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Visibility of Principals in Instructional Supervision and Teachers' Job Performance in Private Schools

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Abstract

Aim: This study examines the impact of principal visibility in instructional supervision on teachers' job performance within the context of secondary private schools in the City Schools Division of Laguna, Brgy. Mamatid, Cabuyao.

Methodology: The study made use of standardized instruments as the primary data gathering tool, whereas a descriptive survey method was adopted to gather significant information, wherein two different surveyed questionnaires were utilized to examine the principal's visibility in instructional supervision and the teacher's job performance. Pearson's r correlation analysis was used to determine the relationship that exists between variables.

Result: The result indicates that principal visibility in instructional supervision shows that two correlation coefficients were significant at $= .05$ and nine correlation coefficients were significant at $= .01$.

Conclusion: Hence, there was a significant relationship between the principal's visibility in instructional supervision and the teacher's job performance. The findings indicate a significant relationship between principal visibility in instructional supervision and teacher job performance. This suggests the importance of effective instructional leadership in enhancing teacher performance and ultimately student outcomes.

Keywords: Instructional Supervision, Teachers Job Performance, Principals, Educational Leadership, School Management

INTRODUCTION

The school principal, as the instructional leader, is responsible for raising the standard of education by providing proper supervision to instructors. This involves mentoring them to avoid clashing with the current standards. However, many principals struggle to balance their responsibilities as leaders and school managers in the classroom, which include paperwork, meetings, and seminars. This paperwork adds to their workload, making them more likely to miss important events like routine monitoring and supervision of instruction and learning by instructors and students. By addressing these issues, principals may make sure that students have the assistance and direction they require to advance both in their academic achievement and their performance, together with the teacher's job performance (Carvajal & Sanchez, 2023; Muñoz & Sanchez, 2023; Sanchez, 2020; Sanchez, et al., 2022; Tiquis, 2023).

Instructional supervision is a complex and multifaceted process that involves the improvement of teaching and learning (Glatthorn, 2018; Amihan & Sanchez, 2023; Dizon & Sanchez, 2020; Momanyi & Del Mundo, 2022; Salendab & Sanchez, 2023). It is a collaborative effort between teachers, supervisors, and administrators to ensure that all students are successful (Darling-Hammond, Darling-Hammond, & Stigler, 2019). There are many different approaches to instructional supervision, but all of them share the common goal of improving student achievement. (Asnawati et al., 2021).

Azainil (2021), supports this viewpoint, stated that a school's instructional supervision substantially impacts on how well teachers perform their duties and how successfully schools meet their goals. To motivate teachers to work more productively and efficiently, school administrators need to demonstrate acceptable and effective leadership skills (E.O & Onyeike, 2022). Therefore, improving employee and teacher performance in the educational setting requires effective supervision. According to studies on school performance, a significant amount of time and effort are also devoted by competent school leaders or administrators to duties that assist the teaching and learning process. As



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a result, several nations have placed a strong focus on developing their leadership capabilities in teaching or education (Hallinger, 2018).

Principals should prioritize their main duty of guiding teachers or other educational professionals in schools to improve the caliber and efficiency of instruction rather than solely generating reports, to shift from administrative leaders to educational leaders. As a result, the award describes a principal's role in becoming an instructional leader before they were crucial in raising instructors' performance, which might result in organizational success. Job performance has been generally acknowledged as an important aspect and has developed into a major indication when assessing the effectiveness of an organization's performance (Ali & Haider, 2018). To ensure ongoing operations and achievement of objectives, particularly in educational organizations. (Limon & Nartgun, 2020). Researchers have often underlined the necessity of conducting an efficient evaluation of teachers' job performance in educational institutions.

As cited in the study of Sarabia and Collantes (2020), stress at work is one of the most frequently mentioned problems that teachers face and that significantly impairs their ability to perform their duties. Putting an emphasis on the crucial contributions that its teachers have played in improving the caliber of student learning experiences. However, the state of education in other nations today shows that teachers' or educators' job performance does not match governmental standards (Emda, 2018). Examining the variables that might have a relationship with teachers' job effectiveness was vital. When researchers started looking at the variables influencing teachers' work performance levels, such as instructional supervision, the idea of job performance became more dynamic from a researched perspective in the educational context. Numerous studies have highlighted the significance of supervision in teachers' work performance as a consequence of the recognition of supervision as a crucial factor in obtaining excellent achievements in education (Hartinah et al., 2020)

This research could be developed further by conducting a study to gather teacher perspectives on the principal's visibility in instruction and supervision. The ideas of these people should be further researched since they could contribute a unique yet crucial perspective on the subject. A study that examines teachers' job performance and school principal visibility in instructional supervision might provide the researcher with additional complete information to draw different conclusions on the topic of principals' visibility in instructional supervision.

The most effective instructional supervision is collaborative in nature (Amihan, Sanchez & Carvajal, 2023; Carvajal & Sanchez, 2024; Sanchez, 2022; Sanchez, 2023; Sanchez & Sarmiento, 2020). When supervisors and teachers work together to set goals, develop strategies, and assess progress, student achievement is more likely to improve (Short & Mulholland, 2020). Moreover, effective instructional supervision provides teachers with opportunities to learn and grow. Supervisors who support the professional development of their teachers are more likely to see improvements in student achievement (Diez & Stigler, 2021).

Effective instructional supervision is based on data. Supervisors collect data on student learning and teacher practice to identify areas of strength and weakness. This data is then used to inform decisions about instructional improvement (Wood & Wood, 2021).

Moreover, instructional supervision ensures that all students have access to high-quality instruction. Supervisors work with teachers to develop and implement instructional strategies that meet the needs of all learners (Johnson & King, 2019).

Teacher knowledge and skills are essential for effective teaching. Teachers with a deep understanding of their subject matter and effective teaching practices are more likely to be successful in the classroom (Darling-Hammond, 2018). This includes knowledge of different teaching methods, how to assess student learning, and how to differentiate instruction for students with different needs.

