaders share a vision and collaborate, this culture has a significant impact on their teams' productivity. It denotes that that good leadership motivates teachers and enhances job performance. Effective leaders can enhance teachers' engagement and commitment resulting to positive organizational outcomes.

*Task performance.* As revealed by this study, the task performance of teachers is very high. This means that teachers in Region XI always demonstrate task performance. Adapting to challenges and unanticipated obstacles requires school leaders to be creative. This is demonstrated on how the school environment is good and highly motivating for teachers.

This finding supports the proposition of Borman and Motowidlo (1993), in their study, they emphasize that task performance is essential in performing their duties that enhance their job performance. Task performance suggests that on enhancing task execution it also good to foster positive workplace behaviors that contribute to organizational performance and efficiency. More so, Campbell et al. (1993), states that task performance strongly correlates with job success that encompasses behaviors like teamwork that plays a vital role in enhancing quality job performance.

Additionally, the very high rating on task performance conforms with the study of Barrick et al. (2018), which found out teachers' differences, such as personality traits and cognitive ability, influence task performance, which in turn affects overall job performance. The findings indicated that employees with higher emotional stability and conscientiousness tend to perform better in their job tasks, leading to enhanced job performance outcomes. Their research underscored the importance of considering individual attributes when assessing task performance within a job context.

*Adaptive performance.* This study shows that adaptive performance is rated very high. This implies that teachers in Region XI always demonstrate adaptive performance. This means that teachers can adapt as they interact and work with their colleagues with diverse and varying culture and attitudes. The results further revealed that the more teachers are open and ready to take changes the more quality of teachers' job performance is demonstrated in their institutions. Likewise, the result confirms what Pulakos et al. (2000), believed that adaptive performance is helpful in handling emergencies or crises in dealing with uncertainty and learning new task. Thus, teachers who exhibit higher status of adaptability tend to demonstrate increased job performance specifically in the community where change is frequent. Fostering adaptive skills in teachers enhance their effectiveness and contribute to the organization success.

Furthermore, the findings confirms the result of the study of LePine et al. (2016) which found out that teachers who learn new skills and adapt changing job demands not only performed better but reported to have a higher motivation and engagement to their work This implies that school organization have to foster a culture of adaptability to equip their workforce with the resources needed to navigate change and so having a higher quality job performance.

*Contextual performance.* This dimension of job performance is rated as very high. This indicator obtains very high rating. This means that the teachers in Region XI always demonstrated contextual performance. This finding denotes that teachers in the region foster a very high level of understanding and knowledge about their job. Additionally, teachers experience a great relationship with their colleagues that helps them improved in their performance.

This result is aligned with the finding of the study of Salas et al. (2017), which stated that contextual performance plays a crucial role in team setting that particularly affect positively the organizations work outcomes. It indicated that teachers who actively engage in supportive behaviors, communication and cooperation significantly enhance job performance to a high level.

Moreover, the finding of the study of Podsakoff et al. (2000) who averred that impact of contextual performance can be influenced by various individual and organizational factors, such as personality traits, leadership styles, and organizational climate. In the study by it was pointed out that personality traits, such as agreeableness and conscientiousness, are linked to higher levels of contextual performance. Additionally, transformational leadership styles have been shown to foster an environment where contextual performance can thrive. Leaders who

encourage employee engagement and support a positive workplace atmosphere create conditions that nudge employees toward exhibiting contextual behaviors, ultimately enhancing job performance.

### **Significance of the Influence of Leadership Effectiveness and Knowledge Sharing Behavior on Job Performance**

The finding of the regression analysis had shown that leadership effectiveness and knowledge sharing behavior significantly influences the job performance of teachers. This implies that the higher is the quality of leadership effectiveness, the higher is the job performance of teachers in the organization. Leaders play a crucial role in shaping the work environment and influencing members of the organization (Bass, 1990). Leadership effectiveness can enhance teachers' engagement, motivation that will help in improving job performance.

Moreover, the result of the regression analysis showed that knowledge sharing behavior influence teachers job performance significantly. This implies that when knowledge sharing behavior is practiced in an organization. the job performance of teacher also increased. According to Lin (2007), knowledge sharing is essential for enhancing individual performance as well as group performances. It indicates that cultivating a culture of knowledge sharing will benefit from increased efficiency and creativity among teachers, which boost job performance.

