



Teachers' Work-life Balance as a Mediator in Instructional Supervision Practices and Organizational Performance

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Abstract

How school leaders perform their instructional supervision is linked to low or high organizational performance. Likewise, the teachers' work-life balance should not be compromised in attaining a good performance. Based on this premise, this study aimed to determine if the teacher's work-life balance mediates instructional supervision practices and organizational performance. The study used a descriptive-correlational research design. The researcher utilized a questionnaire to gather data from the 230 teacher respondents. The results revealed that respondents observed the instructional supervision practices and highly practiced their work-life balance. On the other hand, organizational performance regarding learner outcomes was observed; teachers highly practiced their performance and strongly agreed that school-based management was highly practiced. Furthermore, a significant relationship existed between the perceived school head instructional supervision practices and organizational performance. Moreover, work-life balance significantly mediated the relationship between the extent of the practice of instructional supervision and the level of organizational performance. Thus, this study suggests that school leaders may employ instructional supervision to support teachers in striking a work-life balance, as improving organizational performance requires both work-life balance and excellent supervision.

Keywords

Instructional Supervision Practices, Work-life Balance, Organizational Performance

INTRODUCTION

Instructional supervision of the school leaders remains crucial in achieving organizational success. When the school leaders perform their duties and responsibilities in instructional supervision, the quality of teachers' performance is affected, thus generating better school performance, including the teachers' performance and students' outcomes. Most scholars and practitioners believe instructional monitoring can enhance teaching so students learn more. For the growth of teaching and student development, the instructional monitoring activities carried out by school principals are crucial. Some studies have shown a favorable relationship between students' achievement and school administrators' time supervising education (Deniz & Erdener, 2020).

To ensure that everyone in the organization performs at a level that reflects the organizational success of the school, school leaders have a huge duty. The ability of leaders to influence their subordinates in either a positive or bad way makes leadership among leaders a crucial feature or factor in managing those who serve as their subordinates. From this point forward, school leaders will have effective leadership provided they provide all instructors with guidance based on the appropriate viewpoints and competency of what they must do. Thalib and Manda (2016) found that the efficacy of school administrators positively affects teachers' and instructors' motivation at work. On the other hand, the principal's ability positively affects the teachers' effectiveness, and the school administrators' competence positively affects the teachers' performance. To ensure that these are the requirements for high performance, school leaders must carry out the responsibilities outlined by the department.

The programs implemented by the Department of Education aim to develop school administrators as whole people. These managers are further developed through various seminars and training courses to serve as excellent role models for superiors. Therefore, teachers receive various training and seminars to ensure they are supported holistically, similar to how their managers lead and treat them in the organization. According to a Department of Education regulation entitled “Instructional Supervision: Standards, Procedures and Tools,” supervisors must receive administrative views. It would give them a fantastic opportunity to fulfill their responsibilities as managers of their employees. Additionally, supervision offers an opportunity for teachers to grow professionally and determines students' academic performance. The outstanding organizational performance might result from the school leader's outstanding instructional supervision (Corpuz, 2016).

However, the achievement of organizational success depends not only on the oversight of instruction but also on the instructors' ability to strike a balance between their professional and personal lives. When offered in the context of supervisor and organizational support, the availability and adoption of work-life balancing techniques can decrease work-life conflict and boost favorable evaluations of one's organization (Lazar et al., 2010). Employee attitudes like greater job satisfaction and better schedule control are frequently linked to these impacts. The outcomes include reduced absenteeism, planned turnover, workplace stress, work-life conflict, and increased productivity. Lower recruitment and training expenses, increased retention of valuable employees, and increased organizational dedication and loyalty all result from lower turnover intentions. These factors are all linked to lower costs, customer satisfaction, and implicitly stronger organizational effectiveness.

