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

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ABSTRACT

During the COVID-19 pandemic, school leaders adapt to change and find out ways to achieve quality education even school use a new delivery mode of teaching. Learners' needs are being addressed by school administrators and teachers who innovate and discover approaches to address the needs. This is a situation that necessitates sloppy leadership. The goal of this research was to learn more about school leaders' leadership styles in Twilight Education. This study involved 60 teachers from San Francisco District schools and used descriptive type of research. To examine the current condition of variables, this study employed an adapted and modified survey questionnaire via Google Form. Findings of the study demonstrated a favorable significant association between school head leadership practices in terms of modeling the way, which prompted a follow-up study. More so, inspire a shared vision to diversity of learners has a negative significant association, and there is no substantial link between school head leadership practices and teacher performance. Thus, the study's findings do not support the null hypothesis that "there is no substantial association between School Head Leadership Practices and Teachers' Performance in Twilight Education."

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

INTRODUCTION

As the COVID-19 pandemic expanded across the globe many schools struggled to respond swiftly and appropriately. The pandemic had a significant impact on schools, which were one of the most important societal institutions. Most school leaders, on the other hand, have little to no experience in crisis management and have never dealt with a crisis of this magnitude and complexity. It is very evident that the global pandemic has created an unprecedented challenge for school leaders. COVID19 slammed the door on all parts of daily lives earlier this year Harris and Jones (2020).

It hinders foreign travel, slows economic progress, and puts a stop to schooling around the world. COVID 19 has been a 'supernova' (Azorn 2020) in just a few short months, causing 'undeniable upheaval' (Hargreaves and Fullan 2020) and disrupting the very fabric of education.

The educational systems face numerous obstacles because of the COVID-19 pandemic. It also denotes the need to innovate and change educational delivery, as well as educational leadership, which serves a crucial role for teachers, students, and the community.

Furthermore, Harris (2020) Parents, students, and teachers now live in a twilight education world, waiting for normal service to

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return or hoping for a new normal that will provide stability, continuity, and reassurance.

For many principals, successfully implementing change and utilizing collective expertise necessitates capability development support as well as quality principal preparation (Jones et al., 2015), as mentioned by Mosley (2020).

During the COVID-19 pandemic, school leaders adapt to rapid change and discover ways to keep students learning even while school is closed. School administrators and teachers are innovating and exploring new ways to meet the students' educational needs.

There are no precedents and no guides to leading schools in a pandemic as cited by Harris and Jones (2020). There has been some early research, of course into the effects and impact of COVID 19 on all sectors of education. This work has helped to set down useful markers and some preliminary reference points. Aiming to capture the dimensions of such a colossal moving target, however, will require far more sophisticated research methodologies in the future, if the work is to move to more valid and generalizable findings (Fetters and Molina-Azorin 2020).

During the COVID crisis, school leaders and teachers in many countries are working in an uncomfortable situation with little prior experience to guide them in their responsibilities. As a result, educators are innovating and finding their own ways to focus on the needs of the students (Sampat, 2020).

OBJECTIVES OF THE STUDY

This study aimed to ascertain the perception of the respondents on school head leadership practices and teachers' performance. And, to identify the correlational relationship between the school head leadership practices level of teacher's performance in Twilight Education.

METHODOLOGY

This study used the descriptive and correlational research design. Specifically, this method helps to determine the correlation between independent variables and dependent variables of the study.

Descriptive correlational research design was used to determine and describe the perception of the respondents in 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. Also, to determine the perception of the respondents in 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. This study also identifies the interrelationship in a particular situation among the dependent and independent variables.

The respondents of the study are teachers from San Francisco District in San Pablo City, Laguna. This study was conducted during S.Y. 2020-2021 during COVID-19 pandemic with the total population of 212 teachers, participated with sample size of 60 teachers of San Francisco District in San Pablo City, Laguna.

Moreover, the study was conducted at eleven Elementary schools from the San Francisco District, Division of San Pablo City. The study used convenience sampling technique. It is defined as a method where the research data is gathered from a conveniently available pool of respondents. The researchers used convenience sampling not just because it is easy to use, but because the study was conducted during the COVID-19 pandemic.

The primary instrument used in this study is a rating scale questionnaire. Questionnaires were adapted and modified by the researcher and submitted to her adviser, critic, and persons in authority for suggestions. The comments and suggestions of the validation were used for the improvement of the rating scale questionnaire. After validation of the instruments by the face and content validation, pilot testing was performed using 10 respondents. Collected data from pilot testing was tested using Cronbach Alpha reliability analysis. The results of pilot testing were useful to check if the indicator is reliable to use in the study. Consequently, there is a deletion of some indicators. Revision and finalization of the

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instrument were based on the result of Cronbach Alpha reliability.

