



SCHOOL COMMAND SKILLS OF SCHOOL HEADS AND PROFESSIONAL TEACHING PRACTICE OF TEACHERS

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Teacher I

Abstract

This study aimed to determine the relationship between school command skills of school heads AND professional teaching practice of teachers. This study utilized the non-experimental quantitative research design using descriptive technique involving teachers in Malita North District of Davao Occidental Division, Philippines. The study was conducted on the second semester of School Year 2022-2023. Research instruments on school command skills of school heads and professional teaching practice of teachers were used as source of data. Using mean and pearson-r as statistical tools to treat the data, the study showed the following results: the level of school command skills of school heads is high very high, the level of professional teaching practice of teachers is very high, there is a significance on the relationship between school command skills of school and professional teaching practice of teachers.

Keywords: *School Command Skills of School, Professional Teaching Practice of Teachers, School Administration and Supervision, Quantitative Research, Philippines*

1. INTRODUCTION

Teachers must perform to a satisfactory level of competency to implement the curriculum. This means demonstrating a sufficient level of knowledge, skill and motivation to meet the demands and requirements of the teaching job satisfactorily. However, not all teachers in the United Kingdom possess the ideals of being competent teachers since there are a quite few who do not understand the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences (Schneider, 2007).

There are many issues in terms of professional teaching practice of teachers. In East Timor, teachers have challenges of using instructional materials are non-availability of materials. Adding the laziness of the teachers in terms of learning how to design instructional materials, the problem on teacher competence continues to increase. More so, the lack of skill and strategies, financial constraint, lack of appropriate materials in textbook, time constraint, lack of support from authority, lack of geography resource room made this problem a growing concern (Reynoso, 2019).

It is in the above context that the researcher would like to conduct a study on the three variables. These are studies on the relationship between leadership and school culture, and professional teaching but the researcher has rarely come across of the study on the mediating role of professional teaching on the relationship between principal leadership and school climate especially in the local setting. The realization of this study, therefore, is a contribution to new knowledge and the existing literature on each of the topics covered in this study.

The study is anchored on the Power and influence theory of French & Raven (1959). This theory proposes that the focus of the power-and-influence leadership theory is on how managers can inspire their staff by making use of their authority and/or sway. The primary investigation that supports this notion was carried out.

Influence is the capacity to significantly alter actions and beliefs, whereas power is the capacity to impose your will on others. You'll occasionally need to utilize your influence

as a leader to direct the ship. However, when you utilize influence to lead, your team will gradually come to value and respect you more.

Power is the ability to exert positional authority over others in order to influence their behavior, frequently resulting in resentment. Based on relationships and persuasion, influence is the capacity to alter how a person develops, behaves, or thinks; it frequently results in respect. Leadership and management success results from the freedom that power and influence give them to carry out their duties. Power, for instance, enables leaders to issue directives and instructions for how the company should function.

The difference between a leader and a manager is how well they can inspire and motivate people to take action. The most effective leaders are those who can successfully influence people at all levels of the organization and change behavior to affect business outcomes.

The conceptual framework of the study is shown in Figure 1. The independent variable of this research is school command skills of school heads by Goldring, et al (2009) which indicators include the following: *high standards for student learning* which refers to principal's effort in achieving desirable learning outcome of the students; *rigorous curriculum* refers to the content or the competencies in the curriculum which are carefully chosen so for students' advancement.

The purpose of this study was to look on the relationship between school command skills of school heads and professional teaching practice of teachers.

This study is beneficial to the Schools Division Office where the study is conducted as it will give the personnel a concrete view of the levels of the variables which this study is aimed to identify. This will guide the personnel as their reference for future decision-making to improve on the aspects which the study is intended to uncover.

This study is aimed to determine the relationship between school command skills of school heads and professional teaching practice of teachers. The study will be implemented in some public schools in Davao Occidental Division within the second semester of the School Year 2022-2023.

This study is limited to teaching diverse students, content area and pedagogical knowledge, planning for differentiated instruction, learning environment, instructional delivery, reading, writing, and oral communication, assessment, collaborative relationship and professionalism, leadership, and advocacy for professional teaching practice.

It also included only the high standards for student learning, rigorous curriculum, quality instruction, culture of learning and professional behavior, connections to external communities and performance accountability.