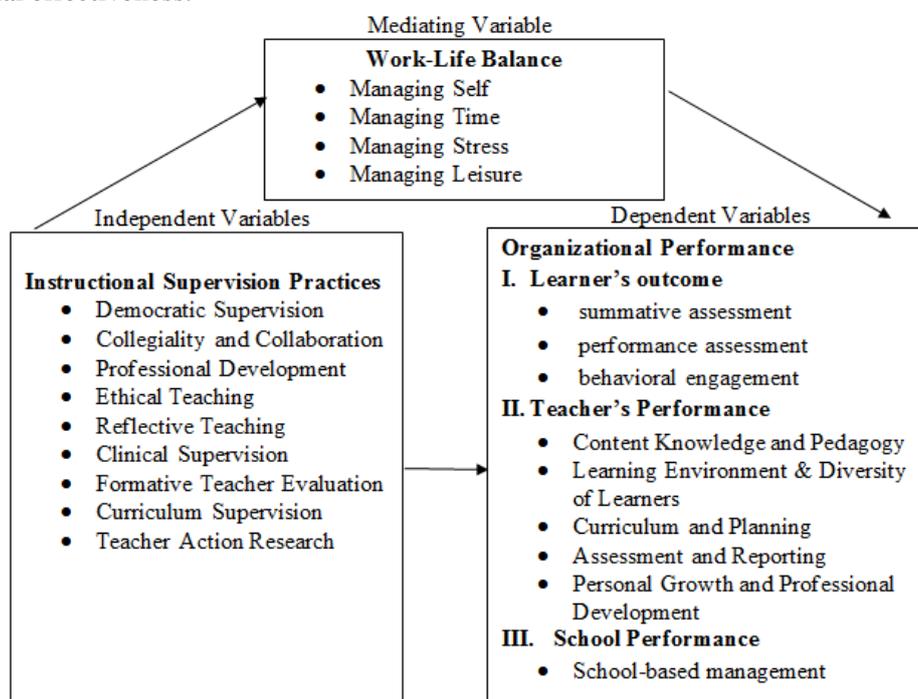


Fig. 1 The Research Paradigm

RESEARCH PROBLEMS

This study's main objective was to investigate the role of work-life balance as a mediator in instructional supervision practices and organizational performance. Specifically, it sought the answers to the following questions:

1. To what extent is the instructional supervision being practiced by the school heads as assessed by the respondents?
2. What is the degree of work-life balance as assessed by the respondents?
3. What is the assessed level of organizational performance of the respondents?
4. Is there a significant relationship between the perceived school heads' instructional supervision practices and organizational performance?
5. Do the respondents' perceptions of work-life balance significantly mediate the relationship between the extent of the practice of instructional supervision and the level of organizational performance?

MATERIALS AND METHODS

This study adopted a descriptive-correlational design to provide a picture of situations and establish the relationship between different variables, i.e., the mediating effect of work-life balance on instructional supervision and organizational performance. Work-life balance was used to mediate the instructional supervision practices and organizational performance to explain how one variable affects another.

The study was implemented in two districts of the Division of Quezon. The elementary teachers of the selected schools in the Division of Quezon were the study's respondents. This study included 230 public elementary teachers from the selected schools through random sampling.

The primary instrument the researcher used for gathering data in the study was a self-made questionnaire distributed face-to-face to public elementary teachers to obtain their perspectives on work-life balance as a mediator in instructional supervision practices and organizational performance. To obtain the perspectives of public elementary teachers on work-life balance as a mediator in instructional supervision practices and organizational performance, the researcher created a survey questionnaire divided into five parts: demographic profile, instructional supervision of the head teachers, organizational performance, and work-life balance.

To ensure the questionnaire's congruency and accuracy, the researcher submitted it to the thesis adviser and other panel members for corrections and suggestions on its enhancement. The researcher also requested content validation from three (3) head teachers and two master teachers to ensure the quality of the questions and alignment with the teachers under study.

The survey questionnaire underwent external validation by the experts, including school principals, master teachers, and teachers who provided expert feedback and suggestions for improving the instrument. After the external validation, consolidation of comments, suggestions, and integration to the instrument done by four experts, including the thesis adviser, technical editor, statistician, and subject specialist, the questionnaire contents were amended and revised as a result of their inputs. Their suggestions and opinions were considered before finalizing the instrument to the respondents. After finalizing the questionnaire, the researcher drafted a request letter to collect data from the participating schools.