This study utilized statistical measures to solve the problem of the study. Mean and the standard deviation were used to find out the relationship between school head leadership practices and teachers' performance in Twilight Education.

RESULTS AND DISCUSSION

1. Perception on School Head Leadership Practices

Table 1
Summary of School Head Leadership Practices over-all mean

School Head Leadership Practices	Over-all mean	Standard Deviation	Verbal Interpretation
Model the way	3.75	0.43	Highly Manifested
Inspired a Shared Vision	3.80	0.41	Highly Manifested
Challenge the Process	3.82	0.41	Highly Manifested
Enable others to Act	3.81	0.42	Highly Manifested
Encourage the Heart	3.83	0.38	Highly Manifested

The overall mean of 3.75 and a standard deviation of 0.43 indicates that respondents are very satisfied with the leadership practices of the school head. These results show that the practices of the leaders are effectively shown and performed in terms of Model the way.

This result implies that the practices of the leaders are effectively shown and performed those teachers plan and prepare to achieve the vision and goal. Thus, the continuous observation of good leadership practices of the school is highly commended, and it shall be maintained by the school head for better performance of teachers as well as students. This is because of the school leader's influences on his/her teachers in terms of getting the job is practice and observed. Likewise, the conviction to quality work and efficiently accomplish whatever is needed to be done Is also highly manifested. This is based on the mean and standard deviation which gets higher scores as compared to other indicators.

This result suggests that the practices of the leaders are effectively shown and performed that teacher find opportunities to change, grow, and improve in innovative ways that establish measurable milestones. Thus, the continuous observation of good leadership practices of the school is highly commended, and it shall be maintained by the school head for better performance of teachers as well as students. This is because school leaders influence his/her to search for opportunities to change, grow, and improve in innovative ways that make the goals achievable, makes concrete plans, and establish measurable milestone.

Also, the practices of the leaders are effectively shown and performed that teacher develops cooperative relationships among the people he/she works with and learn new skills and develop themselves.

The practices of the leaders are effectively shown and performed that teaches foster a collaborative effort that build trust and promote cooperative goals that develop about his/her confidence in their abilities. Thus, the continuous observation of good leadership practices of the school is highly commended, and it shall be maintained by the school head for better performance of teachers as well as students. This is because school leaders ensure their teachers to grow in their jobs by learning new skills and develop themselves.

2. Perception on Teachers' Performance

The overall mean of 3.79 and a standard deviation of 0.44 indicates that respondents are very satisfied with the teachers' performance in Content and Pedagogy. The result shows that in terms of Content Knowledge and Pedagogy the teacher have the mastery of what he/she teaches. He/ She perform efficiently and effectively what is expected from him/her. Moreover, expertise in the use of ICT is also showed and manifested by the

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teachers to maximize effective teaching and learning process.

Table 2
Summary of Teacher Performance over-all mean

Teacher Performance	Over-all mean	Standard Deviation	Verbal Interpretation
Content Knowledge and Pedagogy	3.79	0.44	Always Observed
Diversity of Learners	3.79	0.44	Always Observed
Assessment and Reporting	3.87	0.34	Always Observed
Curriculum and Planning	3.85	0.36	Always Observed
Community Linkages and Professional Engagement	3.84	0.40	Always Observed
Personal Growth and Professional Development	3.87	0.02	Always Observed

The result implies that in terms of Diversity of Learners the teacher intends and outbring innovative teaching strategies that contribute to special educational needs of learners. He/ She perform efficiently and effectively what is expected

from him/her. Moreover, the teachers maximize effective teaching and learning process. Findings indicate that in terms of Assessment and Reporting the teacher give necessary feedback about learning outcomes of his/her pupils. He/ She identify students' strengths and needs and ways to address them. He/ She perform efficiently and effectively what is expected from him/her.

In terms of Curriculum and Planning the teacher innovate appropriate teaching and learning resources that includes ICT to address learning goals. He/ She perform efficiently and effectively what is expected from him/her as to Community Linkages and Professional Engagement.

On the other hand, in terms of Personal Growth and Professional Development the teacher fosters high personal regard for the profession that maintain the dignity of teaching such as caring attitude, respect, and integrity. He/ She perform efficiently and effectively what is expected from him/her. Moreover, he/she undertake activities towards personal and professional growth that exhibit high professional links with colleagues which also showed and manifested by the teachers to maximize effective teaching and learning process.