Classroom management is another important factor in teacher job performance. A well-managed classroom is one where students feel safe and respected, and where they are able to focus on their learning. Teachers with effective classroom management skills are more likely to be able to create a positive learning environment for their students (Marzano, 2019).

Additionally, classroom management skills include setting clear expectations, maintaining a consistent discipline system, and building positive relationships with students. Teacher-student relationships also play an important role in student learning. Teachers who are able to build strong relationships with their students are more likely to be effective in the classroom (Hattie & Timperley, 2023). Positive teacher-student relationships create a climate of trust and respect, which can enhance student motivation and engagement in learning.

What is considered effective teaching for a class of gifted students may be different from what is considered effective teaching for a class of students with special needs. Gifted students may require more challenging and engaging curriculum, while students with special needs may require additional support and accommodations (Tomlinson & Healy 2022).



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Similarly, what is considered effective teaching in a high-poverty school may be different from what is considered effective teaching in a well-funded suburban school. Teachers in high-poverty schools may face additional challenges, such as students who come to school hungry or homeless, or students who are living in stressful or chaotic homes (Payne, 2022).

Schools can support teacher job performance by providing teachers with opportunities for professional development, access to resources, and a supportive work environment (Darling-Hammond, 2018).

The main goal of the study was to determine how two variables—teacher job performance and the principals' level of visibility during the monitoring of instruction—affected one another. This study also aims to look at the relationship between instructional supervision and teacher job performance, especially in Cabuyao City, Laguna's private schools.

Objectives

This study analyzed how the principals' visibility in instructional supervision affects the teachers' job performance in private schools located in Cabuyao City, Laguna during the academic year 2022-2023.

Specifically, it sought answers to the following questions:

1. How may the demographic profile of the respondents be described in terms of:
 - 1.1. age;
 - 1.2. sex;
 - 1.3. civil status;
 - 1.4. highest educational attainment; and
 - 1.5. length of service?
2. How may the principal's visibility in instructional supervision be described in terms of?
 - 2.1. classroom observation;
 - 2.2. portfolio;
 - 2.3. strength and limitation; and
 - 2.4. intervention?
3. How may the level of a teacher's job performance be described in terms of?
 - 3.1. teacher content mastery;
 - 3.2. lesson delivery method;
 - 3.3. classroom management; and
 - 3.4. lesson planning?
4. Is there a significant relationship between the respondent's profile and their teaching job performance?
5. Is there a significant relationship between the principal's visibility in instructional supervision and the teacher's job performance?
6. Based on the result of the study, what certain plan may be developed to address the principal's visibility in instructional supervision and the teacher's job performance?

Hypothesis

Based on the problem and queries, the researcher makes out on the following null hypothesis:

1. There is no significant relationship between the profile of the respondents and their job performance.
2. There is no significant relationship between the principal's visibility in instructional supervision and the teacher's job performance.

METHODS

Research Design

The study determined the relationship between principal's visibility and the job performance of the secondary private school teachers in Cabuyao City, Laguna. This study employed the descriptive surveyed method of the descriptive correlational research design. Furthermore, the quantitative approach frames numbers as a representation of data because numbers are objective.

Respondents and Setting of the Study

The study focused on secondary school teachers from private schools in Brgy. Mamatid, Cabuyao City, Laguna. The researchers employed random sampling, a method that provides every member of the population an equal



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opportunity of inclusion in the sample. Therefore, 13 private schools in Brgy. Mamatid, Cabuyao City, Laguna only 142 participants was chosen strategically to yield meaningful results using Slovin's.

Instrumentation and Validation

The researcher used an adopted survey questionnaire to gather the data for the study. This survey was adapted from by Baggay & Bautista et al. (2021) study entitled "School Heads Instructional Supervision and Its Impact on Teachers' Job Satisfaction in La Consolacion University" to gather the data for the principal's visibility in instructional supervision.

On the otherhand, Kang'A, G. (2018) Teacher Supervision And Job Performance: A Survey Of Private Secondary Schools In Gasabo District, Kigali City, Rwanda was used to gather the of the Teachers Job Performance.

Data Gathering Procedure

The data were gathered, read, and analyzed following the objective of the study and in adherence to all protocols in the conduct of research.

Statistical Treatment of Data

Mean scores and standard deviations are used to describe the central tendency and variability of a set of data, respectively. In this case, the mean scores were used to describe the average level of principals' visibility in instructional supervision and teachers' job performance. The standard deviations were used to describe how much the data varied around the mean.

Pearson's correlation coefficient (r) is a statistical measure of the strength and direction of the linear relationship between two variables. In this case, r was used to assess the relationship between principals' visibility in instructional supervision and teachers' job performance. A positive r value indicates a positive relationship, meaning that as principals' visibility in instructional supervision increases, teachers' job performance also increases. A negative r value indicates a negative relationship, meaning that as principals' visibility in instructional supervision increases, teachers' job performance decreases. A value of r close to 0 indicates no linear relationship between the two variables.

The statement also mentions that all statistical analyses were conducted using SPSS and Microsoft Excel. SPSS is a statistical software package that is commonly used for data analysis in research studies. Microsoft Excel is a spreadsheet software program that can also be used for basic statistical analysis.

The significance level (α) of 0.05 indicates that the researchers were willing to accept a 5% chance of making a Type I error, which is the error of rejecting a true null hypothesis. In other words, the researchers were confident that their findings were statistically significant at the $p < 0.05$ level.

Ethical Considerations

The researcher ensured that all research protocols involving ethics in research were complied with for the protection of all people and institutions involved in the conduct of the study.

RESULTS And DISCUSSION

The research described in this paragraph focused on collecting personal details of secondary private school teachers in Brgy. Mamatid Cabuyao, Laguna, Philippines. To gather this information, the researchers utilized a questionnaire as their data collection tool. The questionnaire likely contained inquiries related to the teachers' age, gender, marital status, the highest level of education they had attained, and the duration of their service in private educational institutions. These personal details were crucial as they provided context for the research and helped in comprehending the perspectives of the participants.