### **The Lived Experiences of Participants As regard their Job Performance**

This study is also interested in the participants' lived experiences regarding the job performance of teachers. The themes that emerged from the statements of the participants were fostering a supportive learning community, empowering educators for continuous growth and excellence, cultivating a collaborative professional community, fostering professional development through reflective practice and promoting inclusive learning.

*Fostering a supportive learning community.* according to the findings, fostering a supportive learning community improves job performance. Participants emphasized the importance of being valued and supported by school leaders as well as the stakeholders, it creates a positive impact in their performance. This aligns to the study of Hodges et al. (2010), states that fostering supportive learning community positively impact teachers job performance, emphasizing that creating an environment where collaboration, open communication and mutual respect significantly enhanced job performance. This revealed that when teachers engage in supportive colleagues' interactions, share resources, it not only promotes professional development but also leads to more effective teaching practices and improve students learning outcomes. Thus, fostering supportive learning community plays vital role in improving teachers job performance. It suggests that institution must prioritize strategies that nurture such environments.

Moreover, the theme supports Liu and Chen (2020) who posited that school leaders should encourage establishing supportive learning environment through encouraging teachers to collaborate, communicate, and continuous learning which has a positive effect to their performance outcomes. The study highlights the importance of interpersonal relationships and collective efficacy in the workplace, demonstrating that supportive learning community not only boost individual morale but also drive overall performance of the organization.

*Empowering educators for continuous growth and excellence.* This resulting theme shows that empowering educators for continuous growth foster excellence. The participants stated that continuing growth is significant for their job performance. This means that when

teachers empower to continue growth it will encourage excellence to their job.

More so, the resulting theme supports the contention of Hargreaves (2020), which explored the impact of empowering educators for continuous growth and excellence, emphasizing that fostering a culture of continuous growth not only enhances educators' skills and knowledge but also significantly contributes to their job performance and effectivity in their respective classroom. This suggest that promoting a growth mindset among teachers ultimately motivates them leaders to invest in teacher empowerment that critically help in achieving excellence in educational setting.

*Cultivating a Collaborative Professional Community.* The results revealed that to maintain higher job performance teachers must cultivate a collaborative professional community. This means that teachers must collaborate with each other to come up with bright idea and insights that will foster quality result. This finding supports the study of Adams et al. (2008), found that when teachers engaged in collaborative practices such as sharing resources, co-lesson planning, and reflecting on their teaching, there was a noticeable improvement in their job performance. It highlighted that collaboration foster sense of solidarity and shared purpose among teachers, which ultimately leads to enhanced student outcomes and overall school performance.

*Fostering professional development through reflective practice.* This theme emerged from the sharing of the participants that their experiences had proven that through reflective practice is professional development is fostered. . This means that participants create a systematic approach that ensured them to critically assess their experiences, actions, and decision in their professional life.

This finding supports the study of Boody (2017), who disclosed that engaging in reflective practices not only enhance teachers' self-awareness but also contributes to improved instructional strategies and classroom management thus leading to improve performance outcomes. It suggests that through systematically reflecting on their experiences, teachers were able to identify strengths and areas for growth which in turn led to more effective teaching practices and better performance outcomes. Notably, this theme aligns with Schon (1983), Theory of Reflective Practice that found structured reflection can be valuable tool of fostering professional development and improving job performance.

*Promoting inclusive learning.* Based on the study promoting inclusive learning enhances job performance. Creating educational environments that accommodate and respect diversity among teachers, ensuring that all individuals, regardless of their backgrounds, abilities, disabilities, and experiences have equitable access to learning opportunities. This was supported by Kundu and Turan (2017), stated that inclusive learning practices can enhance teachers' engagement and performance by fostering a sense of belonging among diverse employees. It demonstrated that inclusive learning not only promotes collaboration and knowledge sharing but also leads to improved job performance and productivity as teachers are more likely feel valued and motivated in a supportive environment.

Similarly, Shore et al. (2018) study, emphasized the importance of inclusivity in learning and development programs, showing that when organizations prioritize inclusive practices, they witness higher levels of innovation and problem-solving abilities of their teams. This finding demonstrated that inclusive learning environments contribute significantly to individual and organizational performance.

### **Role of Experiences in Shaping the Belief of Participants as Regards Job Performance**

One theme was derived from the participants responses on the role of experiences in shaping their beliefs toward job performance. This essential theme is inspiring purposeful



practice.

