



SCHOOL HEAD LEADERSHIP PRACTICES AND TEACHERS' PERFORMANCE IN TWILIGHT EDUCATION: BASIS FOR AN ENHANCED LEARNING ACTION CELL

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ABSTRACT

During COVID-19 pandemic, school leader's leadership respond to vast change and find ways to ensure that students are learning while in-school learning is suspended. School leaders and teacher are innovating and finding their own ways to address the learning needs of the learners. This is a perfect storm with imperfect leadership responses. This study aimed to determine the leadership practices of school heads, that teachers perceived as contributions to heightened performance of teachers in Twilight Education. The respondents of this study are 60 teachers from schools of San Francisco District. This study used descriptive type of research and used an adapted and modified survey questionnaire through google form to analyze the present condition of variables. Results of the study revealed that there is a positive significant relationship between School head Leadership Practices in terms of Model the way, inspired a Shared Vision, Challenge the Process, Enable others to Act, and Encourage the Heart and teachers' performance in terms of Content Knowledge and Pedagogy, Diversity of Learners, Assessment and Reporting, Curriculum and Planning, Community Linkages and Professional Engagement, and Personal Growth and Professional Development. However, there is a negative significant relationship between Inspire a Shared Vision to Diversity of Learners. It also suggests that there is no significant relationship between School Head Leadership Practices and Teachers' Performance in Twilight Education. Therefore, the null hypothesis "there is no significant relationship between School Head Leadership Practices and Teachers' Performance in Twilight Education" is not sustained in the findings of the study.

Keywords: educational management, school head, leadership practices, twilight education, teachers' performance, descriptive type research, Philippines