

LEADERSHIP EFFECTIVENESS AND KNOWLEDGE SHARING BEHAVIOR AS PREDICTORS OF JOB PERFORMANCE AMONG PUBLIC ELEMENTARY TEACHERS: A CONVERGENT DESIGN

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Abstract: This study employed mixed methods research, 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 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 influence 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 merging – converging.

INTRODUCTION

Teachers' job performance refers to how well teachers fulfill their duties and responsibilities in educating and guiding students. 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, a study by the National Education Association found that only 35 percent of teachers reported receiving adequate support from their school administrators, leading to feelings of isolation and frustration (NEA, 2019). Furthermore, inadequate training and resources can hinder teachers' ability to effectively manage classrooms and engage students. 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 will 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 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.

Meanwhile, leadership effectiveness in educational institutions has a considerable impact on the job performance of public-school teachers (Locke, 2002). Leaders are supposed to influence teachers, which has a favorable impact on the organization's success. Leaders, in particular, exert a major influence on instructors inside an educational organization (Al-Malki et al., 2018). Previous study has proven that to do the task successfully and overcome your current state on your job depends on both performance and superiors' leadership ways of leading (Sun & Wang, 2017; Bickmore & Dowell, 2018; Lee et al., 2019; Baig et al., 2021). Moreover, Kafka (2009), states that effective leadership is essential on making decision in order the teacher to be motivated and fulfilled work effeciently. Several leadership tactics have been scientifically proved to improve teacher performance, including communication with teachers, established leadership, and teacher linkages (Lambersky et al., 2016).

Notably, knowledge sharing behavior has always been empirically proven to be related to the job performance of teachers (Lin, 2007). Teachers in educational institutions share knowledge with one



another by putting together their experiences in one knowledge databases, that will lead to improved performance (Al Qeisi & Al Zagheer 2015). Knowledge sharing behavior encourages teacher to cooperate and being unite by communicating to solve problem experiences and collect new ideas that will enhance organizational productivity (Dyer & Nobeoka, 2000; Cummings, 2014; Obrenovic et al., 2021).

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). Among the studies accessed by the researcher, only few studies were involved teachers. Furthermore, prior studies often used purely quantitative designs, but this study would use mixed methods research to investigate the impact of leadership effectiveness and knowledge sharing behavior on job performance of public elementary school teachers in the local environment. As a result, the researcher feels that additional work has to be done to combine leadership effectiveness and knowledge sharing behavior in order to improve teacher job performance in public schools.

The study will provide valuable insights into how leadership effectiveness and knowledge sharing behavior influence job performance. It is very important for teachers since it measures their efficacy. Teachers perform an essential and dynamic role in the educational system. They were 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 the performance of the teachers, the higher the quality of the nation's human resources.

Furthermore, the generated data would be used to create information that would be shared with the public elementary teachers participating in the study as well as the school leaders of each division. Additionally, the findings will be presented in a variety of research forums, including local, national, and international levels. This will also be presented in DepEd seminars such as INSET, LAC and improved meetings of its institutions. The researcher intends to publish the study in educational journals.

RESEARCH METHODS

This study employed methods research, specifically the convergent design. Mixed methods design entails gathering and combining quantitative and qualitative data in a study (Mertens, 2019). 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). Furthermore, 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.

Further, convergent design, also known as convergent parallel design, 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 (Creswell & Clark, 2011). Additionally, as Jick (1979), stated that convergent design was initially conceptualize as a triangulation design in which the two different methods were used to obtained triangulated results about a single topic.

Further, the quantitative phase made use of a descriptive-correlational strategy design. It was mentioned by Shuttleworth (2008) 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.

This technique described and quantified 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). Furthermore, the correlational design employed 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. Furthermore, statistical tools are employed in evaluating the relationship between the variables and calculating the probability of the associations holding in other scenarios (Scott & Usher, 2001).

This study utilized phenomenological method in the qualitative phase. Phenomenology according to Cresswell (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.