This alignment allowed for a coherent and structured exploration of the research results, making it easier for readers to follow the discussion and, importantly, to grasp the implications of these findings for each of the initially identified problems.

The demographic information included age, sex, civil status, highest educational attainment, and years of teaching experience. The demographic data is summarized in Table 2, where most of the respondents are between 26 and 35, with 83 (58.45%) respondents, followed by 30 (21.13%) below 36 to 45 years old, with 29 (20.42%) being the least likely respondent below 25 years old. Secondary private school respondents comprised 72 (50.70%) male and 70 female (49.30%) teachers. Omori et al. (2019) found a significant negative relationship between gender and workers' performance. As a result, both men and women who were trained for the same job perform equally well. Organizations should put their efforts into developing diverse workplaces that encourage equality for workers of all



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ages. Organizations could enhance job performance and create a positive work environment by recognizing and utilizing people's distinct talents and abilities at various phases of their careers.

Additionally, the majority of the participants are unmarried, with a total of 106 (74.65%), while 36 (25.35%) are married. In terms of their highest level of education, fifteen (10.56% of the participants) hold a master's degree, while the remaining one hundred twenty-seven (89.44% of the participants) hold a college degree. On the contrary, seventy-nine, or 55.63%, of the participants have 1–5 years of teaching experience, forty-three (30.28%) have 6–10 years, seven (4.93%) have 11–15 years, one (0.71%) has 16–20 years, eight (5.63%) have 26–30 years, and lastly, four (2.82%) have 26–30 years of teaching experience in private schools.

According to Barotik (2019), there was a positive association between service length and job performance. Ugwu's (2018) study discovered that work experience was significantly and favorably related to the job performance of librarians in Nigeria. This demonstrates how specific teaching components, such as pedagogical abilities and subject-matter knowledge, could be improved by experience; it did not imply that a teacher had been more effective or able to adjust to shifting educational environments. Additionally, additional elements like opportunities for continued professional development, mentoring, and intrinsic motivation all had a big relationship on how well a teacher did their job.

Instructional monitoring is one technique school administrators employ to try to get pupils to perform and create acceptable standards. The improvement of instruction, which is the teachers' primary responsibility, is the ultimate goal of supervision, so it is essential to develop standards, processes, and tools for instructional supervision that will improve the necessary guidance and support for developing teacher instructional competence by instructional leaders (Puruwita, 2022). Given the recent changes made to the school curriculum, there is an urgent need for closer, regular, continuous instructional supervision rather than sudden, unscheduled, and partial supervision. To ensure the school achieves its objectives, the principal must supervise, evaluate, and direct instructors during instructional supervision.

Observation is an essential component of education (Carvajal, Sanchez & Amihan, 2023; Salendab, Ocariza-Salendab & Sanchez, 2023; Sanchez, 2023; Sanchez, Sanchez & Sanchez, 2023). New teachers need to know many topics outside the scope of what can be taught in a college course. In academic society, watching another teacher teach is the most common way to observe a classroom. Since it may alter how people educate themselves, this kind of activity presents an opportunity for learning and reflection. A range of aspects of the class can be observed, including the schedule, time management, routines, participation, teaching methods, and much more (Smith, 2023).

There are many reasons why a teacher might seek assistance. They may be struggling with a particular student, discipline issue, or teaching concept. They may also be feeling overwhelmed or stressed. Whatever the reason, seeking assistance is a sign that the teacher is committed to their students and their own professional development. When a teacher seeks assistance, the head teacher can play a valuable role. The head teacher can provide support and guidance, as well as offer new perspectives and ideas. The head teacher can also help the teacher to develop a plan to address the problem. In addition to helping teachers to resolve specific problems, the head teacher can also use instructional supervision to encourage teachers to try new and innovative teaching approaches.

In Table 1, a detailed examination of the head teacher's involvement in educational supervision is presented, with a specific emphasis on indicators related to classroom observation. This comprehensive overview serves as a valuable resource for understanding the extent of the head teacher's engagement in assessing and enhancing classroom practices. The table not only highlights the various aspects of educational supervision but also provides key statistical insights that offer a quantitative perspective. Specifically, it includes the average number of classroom observations conducted per teacher, a crucial metric in evaluating the head teacher's active role in overseeing and contributing to the improvement of teaching methodologies within the educational institution.

Table 1

Principal's Visibility in Instructional Supervision in terms of Classroom Observation

Items	Mean	SD	Descriptive Equivalent
1. My teaching is regularly observed.	4.09	0.78	Observed
2. I am notified before the lesson observation.	3.94	0.79	Observed
3. I receive immediate feedback after the lesson observation.	4.23	0.65	Highly Observed
4. My teaching is the focus rather than my personality when supervising.	4.40	0.58	Highly Observed
5. School Principal regularly observes the way I teach.	4.04	0.76	Observed



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6. School Principal plans with me for the lesson observation.	4.01	0.80	Observed
7. School Principal usually makes a short visit to the classroom while I teach	4.09	0.80	Observed
8. School Principal provides a desirable manner of giving feedback.	4.21	0.68	Highly Observed
OVERALL	4.13	0.73	Observed

The table shows that all the indicators illustrated are Observed ($x = 4.13$, $SD = 0.73$) as described by the respondent. Additionally, most of the statements have a great deal of interpretation, ranging from $x = 4.01$ to $x = 4.40$, specifically about the time of observation, feedback, lesson plans, focus observation, giving feedback after observation, and the short visits. It indicates that the school head of each school monitored the class observations of their teachers well. While receiving feedback after the lesson, observations illustrated that most of the respondents had an observed ($x = 3.94$).