The researcher requested consent from the Schools Division Superintendent, Public Schools District Supervisors, principals, and participants. Following their consent, the researcher conducted the study by handing out the questionnaire face-to-face and collecting it afterward. The data were analyzed, classified, and tabulated for statistical treatment.

RESULTS AND DISCUSSION

Head Teachers' Instructional Supervision Practices

Table 1 Summary of Tables of the Extent of Head Teachers' Instructional Supervision Practices

	Mean	SD	VI
1. Democratic Supervision	4.44	.52	O
2. Collegiality and Collaboration	4.42	.57	O
3. Professional Development	4.39	.55	O
4. Ethical Teaching	4.44	.58	O
5. Reflective Teaching	4.30	.62	O
6. Clinical Supervision	4.34	.57	O
7. Formative Teacher Evaluation	4.34	.60	O
8. Curriculum Supervision	4.39	.59	O
9. Teacher Action Research	4.21	.69	O
Overall	4.36	.52	O

Legend: 4.50-5.00-Highly Observed (HO), 3.50-4.49-Observed (O), 2.50-3.49- Moderately Observed (MO), 1.50-2.49 Slightly Observed (SO), 1.00-1.49-Not Observed (NO)

The summary of tables of the extent of the head teachers' instructional supervision practices is presented in Table 1. It shows an overall mean of 4.36 (SD=0 .52) and "Observed" verbal interpretation. Democratic supervision and ethical teaching have the highest mean of 4.44 (SD=0.52; SD=0 .58). Conversely, teacher action research has the lowest mean of 4.21 (SD=0 .69).

The numerical data imply that school administrators in Dolores and Tiaong carry out the practice of professional, ongoing, and collaborative instruction improvement as part of their instructional supervision of teachers. It is typical to use direction, support, idea exchange, facilitation, or invention to assist educators in enhancing the learning environment and caliber of classroom instruction. It extends a helping hand to a professional colleague who works cooperatively in a school setting and fosters the growth of a professional learning community with an instructional leader who possesses exceptional knowledge and skills. Because school leaders oversee every facet of a school's operations, school administrators have a wide range of responsibilities within the educational process and school management (Gamata, 2021).

Respondents' Work-Life Balance

Table 2 Summary of Tables of the Degree of the Respondents' Work-Life Balance

	Mean	SD	VI
1. Managing Self	3.98	.82	HP
2. Managing Time	4.00	.78	HP
3. Managing Stress	3.95	.82	HP
4. Managing Leisure	3.97	.77	HP
Overall	4.14	.57	HP

Legend: 4.50-5.00- Very Highly Practiced (VHP), 3.50-4.49- Highly Practiced (HP), 2.50-3.49- Practiced (P), 1.50-2.49- Slightly Practiced (SP), 1.00-1.49- Not Practiced (NP)

Table 2 reflects the summary of the respondents' work-life balance degree tables. It shows an overall mean of 4.14 (SD=0.57) and a verbal interpretation of "Highly Practiced." It states that the respondents' managing time has the highest mean of 4.00 (SD=0.78) while managing stress has the lowest mean of 3.95 (SD=0.82).

The indicated values have the verbal interpretation of "Highly Practiced." It implies that respondents place high importance on work-life balance, reflected in how they manage their time by meeting the requirements of their job without working long hours, managing themselves through having enough time to think, plan, and schedule their day-to-day activities for their self-development, managing stress through managing themselves at work even if they are frustrated, and managing leisure through enjoying extra-curricular events and social activities to increase productivity at work without negatively impacting their personal lives. In addition to being beneficial to relationships and health, a strong work-life balance can raise employee productivity and performance (Wedgwood, 2022).

