

THE MEDIATING ROLE OF PROFESSIONAL TEACHING ON THE RELATIONSHIP BETWEEN PRINCIPAL LEADERSHIP AND SCHOOL CULTURE

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ABSTRACT

This study aimed to investigate the mediating effect of professional teaching on the relationship between principal leadership and school culture among the 320 teachers in Davao Region. This study employed non-experimental design utilizing descriptive correlation technique. The statistical tools used were mean, pearson-r, regression technique, and medgraph using Sobel z-test. Research instruments on professional teaching, principal leadership, and school culture which were validated were used as sources of data. Using pearson-r, the results revealed that there is a significant relationship between professional teaching and principal leadership, there is a significant relationship between professional teaching and school culture, and there is a significant relationship between principal leadership and school culture. Utilizing megradph Sobel z-test, the results of the study also suggest that there is also a partial mediation on the effect of professional teaching on the relationship between principal leadership and school culture.

Keywords: Mediating Effect, Professional Teaching, Principal Leadership, School Culture, Non-Experimental Quantitative Research Design, Educational Management, Philippines

1. Introduction

School culture is how things done around the school do. It is shared experiences both in and out of school, such as traditions and celebrations, a sense of community, of family and, team and this can have a marked impact on student performance. Positive school cultures can be developed through assessment, analysis, improving and strengthening a school's identity, and then monitoring progress. However, some schools are in a toxic school environment, where teacher relations are often in conflict and the teachers do not believe in the ability of other teachers and a generally in the negative attitude (Engels, Hotton, Devos, Bouckenooghe & Aelterman, 2008; Jurasaitė-Harbison, 2009).

In a desirable school culture, leadership plays an indispensable role in effectiveness of the institution, right from the setting of goals to accomplishment of goals. In absence of leadership goal accomplishment and school effectiveness is never guaranteed. The role of principal is often crucial to their success. The principal is challenged to create the culture of quality that penetrates to the smallest elements, processes and the systems of an institution. It is common experience that under the same set of rules and regulations, with same set of teaching staff and students from similar background, an educational institution degenerates or maintains status quo, or rises to prominence with a change of principal (Barrick & Mount, 2005; Schneider, 2007).

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 (Howard, 2006).

According to Hudson & Ginns (2007), the importance of professional teaching as part of school culture cannot be overemphasized, much more with the leadership of the person managing the school. 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.

2. Research Objective

The purpose of this study was to look into the mediating effect of professional teaching on the relationship between effective principal leadership and school image. This study sought to answer the following

1. To describe the level of professional teaching.
2. To describe the level of principal leadership.
3. To describe the level of school culture.
4. To determine the significant relationship between: professional teaching and principal leadership, professional teaching and school culture, and school culture and principal leadership.
5. To determine if the mediating effect of professional teaching on the relationship between principal leadership and school culture is significant.

3. Methodology

This study employed a testing of mediation. The interest of the study is to investigate the relationship between principal leadership and school culture; school culture and professional teaching; and principal leadership and professional teaching; and the mediating effect of principal leadership on the relationship between school culture and professional teaching.

The general test for mediation was to examine the relation between the predictor and the criterion variables, the relation between the predictor and the mediator variables, and the relation between the mediator and criterion variables. A mediating variable is one that lies intermediate between independent causal factors and a final outcome. Mediating variables aim to estimate the way a variable Z affects the impact of X on Y (Baron & Kenny, 1986).

The study was conducted in ten divisions in Region XI. This includes 320 teachers from the the division of Compostela Valley Province, Davao del Norte, Davao del Sur, Davao Oriental, Mati City, Digos City, Davao City, Panabo City, Tagum City, and Island Garden City of Samal (IGACOS).

4. Results

4.1 Level of Professional Teaching

The overall mean score for the responses of the respondents on the level of professional teaching of public school teachers is 4.25 or very high level indicates that most of the items regarding professional teaching of the public school teachers are always manifested. The cited overall mean score was the result obtained based on the mean scores of 4.38 or very high for *professionalism, leadership and advocacy*, 4.31 or very high for *learning environment*, 4.30 or very high for *teaching diverse students*, 4.25 or very high for *instructional delivery*, 4.22 or very high both for *reading, writing and oral communication* and *collaborative relationship*, 4.21 or very high for *content area and pedagogical knowledge*, 4.20 or very high for *assessment* and 4.14 or high for *planning for differentiated instruction*.