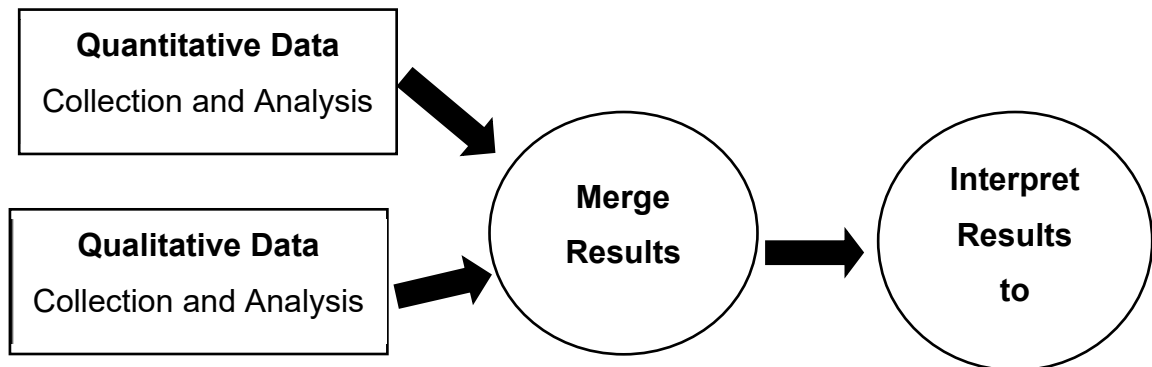


Figure 3. Convergent Design

Place of Study

The study was conducted among the public elementary schools in Region XI, Southern Mindanao, Philippines. Region XI is also known as Davao Region. It is located in the southeastern part of Mindanao and consists of five provinces: Davao de Oro, Davao del Norte, Davao del Sur, Davao Oriental, and Davao Occidental, as well as one highly urbanized city, Davao City.

Davao City is said to be the biggest city on the island of Mindanao and serves as the region's center. It also the regional headquarters for commercial and administrative activities and served as the major airport and highways in region. Davao del Sur is a province located in Davao Region, which Davao City borders to the north, and Cotabato, Sultan Kudarat, South Cotabato, and Sarangani are bordered to the west. It composed of sandy beaches and outlying islands, agricultural plains and valleys, rainforests, swamps, rolling hills and mountains, including the Philippines highest peak, Mount Apo, which is at 2,954 meters (9,692) above sea level. Davao Oriental is one of the provinces of region 11 located in the easternmost in the country with Pusan Point in the municipality of Caraga as the easternmost location. It is the top producer of coconut and copra. Thus, it is the province that earn the title as the Coconut Capital of the Philippines. Davao Occidental is a province located in southwestern tip of Davao region. The province is bordered on the northwest by Davao del Sur on the west by Sarangani and northeast by Davao Gulf. Davao Occidental covered a total area of 2,163.45 square kilometers (835.31 sq.mi). Meanwhile, Davao del Norte is another province in the Davao Region, bordered by the provinces of Agusan del Sur to the north and Bukidnon to the west. The province houses the Divisions of Davao del Norte: Panabo City, Island Garden City of Samal, and Tagum City. Davao del Norte is the smallest among the covering land area of 3,463 sq. kilometers or 18.4 percent of the entire region. Panabo City is an agro-industrial city. It is known as the banana capital of the Philippines due to its numerous banana plantations scattered throughout the city. The city itself cultivated 40% of its land or around 10,000 hectares into planting export-quality Cavendish bananas. Thus, banana



cultivation and exportation are the main economic lifeblood of the city. The Island City of Samal or known as IgaCos is a cluster of 9 islets at the heart of Davao Gulf. It has total land area of 30,130 hectares. Out of 46 barangays, 31 are located at the coast. It has 118 kilometers of coastline and covers about a fourth of the municipal waters of the entire Davao Gulf. Tagum City is its first-class city and is said to be the capital of the province of Davao del Norte. It is one of the topmost livable cities and was one of the finalists in the child-friendly city in the Philippines.