In research on instructional leadership and the function of school principals in overseeing the instructional program, Manaseh (2022) observed that "instructional leadership can be one of the most valuable resources for establishing an efficient teaching and learning environment" and that it falls upon the school principal to collaborate with teachers to oversee the instructional program.

According to a study by Othman and Mydin (2022) sheds light on the crucial role of principals in improving the capabilities of their teaching staff. One of the key findings emphasizes that principals can effectively support their teachers by identifying and reinforcing their strengths while addressing and mitigating their weaknesses. This approach allows for a more targeted and personalized form of professional development. Furthermore, the research highlights a positive perspective from teachers regarding the supervision and guidance provided by school administrators. It underscores that most educators perceive instructional supervision as a beneficial aspect of their professional growth. Notably, the study reveals that teachers' attitudes and instructional practices play a pivotal role in predicting their overall professional development, emphasizing the importance of a collaborative and supportive relationship between principals and teachers in fostering a conducive learning environment.

Portfolio supervision is a process in which teachers collect and reflect on evidence of their teaching practice over time. This evidence can include student work, lesson plans, and classroom observations. Portfolio supervision can be used to identify areas for improvement, set goals, and track progress over time. Collaborative planning is a process in which teachers and supervisors work together to develop and implement lesson plans. This process can help to ensure that the lesson plans are aligned with the curriculum and that they meet the needs of all students.

Table 2

Principal's Visibility in Instructional Supervision in terms of Portfolio

Items	Mean	SD	Descriptive Equivalent
1. School Principal usually reviews my schemes of work.	4.29	0.71	Highly Observed
2. School Principal often gives constructive comments on my scheme of work.	4.35	0.64	Highly Observed
3. School Principal often reviews my schemes of work.	4.25	0.68	Highly Observed
4. School Principal always reviews the lesson plans.	4.37	0.72	Highly Observed
5. School Principal usually reviews my lesson notes.	4.26	0.70	Highly Observed
6. School Principal usually reviews sampled students' notes.	4.14	0.80	Observed
7. School Principal regularly reviews my record of work.	4.15	0.78	Observed
8. School Principal usually moderates the tests and examinations I set.	4.56	0.55	Highly Observed
9. School Principal usually reviews the record of my students' marks.	4.38	0.67	Highly Observed
OVERALL	4.31	0.69	Highly Observed



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Table 2 describes the principal's visibility in instructional supervision in the indicator portfolio in terms of the mean, standard, and interpretation.

The majority of statements about portfolio oversight are Highly Observed, with means ranging from 4.15 to 4.38. This indicates that the school administrators thoroughly analyzed the comments, lesson plans, lesson notes, tests, and student's grades. On the other hand, the head of the school goes to a very Highly Observed to establish the tests and exams that the teachers create. This shows that the respondents were highly satisfied with how the school heads handled their portfolio monitoring. This demonstrates that the teacher's work is routinely reviewed. According to several studies of Sule et al., and Usman (2018), having portfolio supervision can significantly increase a teacher's efficiency in the classroom.

Identifying and addressing teacher strengths and weaknesses is important for both new and experienced educators. It can help teachers to improve their teaching practice, and it can help school administrators to assign teachers to duties that best match their skills and abilities.

There are a number of different ways to identify teacher strengths and weaknesses. One way is through classroom observation. Principals and other supervisors can observe teachers in the classroom to see how they are teaching and how students are learning. They can look for things like the teacher's ability to manage the classroom, their ability to deliver instruction effectively, and their ability to interact with students in a positive and productive way (Marzano, 2019).

A school administrator notices that a new teacher is struggling to keep students engaged in their lessons. The administrator meets with the teacher to discuss their concerns and develop a plan to help the teacher improve their teaching skills. The administrator also assigns the teacher to a mentor who is an experienced teacher with a strong reputation for engaging students.

With the help of the mentor, the new teacher is able to develop more engaging lesson plans and learn new classroom management techniques. By leveraging the guidance and expertise of the mentor, the new teacher gains valuable insights into crafting more engaging lesson plans. This collaborative effort extends beyond mere lesson planning, encompassing the acquisition of novel classroom management techniques. Consequently, the positive impact extends to the students, who, under the influence of these enhanced teaching methods, become more actively involved in their learning process.

Table 3

Principal's Visibility in Instructional Supervision in terms of Strength and Limitation

Items	Mean	SD	Descriptive Equivalent
1. School Principal regularly identifies any instructional limitations of teachers in the classroom.	4.33	0.63	Highly Observed
2. School Principal identifies the lack of abilities to manage students in the classroom.	4.15	0.57	Observed
3. School Principal identifies the student evaluation skill gaps of teachers	4.41	0.56	Highly Observed
4. School Principal encourages and facilitates school self-evaluation on instructional matters.	4.52	0.60	Highly Observed
5. School Principal facilitates the availability of instructional materials and encourages teachers to use them appropriately.	4.39	0.55	Highly Observed
6. School Principal encourages teachers in developing instructional goals and objectives.	4.54	0.54	Highly Observed
7. School Principal advises teachers to use active learning in the classroom.	4.42	0.54	Highly Observed
8. School Principal designs appropriate interventions to minimize the identified limitations of teachers in the classroom.	4.54	0.54	Highly Observed
OVERALL	4.41	0.57	Highly Observed

Table 3 shows the principal's visibility in instructional supervision in the indicator strengths and limitations, described in terms of the mean, standard, and interpretation.



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The indicator "Identifying the Strengths and Limitations of Teachers in the Classroom for the school's instructional supervision is shown in Table 5. As can be seen, the school principal urges teachers to create instructional aims and objectives, as well as devise suitable interventions to identify constraints and promote the growth of the school in instructional affairs has the highest weighted mean of 4.54 with a verbal interpretation of "Highly Observed," whereas "school head identifies the lack of abilities to manage students in the classroom" has the lowest mean of 4.15 with an interpretive equivalent of Observed. With an overall weighted mean of 4.41, the school head's instructional supervision is often described as "Highly Observed" in terms of identifying the strengths and weaknesses of teachers in the classroom.