The very high level for *professionalism, leadership and advocacy* indicated that public school teachers always manifest the practice, if not almost all of the time. The mean rating for this indicator which was 4.38 was the result of the very high scores assigned by the teachers to the specific items in the questionnaire appended in this study. This included 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.

Likewise, the respondents had a very high rating on *learning environment* as seen on the mean rating of 4.31, which entails that the learning environment has always been manifested and highly experienced by the teachers. The descriptors for this particular indicator as underscored in the questionnaire were creating a safe and healthy environment that maximizes student learning, engaging students in and monitoring individual and group-learning activities that help them develop the motivation to learn, creating clear expectations and procedures for communication and behavior and a physical setting conducive to achieving classroom goals, organizing, allocating and managing time, materials, technology and physical space to provide active and equitable engagement of students in productive learning activities and analyzing student behavior data to develop and support positive behavior.

In the same manner, the rating for *teaching diverse students* obtained a mean score of 4.30, which is interpreted as very high. This was a result of the ratings given by the respondents on the following items in the research instrument: 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.

Likewise, having a mean score of 4.25, public school teachers were found to exhibit a very high level in *instructional delivery*. This indicator encompass practices which include 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. However, the teachers rated themselves high in implementing appropriate evidence-based instructional strategies.

A very high level was also ascertained in terms of *reading, writing and oral communication*, having a mean rating of 4.22. This was the result of the scores assigned by the respondents on the specific items. This indicator covers practices such as 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. On the other hand, a high level was indicated on the following specific items from the research instrument given by the respondents: facilitating the use of appropriate word identification and vocabulary strategies to develop each student's understanding of content and selecting, modifying and using 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.

In parallel, *collaborative relationships* were exhibited to be very high among teachers, as evidenced on the mean rating of 4.22. This means that practices under this dimension is always manifested by the teachers. The mean score for this dimension was the outcome of the responses of teachers in the following items in the questionnaire: seeking opinion of other teachers in designing activities that promote student learning, participating in collaborative decision-making and problem-solving with colleagues and other professionals to achieve success for all students and initiating collaboration with others to create opportunities that enhance student learning. Conversely, a high level was placed on the public school teachers' assessment on collaborating with school personnel in the implementation of appropriate assessment and instruction for designated students and designing training together with other teachers.

Public school teachers also exhibit a very high level of *content area and pedagogical knowledge* based on the mean rating of 4.21, which purports that this indicator was felt by the public school teachers all, if not most, of the time. The descriptors as underscored in the questionnaire are the following: 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. On the other hand, a high level of rating was placed by the public school teachers in designing learning experiences that caters the varied perceptual learning styles of students and evaluating teaching resources and materials for appropriateness as related to curricular content and each student's needs.

A very high level on *assessment* was also manifested based on the ratings of the public school teachers,

based on the mean rating of 4.20. This includes 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. On the other hand, a high level was obtained on the following specific items: 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.

On the other hand, the mean score for *planning for differentiated instruction* was 4.14, which was interpreted as high. The descriptors in the questionnaire were: 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. On the other hand, incorporating experiences into instructional practices that relate to a student`s current life experiences and to future life experiences indicates a very high level as felt by the respondents.

Overall, the data indicated that the respondent public school teachers performed very high in terms of ensuring professional teaching in their respective schools. This further means that practices related to professional teaching are manifested all, if not most, of the time. It also denotes that teachers assess themselves to have functioned well in dispensing their duties as educators.

4.2 Level of Principal Leadership

The overall mean score of the public school teachers on the level of principal leadership revealed is 4.33, or very high rating, indicating that the respondents highly agree on the extent of principal leadership their administrators have dispensed. The score was derived from the mean scores of 4.41 or very high for *high standards for student learning*, 4.35 or very high for *quality instruction*, 4.32 or very high for *culture of learning and professional behavior*, 4.31 or very high both for *rigorous curriculum and performance accountability* and 4.26 or very high for *connections to external communities*.

Data revealed that the respondents had manifested a very high level of *high standards for student learning* with a mean rating of 4.41 as manifested in the following descriptors in the questionnaire: promoting recognition and rewards for students who achieve high standards of academic learning, encouraging student to 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.

In the same vein, the respondent's level of *quality instruction* was very high as evidenced by an overall mean score of 4.35, indicating that they have always observed and practiced the situations, which include 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.

The mean rating of 4.32 for *culture of learning and professional behavior* obtained a very high level score as a result of the rating given by the respondents on the following items in the research instrument: 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.

More so, results revealed that the respondents had manifested a very high level of *rigorous curriculum* with a mean rating of 4.31 as manifested in the following descriptors in the questionnaire: 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.