*Inspiring Purposeful Practice.* In the interview with the participants it was divulged that it was essential to know and focus on their purpose to be motivated and be inspired to do their duties. By focusing on the vision, mission, and goals of their school, they are able to align their day to day activities to what they are supposed to attain, the aspired outcomes.

This resulting theme aligns with the study of Kraiger et al. (2012), highlighting that purposeful practice can lead to significant improvements in work performance through focusing and goal-oriented training. It emphasized that when teachers engage in intentional practice, particularly in challenging task, they tend to experience not only skill enhancement but also increased in motivation as well as in their job performance.

The theme that emerged supports the findings of Panadero et al. (2014), who suggest that a well-structured practice combined with constructive feedback, facilitates deeper learning and behavioral changes which contribute positively to overall performance.

Moreover, the theme is congruent with what Kim and Park (2023), found in their study that teachers who engage in purposeful practice not only see the improvement in their specific job-related skill but also experiencing greater performance output. It indicates that integrating purposeful practice into professional development programs which suggest that institutions should foster an environment that encourages purposeful practice that will inspire the individual in doing their job. Lastly, Ericsson (1993), found that purposeful practice has a positive connection to job performance for deliberately practice, in which highly structured activity aimed in improving performance through engaging in an activity that leads to improved performance.

### **Role of Experiences in Shaping Attitudes of Participants as Regards Job Performance**

From the participants responses regarding the role of experiences in shaping their attitudes towards job performance, there is only one theme that emerged.

*Striving for Excellence.* The discussion of striving for excellence focused on how teachers strive for quality result, pursue graduate studies and stay updated on the best practices. As revealed in the result of this study, job performance will be increase by striving for excellence and be motivated.

More so, the theme that emerged conforms with the study of Bakker et al. (2014) which reveals that organizations that promote a culture of excellence experience higher levels of teachers' engagement and satisfaction. Engaged teachers are more likely to exceed performance expectations, exhibit greater creativity, and maintain higher levels of productivity. Furthermore, a focus on excellence can lead to the development of critical skills, increased adaptability, and better problem-solving capabilities (Kahn, 1990). As a result, the pursuit of excellence serves not only as a means to enhance personal capabilities but also as a catalyst for organizational success.

### **Role of Experiences in Shaping Commitments of Participants as Regards Job Performance**

Two themes were derived from the participant's responses on the role of experiences in shaping commitments towards the job performance. These essential themes are embracing continuous improvement and commitment to growth.

*Embracing continuous improvement.* Based from the sharing of the participants, it was revealed that that part of the enhancement of their job performance is they embrace continuous improvement for them to be responsive to challenging situations. It was discovered that teachers could adapt to difficult challenges in order to overcome circumstances successfully. This finding supported previous studies that discussed what



teachers require regularly and likely plays an essential role in assisting them finding a way to meet the demands of their jobs.

Moreover, embracing continuous improvement in one's job performance can enhance teachers' engagement and motivation. When teachers are involved in the decision-making process and see that their suggestions are being implemented, their sense of ownership increases. This sense of ownership is aligned with Self-Determination Theory, as described by Deci and Ryan (2000), which emphasizes the importance of autonomy, competence, and relatedness in fostering intrinsic motivation. Consequently, when organizations prioritize continuous improvement, they not only enhance performance outcomes but also cultivate a more engaged and motivated workforce.

*Commitment to growth.* It was revealed in the narratives of the participants that they consider themselves as having good personality traits. The results are consistent with the findings of Meyer et al. (1991), which revealed that teachers who are committed to personal and professional growth tend to show higher job performance. This commitment may manifest through continuous learning, adaptability to new challenges which leads to increased engagement in work-related tasks. Moreover, the study demonstrate that organizations encourage a growth mindset can leverage this commitment to enhance the productivity of the organization.

Similarly, this is parallel to the statement of Kahn et al. (2022), that teachers who actively engaged in personal and professional development, demonstrating a strong commitment to growth exhibited a higher job performance compared to those who did not prioritize growth. This commitment fostered not only enhanced skills and competencies but also increased motivation and job performance. The study highlighted the importance of fostering a growth-oriented culture with organizations, as it can lead to significant improvements in teachers output and engagement.

### **Data Integration of Salient Quantitative and Qualitative Findings**

In this part, the researcher reports the merging of relevant quantitative and qualitative findings regarding leadership effectiveness, knowledge sharing behavior, and job performance of teachers in public elementary in Region XI. The two data sets were compared, and similarities were found, making its nature merging-converging (confirmation) and merging-converging (expansion). The rationalization of merging analysis it to see if the quantitative results corroborate with the qualitative analysis.