3. Test of correlational relationship between the School Head Leadership Practices Level of Teacher's Performance

Table 3
Summary Test of correlational relationship between the School Head Leadership Practices Level of Teacher's Performance

School head leadership practices	Level of teacher's performance					
	Content knowledge pedagogy	Diversity of learners	Assessment and reporting	Curriculum planning	Community linkages	Personal growth and professional development
Model the way	.286[*]	.366[**]	.412[**]	.312[*]	.386[**]	.422[**]
Inspired a shared vision	.300[*]	.157	.323[*]	.444[**]	.575[**]	.443[**]
Challenge the process	.528[**]	.443[**]	.385[**]	.605[**]	.600[**]	.467[**]
Enable others to act	.402[**]	.350[**]	.527[**]	.534[**]	.638[**]	.574[**]
Encourage the heart	.454[**]	.267[**]	.265[*]	.564[**]	.650[**]	.496[**]

3.1 Correlation of Model the way to Level of Teachers' Performance

It shows the significant results of Model the way in the Level of Teacher's Performance. It is very evident that Model the way is significantly related to Level of Teacher's Performance. An r-value of .286 for Content knowledge pedagogy indicates that through setting an example and spending time and energy that adhere to the principle and standards teachers' level of performance improve. In terms of Diversity of learners, an r-value of .336 implies that school head effectively performed that teacher are responsive to address diverse learners. In terms of Assessment and reporting, an r-value of .412 implies that school head communicate effectively to teachers and teachers as to parents/ guardians' learners' achievements and decision to support development of skills that utilize assessment data to identify students' strengths and needs and ways to address them. As to Curriculum planning, an r-value of .312 shows significant relationship to Model the way. This signifies that school head works and observe the principles and standards that teachers implement and supervise that are aligned with the learning competencies.

Result shows that Model the way is significantly related Community linkages. An r-value of .386 indicates that through setting an example and spending time and energy of school heads it upholds professional ethics, accountability, and transparency to teachers as well as to stakeholders. In terms of Personal growth and professional development, an r-value of .422 implies that demonstrating and maintaining qualities of school head undertake activities towards personal and professional growth to teachers.

These results are supported by the study of Mann (2014) suggested that the real source of transformational leadership was based in the personal beliefs and values of the leader. The leader's job was to reach higher levels of performance than was thought possible by uniting followers and to change goals and/or beliefs. Silins's (1992) and Leithwood's (1994) research led them to conclude that transformational leadership was of significant value when it came to the restructuring of schools.

3.2. Correlation of Inspired a Shared Vision to Level of Teachers' Performance

It also presents the results of the test of correlations between Inspired a shared vision to Level of Teachers' Performance. It can be gleaned from the data that an r-value of .300 for Content knowledge pedagogy, .323 for Assessment and reporting, .444 for Curriculum planning, .575 for Community linkages and .443 for Personal growth and professional development are significantly related to Inspired a shared vision. This result suggests that painting the "big picture" of what to accomplish and talks about future trends to contribute teachers' performance is deemed necessary. While with the r-value of .157 for Diversity of learners it indicates that it is not significantly correlated. Nevertheless, Diversity of learners found to be not significantly related to Inspired a Shared Vision as one of the variables of the school leadership practices. This indicates that whether the leader is passionate and have genuine conviction about the exciting future, the teachers are not that affected on what they are doing. Teacher still doing efficiently and effectively highlighting teaching strategies that respond to the learners' linguistic, cultural, socioeconomic or religious backgrounds because they are the one who know the needs of the students. Moreover, the teachers are commonly passionate with their work and not affected by the leadership practices of the school head.

As cited by Abu-Tineh, A, et.al (2009) Inspiring a shared vision is vital for bringing people in any organization together to foster a commitment to a shared future they seek to create. Transformational leaders passionately believe that they can make a difference by envisioning the future and creating an ideal and unique image of what the organization can become. They inspire such a vision in their followers with a positive and hopeful outlook.

3.3. Correlation of Challenge the process to Level of Teachers' Performance

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The result denotes that challenge the process is significantly related to Level of Teachers' Performance of the respondents. An r-value of .528 for Content knowledge pedagogy indicates that through Challenge the process the teachers learn to try out new and innovative ways to do their work to adapt in new normal teaching learning environment and highlights teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills. In terms of Diversity of learners, an r-value of .443 implies that teachers understand student's cultural backgrounds and acceptance of diversity in the field of work.

As to Assessment and reporting, an r-value of .385 indicates that the teachers learn to develop set measurable milestones, sense of commitment with work as well as engage students learning that leads for timely, accurate and constructive learner's performance.

In terms to Curriculum planning, an r-value of .605 shows significant relationship to Challenge the process. This signifies that teachers' innovative ways to improve and address learning goals. In terms of Community linkages, as Personal growth and professional development an r-value of .600 and .467 respectively indicate that challenge the process gives the respondents the opportunities to test his/her own skills and abilities to sustain engagement with parents/and guardians and/or wider school community and undertake activities towards personal and professional growth.

3.4. Correlation of Enable others to act to Level of Teachers' Performance

Enable others to act is significantly related to Level of Teachers' Performance of the respondents. An r-value of .402 for Content knowledge pedagogy indicates that through Enable others to act the teachers learn to highlights integration, redefine, and transform learning experiences. In terms of Diversity of learners, an r-value of .350 implies that the Enable others to act Treat's others with dignity and respect understand student's cultural backgrounds and acceptance of diversity in the field of work.