Likewise, the mean rating of 4.31 for *performance accountability* obtained a very high level score as a result of the rating given by the respondents on the following items in the research instrument: 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.

A very high level of *connections to external communities* with the mean rating of 4.26 was also evident among the respondent public school teachers, denoting that they oftentimes felt this indicator. The descriptors in the questionnaire were: 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 and planning activities with volunteers to advance social and academic goals.

4.3 Level of School Culture

The computations for school culture revealed an overall mean score of 4.33 or very high rating indicating that the said respondents always perceived on the culture of the school. The score was derived from the mean scores of 4.41 or *very high* for *collegial support*, 4.36 or *very high* for *learning partnership*, 4.35 or *very high* for *unity of purpose*, 4.34 or *very high* for *collaborative leadership*, 4.27 or *very high* for *professional development* and 4.26 or *very high* for *teacher collaboration*.

The mean rating of 4.41 for *collegial support* was very high. The descriptors in the questionnaire were: supporting the mission of the school, helping each other in varied school activities, sharing each other's learning material, willing to help out whenever there is a problem and extending assistance to other teachers in developing instructional materials.

In the same vein, the mean rating of 4.36 for *learning partnership* was very high. The mean rating was the outcome of the teachers' responses in the following items in the questionnaire: constantly attending homeroom meeting and support school activities that promote students' academic progress together with the parents, communicating with the parents frequently about student's progress, developing a plan together with parents for school/community relations that revolves around the academic mission, assisting children's parents to be successful in school and planning activities to engage families in student learning together with parents.

Likewise, the mean rating of 4.35 for *unity of purpose* was very high. The descriptors in the questionnaire were: understanding the mission of the school, having a clear sense of direction, having opportunities for dialogue and planning, being kept informed on current issues in the school and setting clear expectation together with the parents.

A very high rating was also seen on the public school teachers' *collaborative leadership*, based on the mean rating of 4.34. The descriptors in the questionnaire were: valuing other teachers' ideas, soliciting ideas from other teachers, involving other teachers in the decision-making process, taking time to praise other teachers that perform well and trusting the professional judgments of other teachers.

Professional development also indicates a very high level with a mean rating of 4.27 from the given responses of the respondents. The descriptors in the questionnaire were: being encouraged to attend in-service training, valuing professional development, regularly seeking ideas from seminars and other colleagues, taking time to observe each other teaching and being required to conduct action research.

Lastly, the mean rating of 4.26 for *teacher collaboration* was found to be very high among public school teachers. The descriptors in the questionnaire were: valuing other teachers' ideas, utilizing professional networks to obtain information and resources for classroom instruction, working cooperatively in groups and spending considerable time planning together. On the other hand, trusting each other puts an indication of being high level.

Overall, the data indicated that the teachers perceived a very favorable school culture. This means that the public school teachers have seen that the observations asked are always manifested and that they highly agree that school culture has always been manifested, if not almost all of the time.

4.4 Correlations between Professional Teaching and Principal Leadership

By doing an in-depth analysis, it could be gleaned that the indicators of professional teaching and principal leadership 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 professional teaching, the higher will be their perceived level of principal leadership. Thus, the null hypothesis of no significant relationship between professional teaching and principal leadership of the respondents was therefore rejected.

Bivariate correlations of the dimensions under the two variables were also presented. As evident in the table, the r-value for the correlation between teaching diverse students and principal leadership was 0.585 with a p-value of 0.000, which is significant at 0.05 level. This implies that teaching diverse students significantly and positively related with principal leadership, and that the increase of the public school teachers' competency in teaching diverse students leads to a better principal leadership assessment. Secondly, content area and pedagogical knowledge was also significantly related to principal leadership with computed r-value of 0.569 with a p-value of 0.000, which is significant at 0.05 level. In the same manner, planning for differentiated instruction also significantly and positively related with principal leadership as revealed in the computed r-value of 0.541 with a p-value of 0.000, which is significant at 0.05 level. The same goes with learning environment ($r = 0.596, p = 0.000$), instructional delivery ($r = 0.596, p = 0.000$), reading, writing and oral communication ($r = 0.570, p = 0.000$), assessment ($r = 0.601, p = 0.000$), collaborative relationship ($r = 0.644, p = 0.000$), and professionalism, leadership and advocacy ($r = 0.647, p = 0.000$). Bivariate analysis revealed that these variables significantly and positively related with principal leadership, which portends a linear association of the variables and that an increase of the teachers' practice on these professional teaching activities would likely be resulting to an increased assessment on their principal's leadership.