When someone sincerely recognizes their strengths and limits, they can fully improve themselves. According to Nevin (2018), a teacher is a person who has received professional training in order to educate others about values, information, and abilities. They will better comprehend what must be developed and improved with the assistance of school leaders, ensuring that the aims and goals of education will be met. This quality has a significant relationship with the growth and accomplishments of kids. Sunday-Piarro (2018) supported it more when he claimed that teachers' characteristics could predict their performance.

School Principals will greatly benefit from the creation of various interventions to help teachers lessen their restrictions. They will undoubtedly feel more at ease performing their jobs if various seminars and workshops are held for their professional development. School principals provide teachers with support and guidance to ensure effective teaching and learning. They can observe instruction, provide feedback, and offer professional development opportunities. Principals create a positive working environment, encourage open communication, and motivate teachers for excellence. Table 6 shows the principal's visibility in instructional supervision in the indicator interventions is described in terms of the mean, standard, and interpretation.

Table 4

Principal's Visibility in Instructional Supervision in terms of Intervention

Items	Mean	SD	Descriptive Equivalent
1. School Principal is arranging induction training for beginner teachers.	4.56	0.60	Highly Observed
2. School Principal assists teachers in lesson planning.	4.35	0.62	Highly Observed
3. School Principal facilitates experience sharing programs	4.55	0.55	Highly Observed
4. School Principal assist teachers in developing/ selecting instructional materials	4.37	0.61	Highly Observed
5. School Principal spreads new teaching methodologies among teachers.	4.49	0.54	Highly Observed
6. School Principal facilitates the professional growth of teachers through short-term training, workshops, and seminars.	4.56	0.54	Highly Observed
7. School Principal supports teachers to do action research.	4.39	0.58	Highly Observed
OVERALL	4.47	0.58	Highly Observed

The table reveals that with a mean ranging from 4.35 to 4.49, 4 out of seven (7) statements in school heads' instructional supervision expressed in terms of devising diverse interventions to aid teachers within their restrictions have a significant amount of interpretation. The greatest mean of 4.56 is seen in the last three (3) statements, interpreted as "Highly Observed" statements. As a result, the total study findings indicate that school principals have significantly intervened, with a mean of 4.47.

The teachers' performance in the classroom will improve if their skills are improved and their demands for professional development, such as workshops and training, are met. As a result of their limits being lessened, they will feel at ease, important, and like they are contributing to the team. A study by Badato (2020) found a strong correlation between teachers' performance and their professional growth. A school leader who is innovative and dedicated to assisting teachers in increasing their teaching effectiveness also looks forward to their professional growth.

Job performance is a crucial factor that affects the success and outcomes of a business. It is a variable at the individual level. In other words, it is a fundamental characteristic of people to rationalize how far they go to achieve their goals. According to this idea, performance refers to a person's organizational behavior tendencies. Job performance need not be evident in a person's outward behavior. It may include brain activity relevant to judgments and questions. Nevertheless, whether the desired performance is behavioral or mental, it must be within the individual's



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control. The main requirement for job performance is that it must be relevant to the objectives and specifically focused on organizational goals that are significant for the role (Motowidlo & Scotter, 2018).

Teacher job performance is the ability to reach the set objectives of teaching and learning by ensuring improved student academic achievements through effective lesson planning, classroom management practices, lesson delivery methods, and teacher content mastery. A teacher's work performance evaluation involves examining factors like pedagogical knowledge, classroom management skills, communication efficacy, and student involvement, Smith (2019).

Additionally, this evaluation considers an educator's intelligence, content delivery flexibility, and technology use. Teachers possess knowledge, skills, and attitudes to create a positive learning environment, engage students, and facilitate academic growth. They must be knowledgeable in subject areas, use instructional strategies, manage classrooms, build relationships, and communicate effectively.

Teachers' job performance impacts students' academic success, emotional and social development, and serves as role models and mentors. Teachers also play a vital role in students' emotional and social development. They help students to develop self-confidence, self-esteem, and a sense of belonging. They also teach students important social skills such as communication, cooperation, and conflict resolution. Teachers who are effective in their jobs create a positive and supportive classroom environment. They model respectful behavior and interactions, and they teach students how to manage their emotions and resolve conflicts peacefully (Hattie, 2020).

The questionnaires were used to determine whether teachers were knowledgeable about the subject matter they were assigned to teach, conducted extensive research before lessons, and imparted that knowledge to their students to foster critical thinking. Table 7 shows the level of teacher's job performance in terms of content mastery illustrated in mean, standard deviation, and interpretation.

Table 5

Level of Teacher's Job Performance in terms of Teacher Content Mastery

Items	Mean	SD	Descriptive Equivalent
1. I have knowledge on the topic I am given to teach	3.84	0.37	Outstanding
2. I consult widely before teaching so as to get more knowledge on the topic to be taught	3.62	0.49	Outstanding
3. I share the knowledge I have with my students so as to stimulate their critical thinking	3.85	0.36	Outstanding
OVERALL	3.77	0.41	Outstanding

Table 5 shows that teachers have an "Outstanding" with the findings when asked if they are knowledgeable about the subject matter they are assigned to teach, with an overall mean of 3.84 and convergent views as demonstrated by an overall standard deviation of 0.37. Teachers with shows an outstanding performance with a general mean of 3.62 convergent views, as demonstrated by a common standard deviation of 0.49, when asked if they consult widely before teaching to gain more knowledge on the subject to be taught. When asked if they engage in conversations with their pupils to encourage critical thinking, teachers enthusiastically stated that this is exactly what they do. An overall standard deviation of 0.36 illustrates the overall mean of 3.85 from varying points of view.

In general, when it comes to teacher job performance in terms of teacher mastery content, it shows that they received an "Outstanding" with an overall mean of 3.77 and a standard deviation of 0.41.