As to Assessment and reporting, an r-value of .527 indicates that the teachers establish timely, accurate and constructive feedback to improve learner's performance.

In terms to Curriculum planning, an r-value of .534 shows significant relationship to Enable others to act. This signifies that teachers' implement and supervise curricular and co-curricular programs to support learning. In terms of Community linkages, as Personal growth, and professional development an r-value of .638 and .574 respectively indicate that Enable others to act gives the respondents a choice in deciding on how to do their work and develops cooperative relationships among parents/and guardians, school community and other key stakeholders that exhibit high professional links with colleagues.

Establishing a culture of interdependence simply indicates that individuals rely on one another to accomplish the shared goals of the organization, recognizing that everyone must contribute for the organization to be successful. Finally, effective leaders create opportunities for various interactions so that individuals can network with one another, sharing their experiences and expertise as well as celebrating their accomplishments (Kouzes & Posner, 2002).

3.5 Correlation of Encourage the heart to Level of Teachers' Performance

The result denotes that encourage the heart is significantly related to Level of Teachers' Performance of the respondents. An r-value of .454 for Content knowledge pedagogy indicates that through Encourage the heart by giving the teachers appreciation and support for their contribution's teachers recognize the importance of mastery of Content knowledge and its application within and across curriculum areas. In terms of Diversity of learners, an r-value of .367 implies that the Encourage the heart makes it a point to treats others with dignity and respect understand student's cultural backgrounds and acceptance of diversity in the field of work. As to Assessment and reporting, an r-value of .265 indicates that Teachers still do his/her job efficiently and effectively because they are the ones who know the needs of the students.

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Moreover, the teachers are commonly passionate with their work and not affected by the leadership practices of the school head.

As to Curriculum planning, an r-value of .564 shows significant relationship to Encourage the heart. This signifies that school heads contribute and provide teachers professional development learning action cell.

Meanwhile, Encourage the heart is significantly related Community linkages. An r-value of .650 indicates that recognized stakeholders exemplify commitment and sustain engagement with parents/and guardians and/or wider school community. In terms of Personal growth and professional development, an r-value of .496 implies that collaboration and promotion of cooperative goals will undertake activities towards personal and professional growth and exhibit high professional links with colleagues.

According to Kouzes and Posner (2003), leaders have been given the sole responsibility of ensuring that they encourage other junior employees so that they can remain motivated. Encouraging the heart of employees does not just involve giving them financial incentives. It goes beyond this. It involves understanding of employees from an individual basis with the view of providing them with what they desire at their workplace.

Principals use the leadership practice of encouraging the heart to show appreciation for their teachers and create a culture of celebration. Teachers become frustrated and discouraged during difficult times, and the principal must periodically lift their spirits through genuine acts of kindness. Low performing schools have more than their share of problems. Principals need to genuinely praise teachers and let them know they are appreciated by those leading the academic improvement effort. A principal's praise and show of appreciation is a powerful motivator and helps teachers become creative in their work, Pingle (2006).

Additionally, Kadtong, M. Usop D. (2013) implies that a teachers satisfied with their job is also a productive one. Furthermore, if the teachers contented with their job, they would develop and maintain high level of performance. Teaching learning process make more efficient and effective that could produce highly competitive learners.

Furthermore, Qomariah (2020) cited the first factor that can improve teacher performance is the level of education. The level of education is a stage in continuous education which is determined based on the level of development of students, the breadth of teaching materials and educational objectives included in the curriculum. A person will continue to achieve a higher level of education to improve his performance (Mangkunegara, 2010).

CONCLUSIONS

The study's findings revealed that there is a positive significant relationship between teachers' performance in terms of content knowledge and pedagogy, diversity of learners, assessment and reporting, curriculum and planning, and community linkages and 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. However, there is no evidence of a link between inspire a shared vision and learner diversity. Similarly, there is little evidence of a link between school leadership practices and teacher performance.

RECOMMENDATIONS

Based on the findings and conclusions, the following recommendations are hereby presented.

1. 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 were found to be significantly related to school head leadership practices such as Model the Way, Inspired a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart. As a result, the researcher strongly proposes that the school principal should continue to observe his or her finest practices, which will positively motivate instructors to do better in their jobs, particularly during times when excellent achievement is critical.

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2. School leadership practices that inspired a shared vision for a diverse group of students were shown to be unrelated. Thus, the researchers suggested that with the help of the school principal, an Enhanced Learning Action cell for teachers to envision the future, see what the organization can become, and see those possibilities that promote and contribute more on planning, developing, and delivering teaching strategies that are responsive to the educational needs of the learners.

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