2. MATERIALS AND METHODS

This study employed the non-experimental quantitative research design utilizing correlational technique. A substantial proportion of quantitative educational research is non-experimental because many important variables of interest are not manipulable. Because non-experimental research is an important methodology employed by many researchers, it is important to use a classification system of non-experimental methods highly descriptive of what we do and which also allows us to communicate effectively in an interdisciplinary research environment. Correlational research designs evaluate the nature and degree of association between two naturally occurring variables (Johnson, 2012).

The geographic location of this study was shown in Figure 2. The municipality of Malita is a first-class municipality of the newly-founded province, Davao Occidental. It has 25 barangays and eight secondary schools. According to the 2009 LGPMS census, it has a population of 133,020 people in 20,526 households. Malita was known for various parts of its cultural heritage.

The research sample included only those elementary teachers who have permanent position. They must also have a teaching experience for the public school for at least five years. The substitute teachers and those holding Learning Support Aid positions are excluded in the sample of the research. Likewise, this study is conducted only to one district of Davao Occidental Division and at least have more than a hundred teachers as sample.

This study utilized purposive sampling in determining the sample of this study. Only those teachers who manifested their willingness to participate in the research were included in the study. These students must have Informed Consent to show their voluntary participation of the study.

This study utilized adopted questionnaire. The questionnaire on school command skills of school heads by Goldring, et al (2009). The indicators were the following: high standards for student learning, rigorous curriculum, quality instruction, culture of learning and professional behavior, connections to external communities and performance accountability.

The questionnaire for the professional teaching practice of teachers was taken from the Illinois Professional Teaching Standards, (2013) which indicators are the following: *teaching diverse students* refers to teachers understanding on the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences.

This five-point Likert Scale was used in determining the professional teaching practice of teachers in this study.

The researcher simplified and contextualized the questionnaires without losing the original content. The first draft of the contextualized version of the instruments was submitted to the research adviser for comments and recommendations to improve its presentation. The final copies were submitted to the panel of experts for approval.

Final revision of questionnaire was made by incorporating the corrections, comments and suggestions given by the expert validators. The validators rated the survey questionnaires with a rating of 4.20 with a descriptive equivalent as very good.

The following steps will be undertaken in the gathering of data for this study. First the researcher asked permission from the Superintendent of Davao Occidental Division to conduct the study in Sarangani District. After the request was granted, the researcher also sent a letter to the district supervisor indicating the intention to conduct the study in the district. The researcher attached the letter of approval from the division superintendent. The same letter of request was also sent to the school heads.

The school allowed the researcher to gather data for the research during activity period in the afternoon. This was a big challenge for the researcher because the travel going to school's district usually takes more than half an hour from the station.

As soon as the researcher got into the school, he went to the office of the school head and showed the letter of approval and endorsement from the superintendent and from the district supervisor. After which, the researcher met the teachers and the school head and gave them a brief orientation on how they will respond to the questions in the questionnaire. As soon as the respondents were able to complete answering the questionnaire, the researcher collected them and tallied the responses. Interpretation followed after the statistician handed the data.

The following statistical tools were used in treating the data in this study.

Mean. This was used to determine the extent of school command skills of school heads and professional teaching practice of teachers. **Pearson-r.** This was used to determine the significance of the relationship between school command skills of school heads and professional teaching practice of teachers.

3. RESULTS AND DISCUSSION

Level of School Command Skills of School Heads

in terms of High Standards for Student Learning

Presented in Table 1.1 is the level of school command skills of school heads in terms of high standards for student learning with a mean score of 4.68 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: encourages students to successfully achieve rigorous goals for student learning, creates conditions that help faculty and students reach ambitious learning targets, communicates with families and the community about goals for rigorous student learning, promotes recognition and rewards for students who achieve high standards of academic learning, and implements activities and procedures to meet high standards for student learning.