This method seeks to combine data from several sources in order to obtain a thorough grasp of a certain occurrence (Fetters et al., 2013). There are two possible uses for merging-converging: expansion, where fresh views and insights are shown by combining data, and confirmation, where commonalities are discovered to validate findings (Kottova, 2015).

### **Merging-Converging**

There are salient quantitative and qualitative findings under the six domains of leadership effectiveness, to wit: confidence, inspired by action, vision, communication, judgement, and empathy. The item addressing a school problem before it becomes serious promotes the theme of fostering a supportive learning environment is the prominent quantitative and qualitative finding in the aspect of focal point of Confidence under Leadership Effectiveness. This implies that teachers who address a school problem before it becomes serious depend on the school leaders who assist teachers in achieving shared objectives by providing supportive learning community in the organization. This finding coincides with the study of Seibert et al., (2011) which revealed that creating a favorable atmosphere, leadership confidence is associated with the development of competencies within a supportive learning community. Confident leaders are more capable of mentoring

and coaching their teams, allowing individuals to improve their abilities and knowledge.

Furthermore, they are likely to establish clear expectations and offer constructive feedback, allowing members to take charge of their own growth and learning experiences. This view is supported by research, which shows that successful leadership techniques based on confidence can foster a culture of high performance and dedication to common goals. Thus, increasing leadership confidence is critical for establishing and maintaining a vibrant learning community.

In the aspect or focal point, inspired by action, the salient quantitative and qualitative finding merged and converged with the theme, spending time and coaching with the core ideas, supporting the theme of fostering professional development through reflective practice with a core idea of LAC session, mentoring and feedbacking. This implies that school leader who spend time and coaching teacher is essential for their job performance. Mentoring and giving feedback to teachers can foster professional development that leads to a higher organizational performance.

The result supports the study of Holmes et al. (2020), who divulged the role of reflective practice as catalyst for inspired action among teachers. By creating spaces for reflection teachers can draw connections between their experiences and broader pedagogical practice theories, fostering a deeper understanding of their practice and its impact on the learning outcomes of the organization. In essence, inspired action, demonstrated by reflective practice, serves as a powerful mechanism for ongoing professional growth and elevating teaching and learning outcomes.

Additionally, the item emphasizing the importance of having collective sense of achievement under the leadership effectiveness aspect supports the theme, cultivating a collaborative professional community highlighting colleagues supports with each other. This means that teachers creativity thinking is always manifested in their respective institutions. This finding supports the study of Pukiene (2016), which stated that encouraging teachers to work as a team is an essential factor in the organizational success. The manpower creativity who develops, enables, responds and adjust ideas are considered to be the fundamental qualifications and one factors for critical success for innovations and success of the organization.

Moreover, making clear of what one can expect to receive when performance goals are achieved is the item that stands out in the aspect or focal point, communication under the leadership effectiveness. This finding supports the theme empowering teachers for continuous growth and excellence which contains vital ideas like school head giving advice and providing positive feedback. The findings implies that good leaders give advice and provide positive feedback and use the rewarding strategy when individual hit the target performance. Leaders provide clear ideas for the teachers to be equipped and enable them to develop expertise that leads to increased productivity of the organization. With this, school leader has to implement a knowledge management program which enhances teachers' skills and use some motivational strategy for teachers that will lead to a quality output. On the other hand, creating a plan that meets the organization's needs can be difficult, but establishing a well-informed strategy helps to connect the process and ensure meeting the long-term goal.

Adding on, in the aspect or focal point of Judgement, the salient quantitative and qualitative finding merged with the idea of seeking differing perspective when solving problems, supporting the theme is cultivating a collaborative professional community with a core idea of colleagues sharing their best practices. This implies that school leader considers the ideas shared by his/her teacher, collecting them and selecting what is the best idea that will result to better outcomes. In doing this, teacher will feel that they belong to the

organization and feel valued in the organization, so teachers, will be motivated to do their task that leads to higher job performance.

Consequently, this result supports the study of Louis et al. (2010) which revealed that an effective school leader is characterized by the ability to create an environment where teachers feel empowered to share their perspective and participate in decision-making processes. This collaborative approach not only enhances teachers' job performance and retention rates but also leads to improved student outcomes. When school leaders actively seek and incorporate teachers' insights, they establish a culture of trust and mutual respect that is crucial for facilitating professional growth and effective teaching practices.