On the other way around, looking on the dimensions of principal leadership, it was found out that high standards for student learning ($r = 0.667, p = 0.000$), rigorous curriculum ($r = 0.647, p = 0.000$), quality

instruction ($r = 0.662$, $p = 0.000$), culture of learning and professional behavior ($r = 0.593$, $p = 0.000$), connections to external communities ($r = 0.587$, $p = 0.000$) and personal accountability ($r = 0.575$, $p = 0.000$) were all found to be significantly and positively related to overall professional teaching.

4.5 Correlation between Professional Teaching and School Culture

By doing an in-depth analysis, it can be gleaned that the indicators of professional teaching and school culture revealed a computed r-value of 0.728 with a p-value of 0.000, which is significant at the 0.05 level. This implies that the higher the professional teaching performed by the respondents, the higher is their school culture. Thus, the null hypothesis of no significant relationship between professional teaching and school culture of the respondents was rejected.

Bivariate correlations of the dimensions under the two variables were also presented. As evident in the table, the r-value for the correlation between teaching diverse students and overall school culture was 0.570 with a p-value of 0.000, which is significant at 0.05 level. This implies that teaching diverse students significantly and positively related with school culture, and that the increase of the public school teachers' competency in teaching diverse students leads to a better school culture. Secondly, content area and pedagogical knowledge was also significantly related to school culture with computed r-value of 0.579 with a p-value of 0.000, which is significant at 0.05 level. In the same manner, planning for differentiated instruction also significantly and positively related with school culture as revealed in the computed r-value of 0.559 with a p-value of 0.000, which is significant at 0.05 level.

The same goes with learning environment ($r = 0.586$, $p = 0.000$), instructional delivery ($r = 0.662$, $p = 0.000$), reading, writing and oral communication ($r = 0.615$, $p = 0.000$), assessment ($r = 0.630$, $p = 0.000$), collaborative relationship ($r = 0.643$, $p = 0.000$), and professionalism, leadership and advocacy ($r = 0.670$, $p = 0.000$). Bivariate analysis revealed that these variables significantly and positively related with school culture, which specifically entails that an increase of the teachers' practice on these professional teaching activities would likely be resulting to an school culture.

On the other way around, looking on the dimensions of school culture, it was found out that collaborative leadership ($r = 0.593$, $p = 0.000$), teacher collaboration ($r = 0.620$, $p = 0.000$), professional development ($r = 0.674$, $p = 0.000$), collegial support ($r = 0.611$, $p = 0.000$), unity of purpose ($r = 0.643$, $p = 0.000$) and learning partnership ($r = 0.606$, $p = 0.000$) were all found to be significantly and positively related to overall professional teaching. This means that an increased of overall professional teaching of teachers would lead to an increase of these parameters of school culture in separate occasions.

4.5 Correlation between Principal Leadership and School Culture

By doing an in-depth analysis, it could be gleaned that the overall mean scores of principal leadership and school culture revealed a computed r -value of 0.719 with a probability value of 0.000 which is significant at the 0.05 level. This implies that the higher the principal leadership, the higher is the school culture. Thus, the null hypothesis of no significant relationship between principal leadership and school culture was rejected.

Bivariate correlations of the dimensions under the two variables were also presented. As evident in the table, the r -value for the correlation between high standards for learning and overall school culture was 0.650 with a p -value of 0.000, which is significant at 0.05 level. This implies that high standards of learning significantly and positively related with school culture, and that the increase of the principals' leadership in ensuring high standards for student learning leads to a better school culture. Secondly, rigorous curriculum was also significantly related to school culture with computed r -value of 0.625 with a p -value of 0.000, which is significant at 0.05 level. In the same manner, quality instruction also significantly and positively related with school culture as revealed in the computed r -value of 0.678 with a p -value of 0.000, which is significant at 0.05 level. The same goes with culture of learning and professional behavior ($r = 0.613, p = 0.000$), connections to external communities ($r = 0.577, p = 0.000$), and performance accountability ($r = 0.648, p = 0.000$). Bivariate analysis revealed that these variables significantly and positively related with school culture. This specifically entails that an improvement of principal leadership would likely be resulting to an improved school culture.

On the other way around, looking on the dimensions of school culture, it was found out that collaborative leadership ($r = 0.584, p = 0.000$), teacher collaboration ($r = 0.619, p = 0.000$), professional development ($r = 0.677, p = 0.000$), collegial support ($r = 0.615, p = 0.000$), unity of purpose ($r = 0.603, p = 0.000$) and learning partnership ($r = 0.603, p = 0.000$) were all found to be significantly and positively related to overall principal leadership. This means that an increase of principal leadership would lead to an increase of these parameters of school culture in separate occasions.