To begin with, public school teachers perceived that their school heads manifested very highly in terms of high standards for student learning, which is evident in the school heads' efforts of promoting recognition and rewards for students who achieve high standards of academic learning, encouraging students successfully achieve rigorous goals for student learning, implementing activities and procedures to meet high standards for student learning, communicating with families and the community about goals for rigorous student learning, and creating conditions that help faculty and students reach ambitious learning targets. Such finding is corollary to the study of Hehir (2005),

**Level of School Command Skills of School Heads
in terms of Rigorous Curriculum**

Presented in Table 1.2 is the level of school command skills of school heads in terms of rigorous curriculum with a mean score of 4.61 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: supports participation in professional development that deepens teachers' understanding of a rigorous curriculum, communicates regularly with teachers about a rigorous curriculum, advocates rigorous curriculum that honors the diversity of students and their families, provides opportunities for teachers to work together to deliver a rigorous curriculum, and uses disaggregated student achievement data to monitor the rigor of all curriculum programs.

More so, public school teachers rated their principals very high on the latter's efforts of establishing rigorous curriculum, which are manifested by principal supporting participation in professional development that deepens teachers' understanding of a rigorous curriculum, communicating regularly with teachers about a rigorous curriculum, providing opportunities for teachers to work together to deliver a rigorous curriculum advocating rigorous curriculum that honors the diversity of students and their families and using disaggregated student achievement data to monitor the rigor of all curriculum programs.

**Level of School Command Skills of School Heads
in terms of Quality Instruction**

Presented in Table 1.3 is the level of school command skills of school heads in terms of quality instruction with a mean score of 4.63 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: plans opportunities for teachers to improve their instruction through observing each other's' instructional practices, coordinates efforts to improve instruction in all classes, supports teachers in protecting instructional time in their classes, communicates with faculty about removing barriers that prevent students from experiencing quality instruction, and advocates additional instructional opportunities for students most in need.

In the same vein, the respondent assessed very highly on their principals' efforts for quality instruction, which were inclusive of practices such as communicating with faculty about removing barriers that prevent students from experiencing quality instruction, coordinating efforts to improve instruction in all classes, supporting teachers in protecting instructional time in their classes, planning opportunities for teachers to improve their instruction through observing each other's instructional practices and advocating additional instructional opportunities for students most in need. This is parallel with the pronouncements of Donovan and Bransford (2005), who verbalized that to ensure that every student will acquire basic life skills, schools need to provide high quality instruction, balanced assessment and collaboration reflective of culturally responsive practices.

**Level of School Command Skills of School Heads
in terms of Culture of Learning and Professional Behavior**

Presented in Table 1.4 is the level of school command skills of school heads in terms of the culture of learning and professional behavior with a mean score of 4.62 or very high.

The result of this mean score is taken from the strands of the indicators which are as follows: plans for a positive environment in which student learning is the central focus, implements a learning environment in which all students are known and cared for, encourages teachers to learn from their most effective colleagues, advocates rules and consequences for behavior that are fair to all students, and communicates with parents about the aspects of a positive school culture.

School principals were perceived by their teachers very highly in terms of culture of learning and professional behavior. This can be seen in the former's efforts of planning for a positive environment in which student learning is the central focus, advocating rules and consequences for behavior that are fair to all students, encouraging teachers to learn from their most effective colleagues, implementing a learning environment in which all students are known and cared for and communicating with parents about the aspects of a positive school culture. This is corollary to the pronouncements of Barth (2006) as well as Angelle (2010), who both averred that a school principal should monitor whether teachers make learning collaborative and fun by introducing a lesson-related idea or question or fun fact at the beginning of each class for discussion.

Collaborative learning can allow every student to feel like a contributor to the lesson and can spark a unified culture for learning. In addition, several authors also posited parallel ideas with the two authors, portending that principals creating a culture for learning can spark a greater appreciation for knowledge and motivate students to participate in the classroom and in extracurricular learning activities both inside and outside of school. Regularly including fun activities that introduce new ideas and fascinating facts during class can prompt students to think innovatively and explore their interests with greater fervor (Boote and Beile, 2005; Barth, 2006; Fereday and Muir-Cochrane, 2006).

Level of School Command Skills of School Heads

in terms of Connections to External Communities

Presented in Table 1.5 is the level of school command skills of school heads in terms of connections to external communities with a mean score of 4.65 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: plans activities with volunteers to, advance social and academic goals, coordinates the contributions of individuals and groups in the community in the service of student learning, allocates resources that build family and community partnerships to advance student learning, promotes relationships with leaders in the community to support students, and discusses the results of student achievement tests with parents.