Organizational Performance as to Learners' Outcome

Table 3 Summary of Tables of the Extent of Learners' Outcome

	Mean	SD	VI
1. Summative Assessment	4.41	.48	O
2. Performance Assessment	4.42	.48	O
3. Behavioral Engagement	4.47	.55	O
Overall	4.43	.43	O

Legend: 4.50-5.00-Highly Observed (HO), 3.50-4.49-Observed (O), 2.50-3.49- Moderately Observed (MO), 1.50-2.49 Slightly Observed (SO), 1.00-1.49-Not Observed (NO)

Table 3 shows the summary of the extent of the learners' outcomes. It declares an overall mean of 4.43 (SD=0.43) and a verbal interpretation of "Observed." Behavioral engagement has the highest of all the three sub-variables of learners' outcomes with a mean of 4.47 (SD=0.55) and is verbally interpreted as "Observed." It implies that teachers assessed the behavioral engagement more than the others because this compels better results of summative and performance assessment once students embark and take this into account.

Learners' outcomes are one predictor of school organizational performance because they elicit the quality of education that the school offers, the quality of teaching that teachers do and perform, and the quality of the curriculum that learners experience

Students' academic success is the focal point of the entire educational system. Any educational institution's success or failure is determined by how well its pupils do academically. Academic performance results from education and measures how well a learner, instructor, or institution has met their learning objectives (Narad & Abdullah, 2016).

Organizational Performance as to Teachers' Performance

Table 4 Summary of Tables of the Extent of Teachers' Performance

	Mean	SD	VI
1. Content Knowledge and Pedagogy	4.61	.46	VHP
2. Learning Environment and Diversity of Learners	4.62	.47	VHP
3. Curriculum and Planning	4.53	.47	VHP
4. Assessment and Reporting	4.69	.47	VHP
5. Personal Growth and Professional Development	4.60	.48	VHP
Overall	4.61	.41	VHP

Legend: 4.50-5.00- Very Highly Practiced (VHP), 3.50-4.49- Highly Practiced (HP), 2.50-3.49- Practiced (P), 1.50-2.49- Slightly Practiced (SP), 1.00-1.49- Not Practiced (NP)

Table 4 shows the summary of tables showing the extent of the teachers' performance. It declares the overall mean of 4.6 (SD=0.41) and verbal interpretation of "Very Highly Practiced."

It also reveals that curriculum planning has the lowest mean of 4.53 (SD=0.47), and assessment and reporting has the highest mean of 4.69 (SD=0.47). The "Very Highly Practiced" verbal interpretation of all the sub-variables of teachers' performance indicates that based on the lifelong learning perspectives, the teachers acknowledge the significance of professional standards in their advancement and ongoing professional development. The Philippine Professional Standards for Teachers are intended to help teachers recognize the overwhelming evidence that high-achieving students benefit immensely from having qualified teachers in their classrooms. Excellent instruction is a prerequisite for excellent learning. As a result, improving teacher quality becomes crucial for long-term, sustainable nation-building.

The PPST ensured better accountability, which holds educators and institutions accountable for classroom activities. To guarantee obtaining a higher level of learning, aligning learning to standards helps teachers stay on task and guided through the assessment process. Finding various methods to demonstrate to pupils how technology might make learning easier and more advanced is the first step in empowering them. They then benefit from this as they grow to embrace lifelong learning. As teachers design learning scenarios where students choose what they need to learn and how they will learn it, they should continue to empower them. Utilizing technology opens up many possibilities (Olaya, 2019).

Organizational Performance as to School Performance

Table 5 shows the extent of the school's performance in terms of school-based management. It generates an overall mean of 4.51 (SD=0.49) and a verbal interpretation of "Highly Observed." It implies that the respondents see how the school performs school-based management that pays attention to different areas such as decision-making autonomy, parent and community involvement, resource management, professional development, and student performance and learning outcomes, which are imperative in achieving organizational success.

Teachers realized that school-based management is essential to improving school functions because schools have the authority to oversee the educational process, which is carried out immediately by stakeholders, as the respondents saw the significance of school-based management and how it improves the school in various areas.