The total body of information a teacher knows about a certain subject is known as content mastery. This simply demonstrates, as Darling-Hammond (2018) suggested, that teachers who thoroughly research the subject matter before teaching have a deeper comprehension of it. This enables a teacher to communicate knowledge to students through encouraging critical thinking, which demonstrates the instructor's skill in doing so.

Furthermore, according to Hattie, (2020) found that teacher mastery content is a strong predictor of teacher's performance. This means that teachers job performance tend to achieve higher mastery content scores. The Importance of Teacher Content Knowledge for Mastery is essential for effective teaching. Teachers with high content knowledge are better able to explain complex concepts to students, answer their questions accurately, and develop appropriate learning activities.

Professional instructors used various delivery modalities, like lectures, discussions, case studies, and multimedia presentations, to accommodate different learned styles and foster critical thinking. They regularly evaluate their teaching strategies and adapt them to meet student needs. To increase student engagement and achievement, teachers could adopt cutting-edge teaching tactics, integrate technology, and create an engaging learned environment,

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ultimately resulting in excellent job performance. Table 8 shows the level of teachers' job performance in terms of lesson delivery methods illustrated in mean, standard deviation, and interpretation.

Table 6
Level of Teacher's Job Performance in terms of Lesson Delivery Method

Items	Mean	SD	Descriptive Equivalent
1. I always use learner-centered methods to impart knowledge to my students	3.75	0.43	Outstanding
2. By using a learner-centered approach, the students learn more	3.79	0.41	Outstanding
OVERALL	3.77	0.42	Outstanding

Table 6 shows that the degree of teacher job performance in terms of lesson delivery technique is reflected by all the indicators that are shown as outstanding, with a mean of 3.77 and a standard deviation of 0.42 as described by the respondents. With a mean of 3.75, teachers demonstrated that they are outstanding with the use of learner-centered strategies to convey knowledge to their students. The table also reveals that, with a mean of 3.79, the respondents show an outstanding performance in using a learner-centered approach when approaching their students to help them understand their lesson.

This finding is supported by Marshall (2018), who stated that the delivery of the lesson is the most important factor in evaluating a teacher's performance. The idea of student engagement is predicated on the idea that learning tends to suffer when students are bored, apathetic, disillusioned, or otherwise disengaged and that learning increases when students are curious, interested, or inspired. Lesson delivery techniques are thus strategies and means by which the teacher successfully imparts knowledge to students. The two main categories of these techniques are teacher-centered and student-centered. Effective teachers use learner-centered techniques more frequently because they encourage more student engagement.

In order to create the best learning environment, educators use a variety of strategies and procedures known as classroom management, which is a crucial component of effective teaching. It entails defining and upholding guidelines, practices, and standards that support student participation and academic success while also fostering a happy learning environment. To enhance student success, classroom management requires using differentiated education, identifying the particular needs and traits of distinct learners, and implementing a variety of instructional strategies.

Effective classroom management is essential for teachers to create a safe and effective learning environment for their pupils. Cleared expectations, positive relationships, lesson planning, the use of proactive strategies, active student engagement, the implementation of discipline, varying instruction, and collaboration with coworkers and parents were important components of effective classroom management.

To communicate and reinforce them throughout the school year, teachers must establish clear expectations and norms for behavior in the classroom. Developing trusting and respectful connections with students promotes better conduct and participation. Planning engaging, difficult, and well-paced activities for lessons requires taking preventative measures to avoid behavior issues. Active engagement lowers disruptive behaviors by using strategies like questions, conversations, group work, and hands-on activities.

Data on classroom management practices was gathered to determine whether teachers always ensure that their students are paying attention to them when they are lecturing. Data was also collected to determine how effectively teachers handled disruptions in the classroom without interfering with instruction. A teacher's classroom management skills are crucial for creating a learned environment that values respect, discipline, and engagement. They employ tailored tactics, maintain unambiguous standards, and allow seamless transitions between activities. Building relationships with students promotes open communication and better behavioral issue management. Teachers could help students realize their full potential and foster a culture of learning and growth by fostering a safe and courteous learned environment. Table 9 shows the level of teachers' job performance in terms of classroom management illustrated in mean, standard deviation, and interpretation.



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Table 7

Level of Teacher's Job Performance in terms of Classroom Management

Items	Mean	SD	Descriptive Equivalent
1. I always make sure I have attention of my students when teaching	3.85	0.36	Outstanding
2. I always deal with cases of disruption during lessons without interrupting the teaching and learning process	3.69	0.54	Outstanding
OVERALL	3.77	0.45	Outstanding

Table 7 reveals that when teachers were asked if they always make sure that they have the attention of their students when teaching. The findings revealed that teachers are outstanding when they always make sure that they have the attention of their students when teaching, with a mean of 3.85 and a standard deviation of 0.36 among the respondents.

Teachers were asked if they always dealt with cases of disruption during lessons without interrupting the teaching and learning process. The findings revealed that teachers show an outstanding performance when they always deal with cases of disruption during lessons without interrupting the teaching and learning process, with a mean of 3.69 and a homogenous standard deviation of 0.54. The overall mean of 3.77 indicates that the teachers agree with convergent views, as illustrated by a homogenous standard deviation of 0.45.

According to Aslan (2022), effective classroom management necessitates careful planning but also the flexibility to change course and depart from the original course of action when necessary; it also necessitates firm control but also the flexibility to relinquish that control in order to seize a teaching opportunity; and it necessitates leadership but also empathy for and understanding of students. The first step to managing a classroom successfully is having strong organizational skills. Other parts of the planning process include carefully organizing resources, practicing with the technology, and learning how to organize and move around the classroom.

By determining whether teachers always plan their lessons, whether the teaching and learning objectives are stated, whether teaching and learning resources are identified, and whether teachers specifically specify the teaching and learning activities when making lesson plans, lesson planning data were used to measure this construct of teacher performance. Additionally, it was determined if teachers must outline the evaluation processes that will be used in their classes.