Principals were perceived by their teachers to exhibit a very high level of connections to external communities. These are manifested in the capability of the principals in promoting relationships with leaders in the community to support students, coordinating the contributions of individuals and groups in the community in the service of student learning, allocating resources that build family and community partnerships to advance student learning, discussing the results of student achievement test with parents.

Level of School Command Skills of School Heads

in terms of Performance Accountability

Presented in Table 1.6 is the level of school command skills of school heads in terms of performance accountability with a mean score of 4.60 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: develops a plan to hold teachers accountable for student academic and social learning, provides expertise to make decisions about holding students accountable for their learning, implements social and academic accountability equitably for all students, advocates that the faculty is accountable for meeting the needs of diverse students, and uses student achievement data to determine faculty accountability for student learning.

In an equal length, principals were perceived by public school teachers to be very highly performing in terms of ensuring performance accountability. This can be felt by the teachers in the principal's acts of developing a plan to hold teachers accountable for student academic and social learning, implementing social and academic accountability equitably for all students, advocating that the faculty is accountable for meeting the needs of diverse students, using student achievement data to determine faculty accountability for student learning and providing expertise to make decisions about holding students accountable for their learning.

Summary of Level of School Command Skills of School Heads

Presented in Table 1.7 is the ratings on the level of school command skills of school heads. Computations revealed an overall mean score of 4.63, or very high rating, indicating

that the respondents highly agree on the extent of school command skills of school heads their school heads have manifested.

The score was derived from the mean scores of 4.68 or very high for high standards for student learning, 4.63 or very high for quality instruction, 4.62 or very high for culture of learning and professional behavior, 4.61 or very high for rigorous curriculum, 4.65 or very high for connections to external communities, and 4.60 for performance accountability. Teachers rated their principal leadership with a very high, which is manifested in the areas of high standards for student learning, quality instruction, culture of learning and professional behavior, rigorous curriculum, performance accountability, and connections to external communities.

Level of Professional Teaching Practice of Teachers in terms of Teaching Diverse Students

Presented in Table 2.1 is the level of professional teaching practice of teachers in terms of teaching diverse students with a mean score of 4.63 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: analyzes and uses student information to design needs of students and leads to ongoing growth and achievement; stimulates prior knowledge and links new ideas to already familiar ideas and experiences; differentiates strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs; facilitates a learning community in which individual differences are respected; and uses information about students' individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students.

In the same manner, teachers exhibit very high level in terms of teaching diverse students. This is proven by always stimulating prior knowledge and linking new ideas to already familiar ideas and experience, differentiating strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs, using information about students' individual experiences, families, cultures and communities to create meaningful learning opportunities and enrich instruction for all students, facilitating a learning community in which individual differences are respected and analyzing and using student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement.

Level of Professional Teaching Practice of Teachers in terms of Content Area and Pedagogical Knowledge

Presented in Table 2.2 is the level of professional teaching practice of teachers in terms of content area and pedagogical knowledge with a mean score of 4.61 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: evaluates teaching resources and materials for appropriateness as related to curricular content and each student's needs, engages students in the processes of critical thinking and inquiry and addresses standards of evidence of the disciplines, designs learning experiences and utilizes assistive technology and digital tools to provide access to general curricular content to individuals with disabilities, adjusts practice to meet the needs of each student in the content areas, and facilitates learning experiences that make connections to other content areas and to life experiences.

In the same core, public school teachers also performed very highly in terms of assuring content area and pedagogical knowledge, which can be manifested in always facilitating learning experiences that make connections to other content areas and to life experiences, adjusting practice to meet the needs of each student in the content areas and engaging students in the processes of critical thinking and inquiry and addresses standards of evidence of the disciplines.

Likewise, several other authors pinpointed that a teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice (Buckenmeyer and Freitas, 2005; Dexter, Doering and Riedel, 2006; Harris, Mishra and Koehler, 2007).

Level of Professional Teaching Practice of Teachers in terms of Planning for Differentiated Instruction

Presented in Table 2.3 is the level of professional teaching practice of teachers in terms of planning for differentiated instruction with a mean score of 4.64 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: establishes high expectations for each student's learning and behavior, uses data to plan for differentiated instruction to allow for variations in individual learning needs, incorporates experiences into instructional practices that relate to a student's current life experiences and to future life experiences, creates approaches to learning that are interdisciplinary and that integrate multiple content areas, and develops plans based on student responses and provides for different pathways based on student needs.