Table 5 Extent of the School's Performance as to School-Based Management

	Statement	Mean	SD	VI
1.	In decision-making autonomy, our school evaluates the extent to which schools have the authority to make decisions regarding curriculum, budgeting, staffing, and other key aspects of school management.	4.49	.57	O
2.	In parent and community involvement, our school assesses the engagement and participation of parents and the community in school affairs.	4.50	.54	HO
3.	In resource management, our school examines how well schools manage their financial, human resources, and physical infrastructure.	4.50	.55	HO
4.	In professional development opportunities our school measures the availability and effectiveness of professional development opportunities for teachers and school staff.	4.50	.56	HO
5.	In terms of student performance and learning outcomes, our school analyzes student achievement data and learning outcomes to determine the impact of SBM on academic success.	4.57	.53	HO
Overall		4.51	.49	HO

Legend: 4.50-5.00-Highly Observed (HO), 3.50-4.49-Observed (O), 2.50-3.49- Moderately Observed (MO), 1.50-2.49 Slightly Observed (SO), 1.00-1.49-Not Observed (NO)

In the local of the study, the school leaders practiced school-based management through immediate actions in the curriculum when it needs to have an adjustment in learning resources, collaboration with parents during times that need to have activities for the students, responding to the professional needs of the teacher by giving training and seminar to enhance their skills, and taking actions immediately when the students' academic achievements were low.

Llego (2017) stated that school-based management (SBM) aims to enhance education by giving individual schools substantial decision-making power previously held by district and state offices. SBM entrusts parents, students, teachers, and principals with more authority over the educational process by assigning them to decide on the curriculum, staffing, and budget. By incorporating educators, parents, and other community members in these crucial choices, SBM can improve the learning settings that kids are in.

Relationship and Mediation Analysis

Table 6 shows the correlations between learners' outcomes and instructional supervision practices. It reveals that all the variables in instructional supervision practices have a significant positive relationship with the variables of learners' outcomes. It implies that by giving teachers support and direction, instructional monitoring helps to improve student outcomes. When properly implemented, instructional monitoring guarantees teaching strategies are commensurate with curriculum requirements, student needs, and educational objectives.

Table 6 Correlations between Learners' Outcomes and Instructional Supervision Practices

Instructional Supervision Practices	Learner's outcome		
	Summative assessment	Performance assessment	Behavioral; Engagement
Democratic Supervision	.381**	.415**	.417**
Collegiality and Collaboration	.413**	.395**	.455**
Professional Development	.495**	.468**	.420**
Ethical Teaching	.411**	.387**	.435**
Reflective Teaching	.367**	.354**	.399**
Clinical Supervision	.394**	.373**	.367**
Formative Teacher Evaluation	.434**	.437**	.384**
Curriculum Supervision	.516**	.523**	.400**
Teacher Action Research	.410**	.392**	.363**

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

Supervisors can help teachers improve their teaching techniques by providing helpful feedback in classroom observations and self-assessment tools in their Individual Performance Commitment and Review Form (IPCRF) and providing professional development through supporting their participation in post-graduate studies, seminars, and training endeavors.

It has a favorable effect on the pupils' learning outcomes and experiences. Furthermore, instructional supervision promotes a continuous improvement culture in educational settings, which raises student performance and accomplishment levels. As a result, there is a substantial correlation between learners' results and instructional supervision, with efficient supervision greatly enhancing the standard of instruction.

The main goals of instructional supervision are to increase teacher effectiveness, support teachers' professional growth, and improve student outcomes (Livingstone & Andala, 2023). Poor academic achievement is the outcome of using instructional supervision techniques insufficiently.

Headteacher-established instructional supervision approaches, such as frequent classroom visits, offering leadership and guidance to teachers, and establishing continuous assessment and professional development initiatives, produce more child-focused instruction, higher-quality learning, and an improved learning environment (Kihara et al., 2024).