Table 8

Level of Teacher's Job Performance in terms of Lesson Planning

Indicators	Mean	SD	Descriptive Equivalent
1. I always plan my lesson so as to know the topics to be taught	3.81	0.39	Outstanding
2. I always state the teaching and learning objectives	3.79	0.41	Outstanding
3. I always identify the teaching and learning resources to be used in my classes	3.76	0.43	Outstanding
4. I outline the teaching methods when planning my lessons	3.73	0.45	Outstanding
5. I specify the teaching and learning activities when planning my lesson	3.73	0.44	Outstanding
6. I specify the evaluation procedures to be conducted in my classes	3.77	0.42	Outstanding
OVERALL	3.77	0.42	Outstanding

Table 8 shows the teacher's job performance level in terms of lesson planning illustrated in mean, standard deviation, and interpretation. The table reveals that when teachers were asked if they always plan their lesson to know the topics to be taught, they perceived it to an outstanding performance, and that teachers were asked if they always plan their lesson to know the topics to be taught. The overall mean of 3.81 indicates that the teachers agree with convergent views, as illustrated by a homogenous standard deviation of 0.39.

Teachers, when asked if they always state the teaching and learning objectives, the findings revealed that teachers have an outstanding performance and that they always state the teaching and learning objectives. The overall mean



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of 3.79 indicates that the teachers agree with convergent views, as illustrated by a homogenous standard deviation of 0.41.

The teachers were further asked if they always identify the teaching and learning resources to be used in their classes, and they are outstanding. The overall mean of 3.76 indicates that the teachers agree with convergent views, as illustrated by a homogenous standard deviation of 0.43.

Teachers, when asked if they outline the teaching methods when planning their lessons and specify their teaching and learning activities when planning their lessons, outstanding. The overall mean of 3.73 indicates that the teachers agree but have divergent views, as illustrated by a heterogeneous standard deviation of 0.44. When asked to indicate if they specified the evaluation procedures to be conducted in their classes, the teachers indicated an outstanding performance. The overall mean was 3.77, indicating that the teachers agree but have divergent views, as illustrated by a heterogeneous standard deviation of 0.42.

In general, the teacher's job performance in terms of lesson planning, as reflected by all the indicators illustrated, outstanding with a mean of 3.77 and a 0.42 standard deviation as described by the respondents. This only shows that teachers play a significant role in determining how students engage globally in cooperative learning environments through careful lesson planning (Siddiqie 2021). There has been a great deal of internal study on lesson preparation as a vital instructional skill for effective teaching and as a conscious action that comes before the delivery of information. Teachers must be prepared to produce effective and comprehensive lesson plans to foster a learning environment centered on the needs of the students.

The teacher's portfolio includes lesson plans (Malunda et al., 2018). A professional practice in education called lesson planning calls for teachers to prepare their lessons in advance. A teacher can define the topic to be covered, describe the learning and teaching objectives, name the teaching and supplementary materials, sketch out the delivery strategies, and detail the teaching and learning activities as well as the evaluation processes with the use of lesson planning.

Relationship between the Respondent's Profile and their Teaching Job Performance

To determine whether the relationship between the respondent's profile and their teaching job performance is statistically significant, the p-value can be compared to the significance level. If the p-value is less than the significance level, then the relationship is considered to be statistically significant.

If the significance level is set to 0.05, then the relationship between the respondent's profile and their teaching job performance is considered to be statistically significant if the p-value is less than 0.05. It is important to note that correlation does not equal causation. Just because two variables are correlated does not mean that one variable causes the other. It is possible that there is a third variable that is causing both variables to change.

In order to identify the appropriate statistical treatment, a normality test is run in the data through IBM SPSS. Results show that the residuals follow a normal distribution. Thus, the Pearson Correlation test is appropriate. The summary of the Pearson correlation test run in the data through the IBM SPSS is shown in Table 9.

Table 9

Pearson Correlation Coefficients between the Respondent's Profile and their Teaching Job Performance

Respondent's Profile	Teaching Job Performance			
	Teacher Content Mastery	Lesson Delivery	Classroom Management	Lesson Planning
Age	-.091	.034	.101	.058
Sex	.088	.109	.091	-.113
Civil Status	.062	.196*	.156	.099
Highest Educational Attainment	-.037	.055	.065	.100
Length of Teaching Experience	-.144	-.114	-.040	.020

*p<.05

The table shows that one correlation coefficient is significant at $\alpha=.05$. Thus, the first hypothesis is rejected. Results show a significant relationship between profile, in terms of civil status, and Teaching Job Performance, in terms of Lesson Delivery. Looking closer into the data reveals that civil status has a very weak correlation to Lesson Delivery. The correlation appears positive. Examining the gathered data, married respondents, which is coded as 2, have slightly higher Teaching Job Performance in terms of Lesson Delivery than single respondents encoded as 1.



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The study of Ugwu (2018), which demonstrated a strong and favorable association between work experience and the job performance of librarians in Nigeria, supports this statement. The study also looked into the impact of an employee's age, sex, education, and length of service on how well they perform at work and how satisfied they are with their jobs. There are a number of possible reasons for this relationship.

One possibility is that librarians with more experience have simply had more time to learn the skills and knowledge necessary to do their jobs effectively. They may also be more familiar with the library's resources and services, and better able to understand and meet the needs of its users. Another possibility is that librarians with more experience are more likely to be motivated and engaged in their work. They may have a stronger sense of professional identity and commitment to their field. They may also be more likely to have developed relationships with their colleagues and users, which can make their work more enjoyable and rewarding.

The study by Ugwu (2018) also looked at the impact of other demographic factors, such as age, sex, and education, on job performance and job satisfaction. The study found that age had a small but significant positive correlation with job performance, but sex and education did not. This suggests that work experience is a more important factor in job performance than other demographic factors.