The public-school teachers were also found to perform highly in planning for differentiated instruction, which includes developing plans based on student responses and provides for different pathways based on student needs, creating approaches to learning that are interdisciplinary and that integrate multiple content areas, using data to plan for differentiated instruction to allow for variations in individual learning needs and establishing high expectations for each student's learning and behavior. In addition, teachers also performed very highly in incorporating experiences into instructional practices that relate to a student's current life experiences and to future life experiences.

Level of Professional Teaching Practice of Teachers in terms of the Learning Environment

Presented in Table 2.4 is the level of professional teaching practice of teachers in terms of learning environment with a mean score of 4.58 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: creates a safe and healthy environment that maximizes student learning; creates clear expectations and procedures for communication and behavior and a physical setting conducive to achieving classroom goals; organizes, allocates, and manages time, materials, technology, and physical space to provide active and equitable engagement of students in productive learning activities; engages students in and monitors individual and group-learning activities that help them develop the motivation to learn; and analyzes student behavior data to develop and support positive behavior.

Level of Professional Teaching Practice of Teachers in terms of Instructional Delivery

Presented in Table 2.5 is the level of professional teaching practice of teachers in terms of instructional delivery with a mean score of 4.65 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: monitors and adjusts strategies in response to feedback from the student, uses strategies and techniques for facilitating meaningful inclusion of individuals with a range of abilities and experiences, maximizes instructional time, implements appropriate evidence-based instructional strategies, and uses effective teaching techniques to deliver instruction to all students.

Public school teachers were found to exhibit a very high level in instructional delivery, encompassing practices such as using effective teaching techniques to deliver instruction to all students, maximizing instructional time, using strategies and techniques for facilitating meaningful inclusion of individuals with a range of abilities and experiences and monitoring and adjusting strategies in response to feedback from the student.

Level of Professional Teaching Practice of Teachers in terms of Reading, Writing, and Oral Communication

Presented in Table 2.6 is the level of professional teaching practice of teachers in terms of reading, writing, and oral communication with a mean score or very high. The result of this mean score is taken from the strands of the indicators which are as follows: selects, modifies, and uses a wide range of printed, visual, or auditory materials, and online resources appropriate to the content areas and the reading needs and levels of each student; facilitates the use of appropriate word identification and vocabulary strategies to develop each student's understanding of content; teaches fluency strategies to facilitate comprehension of content; teaches students to analyze, evaluate, synthesize, and

summarize information in single texts and across multiple texts, including electronic resources; and integrates reading, writing, and oral communication to engage students in content learning.

In parallel, the teachers exhibit a very high level in terms of reading, writing and oral communication, which covers their practices of integrating reading, writing and oral communication to engage students in content learning, teaching students to analyze, evaluate, synthesize and summarize information in single texts and across multiple texts including electronic resources and teaching fluency strategies to facilitate comprehension of content.

Level of Professional Teaching Practice of Teachers

in terms of Assessment

Presented in Table 2.7 is the level of professional teaching practice of teachers in terms of assessment with a mean score of 4.60 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: effectively uses appropriate technologies to conduct assessments, monitor performance, and assess student progress; collaborates with families and other professionals involved in the assessment of each student; uses various types of assessment procedures appropriately, including making accommodations for individual students in specific contexts; maintains useful and accurate records of student work and performance; and appropriately uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of an individual student and the class as a whole.

Public school teachers also performed very highly in terms of assessment activities, including the acts of maintaining useful and accurate records of student work and performance and appropriately using a variety of formal and informal assessments to evaluate the understanding, progress and performance of an individual student and the class as a whole. Additionally, they also performed highly in using various types of assessments procedures appropriately, including making accommodations for individual students in specific contexts, effectively using appropriate technologies to conduct assessments, monitor performance and assess student progress and collaborating with families and other professionals involved in the assessment of each student.