That stands out in the aspect or focal point of Empathy under the leadership effectiveness. This finding supports the theme promoting inclusive learning with the core idea of diverse learners in the classroom. This result implies that teacher promotes inclusivity of learning despite of the learning styles, cultures, and abilities of the learners. Doing this will not only enhance performances but also promotes humanity.

There are also salient quantitative and qualitative findings under Knowledge Sharing Behavior regarding the two indicators: Knowledge giving behavior and knowledge asking behavior. The item imparting insights that we have gained to colleagues is essential, which support the theme inspiring purposeful practice, is the conspicuous quantitative and qualitative finding in the facet or focal point of knowledge sharing behavior. The result means that sharing knowledge to colleagues will give them inspiration that leads in enhancing their job performance. This finding conforms with the previous study of Ericson (2019), which reported that deliberate practice, characterized by focused effort on improving specific aspects of performance, can lead to significant enhancement in skills and outcomes. This emphasizes the importance of setting clear goals, receiving feedback, and self-reflection which can be transformative in professional settings. When leaders embody and model this purposeful approach, they not only elevate their practice but also inspire their teachers to engage in continuous learning and mastery.

Moreover, the item teaching teachers techniques in teaching effectively supports the theme striving for excellence highlighting the idea of staying updated on best practices. This means that teachers must be informed with the latest methodologies and techniques that they can use in teaching for better outcomes of the learning of the learners. This finding supports the study of Hattie et al. (2007), who said that the great value that feedback adds to learning must be mentioned. Their synthesis of over 800 meta-analyses indicates that feedback conveys crucial information to learners about their performance, showing where their current understanding is compared to where it ought to be. The teaching staff could greatly improve their students' achievement if they provide immediate and specific feedback. Such studies throw light on the fact that to continue being effective, the teachers must follow these practices for improvement in the classroom itself.

In addition, in the previous research of Marzano's (2017) has also highlighted few other effective instructional strategies that are conducive for a learning environment. The work of Marzano reassures the importance of establishing the right objective, which not only acts as a guide to students in their learning process, but also gives them ownership of their education. Besides, in his meta-analysis, it was noted that cooperative learning, summarizing, and questioning can actively engage students in deeper understanding. Thus, as educators develop and adapt these practices to contemporary educational challenges, they find themselves better positioned to meet diverse learners' needs, supporting success in learning.

The last salient quantitative and qualitative findings under job performance are in terms of three indicators: task performance, adaptive performance, and contextual

performance. Believing always that mutual understanding can lead to viable solution in the organization is the prominent quantitative and qualitative discovery in the aspect of focal point task performance that supports the idea of dedication to their job, optimism, setting goals, setting priority and adaptability.

The result relates with the idea of Anjali and Kaur (2020) that teachers must understand each other to end up with a better solution for the challenges they will encounter. Understanding between different organizational vision and mission and colleague creates the sustenance for a conducive and collaborative work environment. When teachers feel that they are being understood and respected, their commitment to work goes a long way up. Mutual understanding promotes trust and communication among group members, which are essential components of organizational commitment. Organizations can encourage their employees to immerse themselves into work by fostering a culture of respect and compassion, leading to heightened levels of job satisfaction and an increase in retention rates. To the extent that, individual performance will be enhanced, performance prosper through organizational commitment.

Moreover, optimism is a factor that makes understanding rewards a possibility. According to Seligman (2011), optimistic teachers are noted for their willingness to take functioning challenges as opportunities rather than hindrances. Batch fair from fostering a culture of optimism in organizations is the accumulation of their employees in practicing resilience and creativity in problem-solving. Mutual understanding provides a gateway to collective brainstorming and generation of nifty applications to solve organizational problems. Teachers work together as their own goals are aligned with that of the organization. Thus, the link between optimism and effective teamwork becomes an apparent issue.

The aspect or focal point contextual performance has also revealed a significant quantitative and qualitative finding; in particular, the item indicating that communicating effectively with my colleagues during problem solving and decision-making instances or situations is consistent with the theme cultivating collaborative professional community which contains vital ideas highlighting that colleagues share their best practices and that colleagues are like their second family. This means that teacher positive relationship with their subordinates foster an environment that motivates in collaboration and innovations.