Herein, public elementary specifically, the public elementary teachers of the sampled schools served as respondents of the study. These teachers must have permanent status in the public school. They were selected since having reached a permanent status, they have enough information about the topic being researched. The reason for conducting this study in Region XI is that it shall help address the issues of teachers in regards with their job performance, particularly in elementary level, also the researcher wanted to investigate the viewpoints of elementary teachers on the impact of leadership effectiveness and knowledge sharing behavior towards their job performance. It is hoped that the researcher would attain some ideas into implementing programs that may increase the job performance of teachers.

Participants

Quantitative Strand

The quantitative phase of the study was conducted among 300 teachers from public elementary schools in Region XI. The researcher will solicit feedback from these teachers on how effective their school leader is and how their knowledge sharing behavior in their school setting influences their job performance. They were picked using stratified random sampling. According Hayes et al. (2024) stratified random sampling is a method of sampling that involves the division of a population into smaller subgroups known as strata. Herein, the strata are formed based on member's shared attributes or characteristics, such as educational attainment.

Meanwhile, this study utilized the Rao soft calculator to determine the number of respondents needed to achieve a desired level of accuracy. This calculator analyzes the information derived from a sample to establish the least possible sample size for the analysis.

Here is the distribution of the respondents; Davao City: 60, Davao de Sur: 43, Davao del Norte: 41, Davao de Oro: 47, Davao Oriental: 40, Davao Occidental: 25, IGACOS: 11, Digos City: 9, Mati City: 13, Panabo City: 13, and Tagum City: 10.

Additionally, full-time teachers with at least three years of experience are eligible for inclusion. Any respondent who does not match these requirements will be automatically excluded from the study. Furthermore, the respondents have been granted permission to participate in the study by the school head of each institution.

Qualitative Strand

For the qualitative phase, 17 public elementary teachers from Region XI's public elementary schools were invited to participate in the IDI and FGD. The IDI featured ten participants, whereas the FGD included seven. These participants were chosen based on predefined inclusion and exclusion criteria. The qualifications required participants to be full-time tenure elementary teachers and who are willing to be part of the participants with at least three years of experience. However, it is important to highlight that these participants were not among the 300 respondents in the quantitative strand of the study. The findings of the IDI and FGD were used to extract emerging themes based on their experiences.

RESULTS AND DISCUSSION

Status of Leadership Effectiveness

Shown in Table 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.

Confidence. This indicator obtained a mean of 4.83 with a description of very high. Looking at the individual items, the mean ratings ranged from 4.70 to 4.89. The item *emphasizing having confidence that we would defend and justify his/her decision if he/she were not present to do so* obtained a mean rating of 4.70 with a description of very high. The item *addressing a school problem before it becomes serious*, got a mean rating of 4.89 with a description of very high. This means that confidence is always manifested among teachers in public elementary school in Region XI.

Table 1. *Status of Leadership Effectiveness*

| Indicators/ Items | | Mean | SD | Description |
|---|---|-------------|------------|------------------|
| A. Confidence: <i>Our school leaders are...</i> | | | | |
| 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 |
| Category Mean | | 4.83 | .36 | Very High |
| B. Inspire by Action: <i>Our school leaders are...</i> | | | | |
| 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 |
| Category Mean | | 4.84 | .39 | Very High |
| C. Vision: Our school leaders are... | | | | |
| 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 |
| Category Mean | | 4.77 | .37 | Very High |
| D. Communication: Our school leaders are... | | | | |
| 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 |
| Category Mean | | 4.82 | .38 | Very High |
| E. Judgement: Our school leaders are... | | | | |
| 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 seeking differing perspective when solving problems | 4.71 | .57 | Very High |
| 3 | concentrating his/her full attention when dealing with mistakes, complain and failures | 4.82 | .52 | Very High |
| 4 | considering the moral and ethical consequences of decisions | 4.77 | .42 | Very High |
| 5 | | 4.77 | .42 | Very High |
| Category Mean | | 4.74 | .43 | Very High |
| F. Empathy: Our school leaders are... | | | | |
| 1 | instilling pride in us for being associated with him/her | 4.84 | .36 | Very High |
| 2 | treating us as individuals rather than just as a member of a group acting in a way that builds our respect | 4.75 | .43 | Very High |
| 3 | expressing satisfactions when we met the expectation | 4.84 | .36 | Very High |
| 4 | effective in representing us to higher authority | 4.84 | .36 | Very High |
| 5 | helping us in finding ways to do our jobs better | 4.84 | .36 | Very High |
| 6 | | 4.84 | .36 | Very High |
| Category Mean | | 4.82 | .36 | Very High |
| Overall Mean | | 4.80 | .20 | Very High |