Table 7 Correlations between Teachers' Performance and Instructional Supervision Practices

Instructional Supervision Practices	Teachers' Performance					
	CKP	LEDL	CP	AR	PGPD	OPTP
Democratic Supervision	.309**	.303**	.349**	.256**	.318**	.352**
Collegiality and Collaboration	.289**	.285**	.349**	.246**	.322**	.342**
Professional Development	.348**	.379**	.389**	.325**	.336**	.407**
Ethical Teaching	.299**	.296**	.346**	.301**	.323**	.359**
Reflective Teaching	.267**	.222**	.292**	.220**	.285**	.295**
Clinical Supervision	.211**	.232**	.266**	.195**	.309**	.279**
Formative Teacher Evaluation	.294**	.310**	.349**	.279**	.312**	.354**
Curriculum Supervision	.336**	.359**	.370**	.338**	.426**	.420**
Teacher Action Research	.246**	.286**	.293**	.182**	.314**	.304**

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

Table 7 reveals the correlations between teachers' performance and instructional supervision practices. The results show a significant positive relationship between the variables of instructional supervision practices and teachers' performance, which denotes that instructional supervision is crucial in molding and improving teachers' performance.

Teachers can improve their instructional techniques, classroom management abilities, and general effectiveness with the support of instructional supervisors who offer continuous feedback, encouragement, and chances for professional development. Supervisors can personalize support to meet the needs of individual teachers and identify areas for growth through joint reflection, constructive feedback, and observation. This procedure encourages a culture of continual improvement inside the educational institution and provides teachers with the tools they need to advance professionally. Teachers can better engage students, support learning, and enhance student outcomes as they gain greater expertise and self-assurance. As a result, there is a substantial correlation between teacher performance and instructional supervision, and good supervision is essential to fostering and maintaining teacher excellence.

Effectively supervising teachers as they attempt to demonstrate instructional leadership responsibilities is a crucial step in enhancing instructional supervision in the education sector (Yego et al., 2020).

In addition, directing supervision supports teachers' teaching. Teachers in schools desire to be led by someone, and this has an impact on their attitudes. Some educators, particularly new ones who ask more experienced educators for assistance, are accustomed to receiving direction. As a result, they would rather follow their supervisors' lead to enhance their instruction (Hoque et al., 2020).

Furthermore, supporting the efficient delivery of instruction is the principal responsibility. Effective school leaders ensure that instructors regularly participate in class discussions and reflection exercises to be sufficiently prepared to enhance student performance. They are also familiar with a wide range of instructional strategies that either directly or indirectly promotes teacher professional development (Uy et al., 2024).

Table 8 Correlations between School Performance and Instructional Supervision

Instructional Supervision Practices	School-Based Management
Democratic Supervision	.485**
Collegiality and Collaboration	.487**
Professional Development	.563**
Ethical Teaching	.505**
Reflective Teaching	.388**
Clinical Supervision	.496**
Formative Teacher Evaluation	.483**
Curriculum Supervision	.553**
Teacher Action Research	.547**

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

Table 8 illustrates the positive significant relationship between instructional supervision and school-based management. It suggests that the more school leaders perform their instructional supervision practices, the better school-based management.

Collaborative decision-making is essential to effective instructional supervision in a school-based management system. Supervisors and instructors collaborate closely to identify areas that need improvement and implement measures

to address those issues. In line with the values and educational goals of the school, supervisors offer opportunities for professional development, resources, and feedback specifically targeted to the requirements of teachers and students. Furthermore, instructional supervision can help school-based administration make decisions by offering insightful information about teaching methods, student requirements, and areas for development. Supervisors and school administrators can work together to create rules, assign funds, and carry out programs that foster teacher development and improve student results.

There is a symbiotic link between school-based management and instructional supervision, with supervision playing a critical role in efficient management procedures used in educational establishments. Combined, they enhance teaching and learning results overall and promote an environment of accountability and ongoing development in the school community.