This finding confirms the previous study of Jones et al. (2022), which disclosed that sharing of best practices can enhance team dynamics. They emphasize that the sharing of problem-solving ideas and experiences among colleagues will create a culture of collaboration and learning. This collective intelligence resulting from open communications can lead to the creation of more innovative solutions and better decisions. Thus, communication amongst colleagues plays a vital role in enhancing problem-solving and decision-making situations as it allows for the exchange of ideas and the contribution of input.

Additionally, the finding is parallel to the notion of Lee and Thompson (2023) who posit that the introduction of a structured communication model, such as facilitating active listening and encouraging open-discourse dialogue, greatly improves team effectiveness during moments of critical decision-making. It is their conviction that teams applying these techniques are better able to meet challenges because they create an environment in which different opinions are valued and given consideration.

There is need to note, in summary, that good communication in professional contexts often dictates the success of issue resolutions and decision-making. As Smith (2021) points out, by providing frequent opportunities for colleagues to share their best practices, stronger interpersonal relations and improved team functioning can occur. Organizations that

encourage open communication create an environment where collaboration exists and, in good time, helps to achieve more effective decision-making and solve problems efficiently.

## CONCLUSION

The status of leadership effectiveness was very high, indicating that leadership effectiveness was always manifested among public elementary teachers in Region XI. This denotes that the teachers experienced best and quality leadership effectiveness. This leadership effectiveness is important for teachers to understand the organizational belief, values, and attitudes that affect, especially in maintaining a favorable employee attitude towards the organization.

Moreover, the status of knowledge sharing behavior of teachers was very high, indicating that teachers in Region XI evidently was always sharing their knowledge among their colleagues. This means that teachers were able to deal with natural stressors and difficulty in the classroom and was able adapt stressful situations at their job when there was always a practice healing one another and sharing their expertise with their colleagues. These resulted to have good relationship among members within the organization.

The results further showed that teachers evidently demonstrated knowledge asking behavior in the workplace by demonstrating positive and smooth relationship with their colleagues. When teachers always receive a positive response when they asked for help in terms of improving their teaching and learning practices, it will result to a harmonious relationship among them thus enabling them to achieve good outcomes despite significant adversities.

Further, the job performance of teachers was very high, which implies that the teachers in Region XI always manifested a high level of job performance. The finding denotes that teachers experience good and quality result in their job performance. Furthermore, the school environment was good and highly motivating for the teachers. Hence, it implied that teachers appreciated and enjoyed an ideal organizational set up.

The participants' concept of efficient and effective work performance showed that school leaders exhibit good leadership practices that enhances performance to their teachers. The finding indicates that having good leadership leads to better performance outcomes. The association between leadership effectiveness, knowledge sharing behavior, and job performance among public elementary teachers highlights such an understanding of educational outcomes. This study showed how leadership styles and the willingness to share knowledge could be the source of a better job performance contracts. The findings point to leadership effectiveness and knowledge sharing as crucial in creating an enabling working environment that resulted to the better performance of teachers.

Similarly, leadership effectiveness had shown to be a significant predictor of job performance. Good leaders are those who can inspire, motivate, and give their teams clear guidance. In public elementary administration, where principals and admin had a good transformational and supportive leadership style, the atmosphere for collaboration leads teachers to do their best, therefore, to the benefits of student performance and job performance.

The study also emphasized how knowledge sharing behavior is another important aspect that affects job effectiveness. Teachers in educational environments frequently have a plethora of information and experience that, when shared, can result in improved teaching methods and professional development. According to the results, educators who actively participate in information exchange are more likely to adopt creative teaching strategies in their classrooms, which will improve both their own and their colleagues' performance.



Further, there is a strong argument for focused professional development and training initiatives given the relationship between information sharing behavior and effective leadership. Schools can maximize the potential of their teachers by giving school administrators the tools they need to create a culture of sharing and fostering an environment that is open and communicative. In addition to improving job performance, this collaborative method raises the institution's general education the public elementary teachers, leadership effectiveness and knowledge-sharing behavior are critical indicators of job performance. The findings emphasize how crucial it is to create a collaborative environment and a supportive leadership structure where educators feel appreciated and inspired to contribute their knowledge. In the end, funding these areas will help academic performance of the learners and overall growth in addition to benefiting teachers, guaranteeing a more efficient educational system.

Furthermore, data integration of the salient findings, both quantitative and qualitative, exhibited similar results. These corroborated findings mean that the quantitative and qualitative findings merged and converged.

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