Inspire by Action. This indicator yielded a mean of 4.84 with a description of very high. Looking at the individual items, the mean ratings ranged from 4.80 to 4.94. Moreover, the item *going beyond his/her self-interest for the good of the group* got a mean rating of 4.80. Meanwhile, *increasing*

his/her willingness to try harder got a mean rating of 4.94. Both items have a description of very high. This means that inspire by action is always manifested among teachers in public elementary school in Region XI.

Vision. This indicator obtained a mean of 4.77 with a description of very high. Looking at the individual items, the mean ratings ranged from 4.73 to 4.83. the items, *talking optimistically about the future of the school and looking for opportunities to engage in debate about the future of the organization*, got a mean rating of 4.73 with a description of very high. While the item, *having confidence regarding his/her vision as a leader* got a mean rating of 4.81 with a very high description and the item, *emphasizing the importance of having a collective sense of achievement* got a mean rating of 4.83 with a description of very high. This means that the vision is always manifested among the teachers in public elementary teachers in Region XI.

Communication. This indicator obtained a mean of 4.82 with a description of very high. The actual mean is all the same which is 4.82. The item, *discussing a specific task who is responsible for achieving performance targets, making clear of what one can expect to receive when performance goals are achieved* and *articulating a compelling vision of the future* have the same mean rating of 4.82 with a very high description. This indicates that communication is always manifested among public elementary teachers in Region XI.

Judgement. This indicator obtained a mean of 4.74 with a description of very high. Looking at the individual item, the mean rating ranged from 4.67 to 4.82. The item, *focusing attention on irregularities mistakes, exceptions and deviations from standards* got a mean of 4.67 with a very high description and the item, *avoiding on getting involved when important issues arise* got a mean rating of 4.71 with a description of very high. While the item, *concentrating his/her full attention when dealing with mistakes, complaint and failures and considering the moral and ethical consequences of decisions* got a mean rating of 4.77 with a description of very high. The item, *seeking differing perspective when solving problems* got a mean rating of 4.82 with a description of very high. This indicates that judgement is always manifested among teachers in public elementary schools in Region XI.

Empathy. This indicator obtained a mean of 4.80 with a very high description. Looking at the individual item the mean ratings rang from 4.75 to 4.84. The item, *treating us as individual rather than just a member of a group* got a mean rating of 4.75 with a very high description. While the item, *instilling pride in me for being associated with him/her, acting in a way that builds my respect, expressing satisfactions when I met the expectation, effective in representing us to higher authority and helping us in finding ways to do our jobs better* got a mean rating of 4.84 with a description of very high. This indicates that empathy is always manifested among teachers in public elementary schools in Region XI.

Status of Knowledge Sharing Behavior

Shown in Table 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.

Knowledge Giving Behavior. This indicator obtained a category mean of 4.83 with a very high description. Looking at the individual items, the mean ratings ranged from 4.76 to 4.95. Specifically, the item, teaching colleagues' strategies that we know, explaining my understanding of certain information, informing them of what we know, demonstrating techniques that we know, giving work related advice to them, explaining our know-how to them, informing them based on our experience on the job and giving an advice based on what we know has a mean rating of 4.76. While item, *explaining work procedures that I know to others at work*, providing my work expertise, and *explaining how to perform task* got a mean rating of 4.95. Both of the items have means with a descriptive equivalent of very high. This implies that knowledge giving behavior is always evident among teachers in public elementary schools in Region XI.