In addition, proficient leadership amplifies and introduces constructive modifications in the educational system and any other establishment. The efficacy, efficiency, and quality of the workforce are all influenced by good supervision and the accomplishment of the educational system's objectives. Under supervision, teaching and learning are placed in a safe and secure atmosphere since the supervisors' recommendations are followed. The supervisors' reports serve as standard norms or benchmarks for better facilities provision, staff training and retraining, resource material enhancement, school plants, and school-community connections. An overview of the learning outcomes in the educational system is given by effective supervision (Jeremiah & Queensoap, 2024).

The professional competencies of school heads significantly influence the SBM Level of Practice; as a result, these competencies have created a major set of predictors for the schools' level of practice. The competencies of school administrators play a significant role in the advancement of educational institutions. For this reason, the school head's professional competencies enable him to supervise appropriately and make the school-based management work properly and excellently (Cabigao, 2019).

Table 9 presents the mediating effect of work-life balance between instructional supervision practices and organizational performance. It reveals that instructional supervision practices impacted work-life balance as indicated by the strength of its relationship with an estimated value of .3408 at $p=.0000$. To achieve company goals and maintain work-life balance, supervisors must act in a supportive manner by guiding the teachers in the performance of their duties and responsibilities through the provision of technical assistance. This can be seen in the instructional supervision practices that are performed in the organization (Susanto et al., 2022).

Table 9 Test of Mediating Relationship of Work-life Balance in Instructional Supervision Practices and Organizational Performance

Model: 4							
X : Organizational Performance							
Y : Instructional Supervision Practices							
M : Work-life Balance							
Sample Size: 230							
OUTCOME VARIABLE: Work-Life Balance							
Model Summary							
	R	R-sq	MSE	F	df1	df2	p
Model	.3708	.0947	.3022	23.8561	1.0000	228.0000	.0000
	coeff	se	t	p	LLCI	ULCI	
constant	2.6580	.3070	8.6581	.0000	2.0531	3.2629	
ISP	.3408	.0698	4.8843	.0000	.2033	.4784	
OUTCOME VARIABLE: Organizational Performance							
Model Summary							
	R	R-sq	MSE	F	df1	df2	p
Model	.6342	.4022	.0879	76.3546	2.0000	227.0000	.0000
	coeff	se	t	p	LLCI	ULCI	
constant	2.2130	.1908	11.5960	.0000	1.8369	2.5890	
ISP	.3879	.0396	9.8080	.0000	.3100	.4659	
WLB	.1476	.0357	4.1340	.0001	.0773	.2180	
Direct effect of X on Y							
Effect	se	t	p	LLCI	ULCI		
.3879	.0396	9.8080	.0000	.3100	.4659		
Indirect effect(s) of X on Y							
	Effect	BootSE	BootLLCI	BootULCI			
Work-life Balance	.0503	.0183	.0200	.0913			
95% Confidence Interval							
Effect	Estimate	SE	Lower	Upper	t	p	
ISP→WB	.3408	.0698	.2033	.4784	4.8843	.0000	
WB→OP	.1476	.0357	.0773	.2180	4.1340	.0001	
ISP→OP	.3879	.0396	.3100	.4659	9.8080	.0000	

Partial mediation exists

Table 9 also explains that work-life balance impacts organizational performance, with an estimated value of .1476 at $p=.0001$. It implies that workers with a negative work-life balance are less productive and perform poorly. On the other hand, employees with a positive work-life balance perform better at work. Their results indicate a favorable correlation between work-life balance and job performance, indicating a noteworthy direct effect of work-life balance on job performance that contributes to organizational performance (Susanto et al., 2022).

Moreover, instructional supervision impacted organizational performance, stipulating the strength measured by the .3879 estimated value at $p=.0000$. This proves that when head teachers perform their instructional supervision practices, it generates better organizational performance.