4.6 Mediation Analysis of the Three Variables

Data was analyzed with linear regression method as input to the medgraph. Mediation analysis developed by Baron and Kenny (1986) is the mediating effect of a third variable in the relationship between two variables. There are four steps to be met for a third variable to be acting as a mediator. In Table 7, these are categorized as Steps 1 to 4. In Step 1, principal leadership as the independent variable (IV) significantly predicts school culture of the public school teachers, which is this study's dependent variable (DV). In step 2, principal leadership significantly predicts professional teaching, the mediator (M). In step 3, professional teaching significantly predicts school culture of the public school teachers. Because the three steps (paths a, b and c) are

significant, further mediation analysis through medgraph is warranted, involving the Sobel z test to assess the significance of mediation effect. If the effect of the independent variable on the dependent variable becomes non-significant at the final step of the analysis, full mediation will be achieved. It means all of the effects are mediated by the mediator variable. In addition, if the regression coefficient is substantially reduced at the final step but remains significant, only partial mediation is obtained, which implies that part of the independent variable (principal leadership) is mediated by the mediator (professional teaching) but other parts are either direct or mediated by other variables that are not included in the model. In this case, as gleaned in step 4, the combined effect of principal leadership on school culture was found to be significant after mediated by professional teaching. Therefore, partial mediation took place since the effect was found to remain significant at 0.05 level.

Furthermore, the result of the computation of mediating effect is shown in Figure 2. The Sobel test yielded a z-value of 7.987 with a p value of 0.000, which is significant at 0.05 level. This means that the partial mediation accounted by professional teaching on the relationship of principal leadership and school culture of public school teachers is significant. In addition, the causal relationship between principal leadership and school culture has been reduced from a significant beta coefficient value of 0.719 to 0.393, which is still insignificant, at the inclusion of professional teaching, the mediator variable.

Lastly, the figure shows the results of the computation of the effect size in the mediation test conducted between the three variables. The effect size measures how much of the effect of principal leadership on school culture can be attributed to the indirect path. The total effect value of 0.719 is the raw correlation between principal leadership and school culture. The direct effect value of 0.393 is the size of the correlation between principal leadership and school culture with school culture included in the regression. The indirect effect value of 0.310 is the amount of the original correlation between the principal leadership and school culture that now goes through professional teaching to school culture ($a*b$) where “a” refers to the path between the independent variable and mediator variable and “b” refers to the path between the mediator variable and the dependent variable. The ratio index is computed by dividing the indirect effect by the total effect; in this case, 0.310 by 0.719 equals 0.431. It seems that about 43.1 percent of the total effect of the independent variable on the dependent variable goes through the mediator variable, and about 56.9 percent of the total effect is either direct or mediated by other variables not included in the model.

5. Conclusion

With considerations on the findings of the study, conclusions are drawn in this section. The respondent public school teachers were found to exhibit a very high level of principal leadership, very high level of

professional teaching, and very high level of school culture. The results of the study also confirm that there is a significant relationship between principal leadership and school culture of public school teachers. In the same manner, there is a significant relationship between principal leadership and professional teaching. A significant relationship also exists between professional teaching and school culture. Lastly, the results of the study also suggest that professional teaching has partial mediation effect on the relationship between principal leadership and school culture of public school teachers.

6. Recommendations

The study also reveals a significant relationship between professional teaching and school culture of public teachers. The researcher therefore recommends that school administrators shall appraise the performance of their respective teaching force and identify the needs of the teachers that will be contributory towards the improvement of their teaching functions. They may also recommend to their teachers to seek advanced degrees in order to bolster their skills and competencies in the classroom as well as learn valuable information outside the box of pedagogy.

The study also reveals that there is a significant relationship between principal leadership and professional teaching. With this, the researcher recommends that the school administrators will maintain or improve their leadership practices, especially in their roles of instructional leadership. The study found a significant relationship between principal leadership and school culture of retireable public teachers. The researcher therefore recommends that the Department of Education, especially its working units in the regional, provincial, city and district levels as well as the public school administrators may look on the findings of the study as an imperative basis in developing leadership enhancement programs that reorient the school principals as well as teacher administrators on the value of exhibiting favorable leadership skills to maintain a favorable school culture. The Department may also spearhead the appraisal of principals and compliment those schools who exhibited best practices in terms of maintaining an excellent school culture.

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