Table 2. Status of Knowledge Sharing Behavior

| Indicators/ Items | | Mean | SD | Description |
|--|---|-------------|------------|------------------|
| A. Knowledge Giving Behavior: <i>We are...</i> | | | | |
| 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 ou 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 |
| Category Mean | | 4.83 | .31 | Very High |
| A. Knowledge Asking Behavior: <i>We are asking...</i> | | | | |
| 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 |
| | for task information | 4.82 | .38 | Very High |
| 7 | to explain to us teaching strategies they use | 4.82 | .38 | Very High |
| 8 | to teach us their work expertise | 4.73 | .44 | Very High |
| 9 | them about work related information | 4.73 | .44 | Very High |
| 10 | to communicate what they know from experience | 4.82 | .38 | Very High |
| 11 | for their insights on some school matters | 4.73 | .44 | Very High |
| 12 | to explain the way, they perform task effectively | 4.73 | .44 | Very High |
| 13 | for work related information | 4.82 | .38 | Very High |
| 14 | to explain work procedures, they know | 4.82 | .38 | Very High |
| 15 | for advise regarding work-related issues based on what they know | 4.79 | .38 | Very High |
| Category Mean | | 4.81 | .33 | Very High |
| Overall Mean | | 4.81 | .26 | Very High |

Knowledge Asking Behavior. This indicator obtained a category mean of 4.81 with a description of very high. Looking at the individual items, the mean ratings ranged from 4.73 to 4.82. The item, to impart lessons, they have learned on the job, to teach me their work expertise, asking them about work related information, for their insights on some school matters and to explain the way they perform task effectively got a mean rating of 4.73. While the item, for their expertise, them to inform of what they know relevant to schoolwork, to explain their work know-how, to teach me techniques in teaching effectively, to explain their understanding of school information to me, for task information, to explain to me teaching strategies they use, to communicate what they know from experience, for work related information and to explain work procedures they know got a mean rating of 4.82. Both of the items mean have a descriptive equivalent of very high. This implies that knowledge asking behavior is always evident among teachers in public elementary schools in Region XI.

Status of Job Performance

Table 3 shows the level 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.

Table 3. Status of Job Performance

| Indicators/ Items | | Mean | SD | Description |
|---------------------------------------|---|------|-----|-------------|
| A. Task Performance: We are... | | | | |
| 1 | maintaining high standard of work | 4.72 | .44 | Very High |
| 2 | capable of handling my assignments without much supervision | 4.65 | .47 | Very High |
| 3 | believing that my colleagues consider me as a high performer in my organization | 4.58 | .62 | Very High |

| Category Mean | | 4.65 | .49 | Very High |
|---|---|------|-----|-----------|
| B. Adaptive Performance: We are... | | | | |
| 1 | performing well to mobilize collective intelligence for effective teamwork | 4.80 | .40 | Very High |
| 2 | managing change in my 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 |
| Category Mean | | 4.76 | .39 | Very High |
| C. Contextual Performance: We are... | | | | |
| 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 |
| Category Mean | | 4.80 | .40 | Very High |
| Overall Mean | | 4.73 | .39 | Very High |

Also, the overall standard deviation is .33, which implies that the responses is clustered to the mean.

Task Performance. This indicator obtained a category mean of 4.65 which described as very high. Looking at the individual items, the mean ratings ranged from 4.58 to 4.72. The item, believing that my colleagues consider me as a high performer in my organization, got a mean rating of 4.58. While the item maintaining high standard at work got a mean rating of 4.72. Both of the items were described as very high. The results indicates that in terms of task performance, teachers job performance among public elementary schools in Region XI is always demonstrated.

Adaptive Performance. This indicator obtained a category mean of 4.76 which is described as very high. The actual mean range is 4.68 to 4.80. The item, managing change in my job very well whenever the situation demands, obtained a mean rating of 4.68 which is described as very high. Meanwhile, the item performing well to mobilize collective intelligence for effective teamwork and believing always that mutual understanding can lead to viable solution in organization, got a mean rating of 4.80 which is described as very high. The results indicate that in terms of adaptive performance, teacher's job performance is always demonstrated among public elementary schools in Region XI.