Furthermore, the table declares that instructional supervision practices and organizational performance are partially mediated by work-life balance since there is a direct effect of instructional supervision on organizational performance elucidated by its estimated value of .3879 at $p=.0000$. It denotes that instructional, supervisory practices are essential elements of educational leadership that work to improve student, teacher, and school performance. Higher student success, teacher performance, and overall school effectiveness have all been associated with higher organizational performance in educational institutions when instructional supervision practices are present. In both developed and developing nations, supervision plays a crucial role in the growth of educational programs because it helps teachers enhance teaching, improves student accomplishment, and leads to superior organizational performance (Usman, 2015).

However, work-life balance partially mediates the relationship between organizational performance and instructional supervision practices. In other words, the degree to which teachers balance their personal and professional lives contributes to the favorable effects of instructional supervision practices on organizational performance measured by its $Effect=.0503$. This result implies that partial mediation postulates a direct relationship between the independent and dependent variables and a significant association between the mediator and the dependent variable. Balance significantly mediated the relationship between supervisor support in the view of the education sector and employee performance (Talukder & Galang, 2021).

Additionally, it is determined that work-life balance at Animal Feed Surabaya pays attention to providing employees with correct and balanced workloads. At the same time, work supervision requires consistency and firmness from the organization because work-life balance can increase employee performance directly if done through mediation. In contrast, work supervision can increase employee performance directly, even without going through the mediation of the work environment. Both work-life balance and work supervision must remain the organization's concern (Soelistya & Tri Cicik Wijayanti, 2022).

Work-life balance positively impacts millennials' behavior, attitudes, and performance. An increasing number of firms offer comprehensive work-life balance policies. These policies affect employee job satisfaction and organizational commitment, affecting performance and productivity (Wiradendi Wolor, 2020).

In conclusion, achieving work-life balance and integrating efficient instructional supervision can both improve organizational performance in synergistic ways. This two-pronged strategy guarantees that staff members are not just professionally trained and equipped but also content and driven and less likely to experience stress and burnout. As a result, companies that give equal weight to all dimensions are more likely to achieve outstanding organizational performance.

FINDINGS AND CONCLUSIONS

Instructional supervision practices in terms of democratic supervision, collegiality and collaboration, professional development, ethical teaching, reflective teaching, clinical supervision, formative teacher evaluation, curriculum supervision, and teacher action research of the head teachers were observed by the respondents. The respondents highly practiced work-life balance in terms of managing self, managing time, managing stress, and managing leisure. Respondents observed the school's performance towards learner outcome, summative assessment, performance assessment, and behavioral engagement. Meanwhile, the respondents highly practiced the teacher's performance, content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting, and personal growth and professional development. On the other hand, respondents assessed that the school highly practiced school-based management. A significant relationship existed between the perceived school heads' instructional supervision practices and organizational performance. Work-life balance significantly mediated the relationship between the extent of the practice of instructional supervision and the level of organizational performance. In conclusion, since the extent of the practice of head teachers' instructional supervision practices was significantly related to teachers' work-life balance and organizational performance, this study rejects the null hypothesis. Also, The perceived work-life balance significantly mediated the relationship between the extent of instructional supervision practice and the level of organizational performance; thus, this study rejects the null hypothesis.

RECOMMENDATIONS

Based on the findings of the study, instructional supervision practices play a crucial role in achieving excellent organizational performance. The researcher hereby suggests that since the teacher action research, one of the sub-variables of instructional supervision practices had the lowest mean: school leaders may strengthen teacher action research by intensifying the different endeavors like training, seminars, forums, and learning action cells so that school

leaders enhance their skills in doing action research; thus, compelling to better instructional supervision among teachers as far as the action research is concerned. Likewise, school leaders must perform their instruction based on the standard instructional supervision practices prescribed by the department because they impact organizational performance: learners' outcomes, teachers' performance, and school-based management. This also affects work-life balance, a pivotal predictor of organizational performance. Lastly, school leaders may establish a support system that increases the level of work-life balance of the teachers. This support system elicits from the instructional supervision they execute when they work with their teachers; thus, teachers' work-life balance becomes positive, leading to better organizational performance. Their performance is affected by the work-life balance constituted by their superiors.

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DECLARATION OF CONFLICT

The authors declare that no conflict can be derived from this study.

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