Level of Professional Teaching Practice of Teachers

in terms of Collaborative Relationship

Presented in Table 2.8 is the level of professional teaching practice of teachers in terms of collaborative relationships with a mean score of 4.62 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: initiates collaboration with others to create opportunities that enhance student learning, uses digital tools and resources to promote collaborative interactions, collaborates with school personnel in the implementation of appropriate assessment and instruction for designated students, participates in collaborative decision-making and problem-solving with colleagues and other professionals to achieve success for all students, and collaborates with school personnel in the implementation of appropriate assessment and instruction for designated students.

Public school teachers also exhibit very high level of collaborative relationships among their peers. They tend to always seek opinion of other teachers in designing activities that promote student learning, participate in collaborative decision-making and problem-solving with colleagues and other professionals to achieve success for all students and initiate collaboration with

others to create opportunities that enhance student learning, while often collaborate with school personnel in the implementation of appropriate assessment and instruction for designated students, and design training together with other teachers.

Level of Professional Teaching Practice of Teachers

in terms of Professionalism, Leadership, and Advocacy

Presented in Table 2.9 is the level of professional teaching practice of teachers in terms of professionalism, leadership, and advocacy with a mean score of 4.60 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: models' professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism and respect; maintains accurate records, manages data effectively,

and protects the confidentiality of information pertaining to each student and family; models digital etiquette and responsible social actions in the use of digital technology; communicates with families, responds to concerns, and contributes to enhanced family participation in student education; and communicates relevant information and ideas effectively to students, parents or guardians, and peers, using a variety of technology and digital-age media and formats.

The very high level for professionalism, leadership and advocacy indicated that public school teachers always practice, in maintaining accurate records, manages data effectively and protects the confidentiality of information pertaining to each student and family, modeling professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism and respect, modeling positive behavior that is worth emulating, communicating with families, responds to concerns, and contributes to enhanced family participation in student education and communicating relevant information and ideas effectively to students, parents or guardians and colleagues.

Summary of Level of Professional Teaching Practice of Teachers

Shown in Table 2.10 are the responses of the respondents on the level of professional teaching of teachers. The overall mean score of 4.61 or very high level indicates that most of the items regarding professional teaching practice of teachers are always manifested. The cited overall mean score was the result obtained based on the mean scores of 4.63 or very high for teaching diverse students, 4.61 or very for content area and pedagogical, 4.64 or very high for planning for differentiated instruction, 4.58 or very high for learning environment, 4.65 or very high for instructional delivery, 4.56 or very high for reading, writing and oral communication, 4.60 or very high for assessment, 4.62 or very high for collaborative relationship, and 4.60 or very high for professionalism, leadership and advocacy.

The level of professional teaching practice of teachers is very high, obtained based on the responses on the respondents in the areas of professionalism, leadership and advocacy, learning environment, teaching diverse students, instructional delivery, reading, writing and oral communication.

Relationship between School Command Skills of School Heads and Professional Teaching Practice of Teachers

Displayed in Table 3 are the results of the relationship between school command skills of school heads and professional teaching practice of teachers. By doing an in-depth analysis, it could be gleaned that the indicators of school command skills of school heads and professional teaching practice revealed a computed R-value of 0.707 with a probability value of 0.000 which is significant at the 0.05 level.

This implies that the higher the respondents' level of school command skills of school heads, the higher will be the professional teaching practice of teachers. Thus, the null hypothesis of no significant relationship between school command skills of school heads and professional teaching practice of teachers is rejected.

4. MAJOR FINDINGS

The level of school command skills of school heads has a mean score of 4.63 or very high and the level of professional teaching practice of teachers obtained a mean score of 4.61 or very high. Based on the correlation analysis between the indicators of school command skills of school heads and professional teaching practice revealed a computed r-value of 0.707 with a probability value of 0.000 which is significant at the 0.05 level.

5. CONCLUSION

The results of this study revealed that the school command skills of school heads is very high. The researcher recommends that the school head may continue to implement their leadership practices in order to maintain the very high level. Teachers may also study the school heads in terms of their leadership practices and may apply these practices in the organizations they are affiliated.

The result of this study revealed that the level of professional teaching practice is very high. The researcher recommends that school heads may encourage teachers to continue their instructional practices in order to maintain the very high level. Teachers may also compile and document their best teaching practices and share them to other teachers in the region so that other teachers may benefit. Teachers may also conduct action research on the variable studied.

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