Contextual Performance. This indicator obtained a category mean of 4.80 which is described as very high. Additionally, the mean rating of the items got a mean rating of 4.80. The item, deriving enough satisfaction in nurturing others organization, maintaining good coordination among fellow workers and communicating effectively with my colleagues during problem solving and decision-making instances or situations got a mean rating of 4.80 which is described as very high. The results indicate that in terms of contextual performance, teachers job performance is always demonstrated among public elementary schools in Region XI.

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

Table 4 presents the regression analysis results, 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.

In the other hand, 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. the finding means that 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 were apparent in the regression analysis results, where 4.8 percent of the variance of job performance was 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.

Table 4. *Significance of the Influence of Leadership Effectiveness and Knowledge Sharing Behavior on Job Performance*

| | Standardized Coefficients Beta | t | p-value | Interpretation |
|-------------------------------|--------------------------------------|--------|---------|----------------|
| 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 | | | | |

CONCLUSIONS AND RECOMMENDATION

The status of leadership effectiveness is very high, indicating that leadership effectiveness is always manifested among public elementary teachers in Region XI.

This means that the teachers experienced a 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 teachers' status of knowledge sharing behavior is very high, indicating that teachers in Region XI is always evidently sharing their knowledge among their colleague. This means that teachers can deal with natural stressors and difficulty in the classroom and can adapt stressful situations at their job. Additionally, teachers usually help one another and share their expertise with their colleague and these result to have a good relationship within the organization.

The results further showed that teachers evidently demonstrate knowledge sharing behavior in the workplace by demonstrating positive and good relationship with their colleague. These good relationship among teachers enable them to achieve good outcomes despite significant adversities.

Further, the teachers' job performance is very high, which implies that the teachers in Region XI is always manifested job performance. The finding means that teachers experience good and quality result in their job performance. The school environment is good and highly motivating for the teachers. Hence, teachers can appreciate and enjoy good organizational as they can interact and work several groups of people with diverse belief and attitudes towards the organization.

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 in 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 reviews how leadership styles and the willingness to share knowledge may be the source of job performance contracts. The findings point to leadership effectiveness and knowledge sharing as acting along to create an enabling working environment for 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.

Furthermore, 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 educational culture.

This study concludes that among 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 kids' academic performance 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 findings, exhibited similar results. These corroborated findings mean that the quantitative and qualitative findings merged and converged.

Recommendations

Since the level of leadership effectiveness is very high, it is recommended that school leaders work on sustaining the very high level of leadership effectiveness. This idea can be accomplished by including in the faculty development program seminars and develop programs focused on building teachers' abilities in teaching effectively to the learners that leads them in efficiency of teaching.

Since the knowledge sharing behavior is very high, it is recommended that this may be sustained. It is recommended that teachers openly share best practices, instructional strategies, and resources contribute to a culture of continuous improvement that benefits both their colleagues and the students. To sustain knowledge sharing behavior, schools' administrator must continue to implement structured initiatives such as collaborative planning sessions, peer mentoring programs, and professional learning communities.

Since job performance of teachers is very high, this may be sustained. School leaders must sustain their programs for the teachers to sustain their performance. School leaders must prioritize creating a supportive environment that will facilitate open communication and collaboration among teachers. By fostering an environment that values high performance school can ensure that educators feel empowered to take risks, innovate in in their classroom and collectively work towards achieving higher performance.

Since the participants live experiences highlight the theme of collaboration and continues professional development. It is recommended that teachers must be open to communicate to their colleagues and share their expertise for better results. School leaders must develop programs for teachers may also include activities that will enhance their abilities to adapt organizational change. School leaders



may also provide essential organization support to motivate teachers to work and continue to experience high job performance.

Since the participants emphasized the importance of having school leaders support that makes them motivated, it is suggested that the school rewards recognition programs for personnel be strengthened. School administrators must invest in professional development for teachers and create structures that encourage teachers to work efficiently.

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