Relationship between the Principal's Visibility in Instructional Supervision and the Teacher's Job Performance

The Pearson Correlation test is run to test if there is a significant relationship between the Principal's Visibility in Instructional Supervision and the Teacher's Job Performance through the IBM SPSS. According to Smith and Doe (2023), principals play a crucial role in instructional supervision, fostering a culture of accountability and continuous improvement. They observe, support, and provide feedback to instructors, benefiting both teachers and students. Principals prioritize instructional monitoring, maintaining a top-notch learned environment, and ensuring all students receive the education they deserve. A principal's visibility in instructional supervision was crucial for ensuring quality instruction and meaningful learned experiences (Smith & Doe, 2023).

Once principals have a deep understanding of the teaching and learning process, they can provide valuable feedback to teachers on how to improve their instruction. This feedback can be specific and actionable, and it should be delivered in a supportive and constructive manner. By demonstrating their commitment to academic excellence, encouraging teachers to improve, and gaining a deep understanding of the teaching and learning process, principals can play a vital role in helping students succeed. The summary of the results is shown in the table below.

Table 10

Pearson Correlation Coefficients between the Principal's Visibility in Instructional Supervision and their Teaching Job Performance

Principal's Visibility in Instructional	Teaching Job Performance			
	Teacher Content Mastery	Lesson Delivery	Classroom Management	Lesson Planning
Classroom Observation	.271**	.116	.009	.318**
Portfolio	.410**	.272**	.176*	.522**
Strength and Limitations	.260**	.039	.032	.494**
Interventions	.377**	.065	.197*	.516**

*p<.05, **p<.01

The table shows that two correlation coefficients are significant at $\alpha=.05$ and nine correlation coefficients are significant at $\alpha=.01$. Thus, the second hypothesis is rejected. Hence, there is a significant relationship between the Principal's Visibility in Instructional Supervision and the Teacher's Job Performance.

Principal's Visibility in Classroom Observation has a weak, positive correlation to Teacher Content mastery and Lesson Planning. It means that the higher the Principal's Visibility in Classroom Observation, the teachers manifest a slightly higher Teaching Job Performance in terms of Teacher Content Mastery and Lesson Planning.

Principal's Visibility in Portfolio has a very weak, positive correlation to Classroom Management; weak, positive correlation to Lesson Delivery; and moderate, positive correlation to Teacher Content mastery and Lesson Planning.



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Thus, a higher Principal's Visibility in Portfolio manifests a slight increase in Teaching Job Performance in terms of Classroom Management and Lesson Delivery and manifests a moderate increase in both Teacher Content mastery and Lesson Planning.

Principal's Visibility in Strength and Limitations has a weak, positive correlation to Teacher Content mastery and a moderate, positive correlation to Lesson Planning. Hence, a higher Principal's Visibility in Strengths and Limitations manifests a slight increase in Teaching Job Performance in terms of Teacher Content mastery and manifests a moderate increase in Lesson Planning.

Finally, the Principal's Visibility in Interventions has a very weak, positive correlation to Classroom Management; a weak, positive correlation to Teacher Content mastery; and a moderate, positive correlation to Lesson Planning. Hence, a higher Principal's Visibility in Interventions manifests a slight increase in Teaching Job Performance in terms of Classroom Management and Teacher Content mastery while manifesting a moderate increase in Lesson Planning.

For a teacher, having a helpful principal can make all the difference. A study by Fatima and Ali (2018) found that the majority of teachers would feel better content when they received useful ideas and direction from their supervisors. This suggests that having a supportive principal who can provide teachers with guidance and resources is essential for teacher morale and satisfaction. Teachers want assurances from their principals that they have their best interests at heart. A principal's primary responsibility includes offering consistent, collaborative teacher support. The foundation of the connection between a teacher and a principal must be trusted. Employees will develop trust in management as a result of open communication, which will give them a sense of involvement in school management. This encourages cooperation and makes it easier for school administrators to deal with instructors who believe they have a voice in making decisions and formulating plans for the management of the institution.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. The study predominantly involves unmarried male respondents aged 26-35, suggesting a higher likelihood of participation within this demographic, with the majority holding college degrees, indicative of a focus on individuals with higher education levels or early in their teaching careers.
2. Highly visible principals engaging in instructional supervision practices, including classroom observation, portfolio assessment, strengths and limitations evaluation, and interventions, contribute to improved teacher job performance.
3. Teachers are highly skilled and effective in their jobs.
4. There is a significant relationship between lesson delivery and civil status, thus teachers of different civil statuses may have different approaches to lesson delivery.
5. The visibility of principals in instructional supervision significantly impacts teacher job performance.
6. The principal's visibility in instructional supervision and monitoring of teachers' performance significantly impacts their job performance.

Recommendations

In light of the foregoing significant findings and conclusions of the study, the following recommendations are proposed:

1. Schools can support teachers job performance by offering professional development programs, mentorship and peer support, work-life balance, technology integration, career advancement opportunities, and diverse teaching methods.
2. For the improvement of instructional supervision, school principals can heighten the frequency of classroom visits, furnish constructive feedback, engage in substantive dialogues, advocate for teachers to maintain comprehensive portfolios, discuss strengths and areas for improvement, and foster a culture of ongoing professional growth.
3. Involves affording teachers opportunities to participate in workshops and conferences, facilitating collaboration with peers, and providing the necessary resources and materials for their success.
4. Provide concrete advice on how to improve teacher development, student results, and instructional supervision techniques
5. Principals may set clear goals, encourage teamwork and trust, provide opportunities for professional growth, and use formative feedback to enhance instructional supervision.
6. Principals may consider increasing their visibility in instructional supervision and monitoring of teachers' performance by regularly observing classrooms, participating in classroom activities, and talking to teachers and students about their learning experiences.
7. Future researchers are recommended to focus on conducting more extensive research on the inclusion of principals'



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visibility in instructional supervision and the job performance of teachers.

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