

Research On Principal's Instructional Leadership, Teacher's Professional Learning Community and Teacher's Pedagogical Praxis

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Abstract. According to the data from the standardized questionnaire filled by 846 university teachers, this research concluded several outcomes based on the collected data, which follows statistical methodologies of Mean, T-Test, Analysis of Variance (ANOVA), Canonical Correlation Analysis and Multiple stepwise regression. A brief overview of the conclusion will be provided: 1. The current average perception of university teachers about Principal's instructional leadership is at the "medium to upper" level; 2. In terms of elementary school Teacher's perception of Teacher's professional learning community, there are significant differences in different background variables; 3. In terms of the pedagogical praxis of university teachers, apart from the "school scale" variable, there are significant differences in other background variables; 4. There is a positive correlation between the Principal's instructional leadership and the Teacher's professional learning community. The Principal's instructional leadership can sufficiently influence the forecastability on the Teacher's professional learning community through two canonical variables, with the variation of 1% and 0.5%; 5. There is a positive relationship between the Principal's instructional leadership and the Teacher's pedagogical praxis. The Principal's instructional leadership can sufficiently influence the forecastability of the Teacher's professional learning community through two canonical variables, with the variation of 1.6% and 0.1%; 6. There is a positive relationship between the Teacher's professional learning community and the Teacher's pedagogical praxis. The Principal's instructional leadership can sufficiently influence the forecastability on the Teacher's professional learning community through two canonical variables, with the variation of 93.3% and 4.8%; 7. The Principal's instructional leadership and Teacher's professional learning community have the influence weight of 93% forecastability to Teacher's pedagogical praxis.

Keywords: Principal's Instructional Leadership; Teacher's Professional Learning Community; University Teachers; Pedagogical Praxis.

1. Introduction

1.1. Research Motivation

"The integrity of the headmaster will influence the ethos of a school." With the pressure from the educational revolution, which is the ineluctable circumstances raised by the rapid development of the social economy, it comes to be the first responsibility that the headmaster should direct the revolution and guarantee the feasibility and capacity of the educational objectives by applying the educational practical experiments. According to the research from Chinfu (2012) since 1980 the role of the headmaster in leadership has gradually transferred from administrative issues to the educational objective, which means that the development of the educational activity should be the first priority for the headmaster so as to serve the intended teaching purpose. Meanwhile, the headmaster should be responsible to ascertain the standard of the internal education assessment, push the promotion of the teacher in the profession, and fruition of the learning outcome for students. Thus, with the expertise in education and effort of the headmaster, the development of the school could be guaranteed to the expected situation. The research from Chaoi (2016) reflects that the sufficiency of the elementary school teacher in teaching can reach the level of medium to upper. It can be noticed

that there are differences in the gender, school scales, and location of school while investigating Teacher's perception of Principal's instructional leadership, and the perceived difference in age, service seniority, and the professional background tends to be obscure referring to the result from the investigation. Therefore, understanding the current situation of the perception of an elementary school teacher on Principal's instructional leadership and distinguishing the influential background elements that cause the difference in perception would be one of the motivations for the research.

The Research from Ssuling and Chinhsiung (2005) certifies that the settlement of the Teacher's professional learning community will activate the internal fervor and commitment of the teacher. Chiukui (2020) emphasizes that the purpose of the community aims to promote the proficiency of Teacher's ability in the achievement of the educational objective and the improvement of the study forum. With the form of Professional dialogue, experience sharing, discussion of teaching topics, synergy, and joint learning, the study community would effectively benefit the communication among teachers, the achievement of teaching objectives, and the promotion of study efficiency of the student. The research confirms that different background variables have no significant influence on teachers. However, in the dimension of teacher teaching effectiveness and teacher-to-student communication, there are significant differences in gender, position, and the scale of Teacher's school, and other background variables holds a limited impact on the Teacher's professional learning community. The research from Wenchi (2015) defined that the performance of the application in the professional learning community of high school teachers can reach the upper level. Otherwise, it exposes the significant differences in the implementation of Teacher's professional learning community, which are from the perspective of gender, age, position, service seniority, school scale, and school history. Thus, it would be compulsory to propose a discussion on the current situation the of professional learning community among university teachers and to distinguish if a proper background variable would influence the changes in the performance of Teacher's professional learning community, which is the second motivation for the research.

The perspective of Yuwen (2015) clarifies that teaching is a highly specialized procedure. Teachers who can properly exploit effective teaching skills and have extraordinary practical ability will benefit from the improvement of students' learning effectiveness. Pedagogical Praxis refers to the activation process of teacher's conscious action and reflection on teacher behavior. It means that teachers form an explanation and discussion of the influence of teaching-related factors in the classroom based on their understanding of the curriculum, and constantly improve the circular process of pedagogical praxis through review and online action.

Yanfeng (2013) research approves that in the research on the professional learning community and teaching efficiency of university teachers in Taipei, their performance of them in teaching can reach the level of medium to upper. Meanwhile, there are significant differences in the behavior of teaching effectiveness of university teachers in Taipei in terms of age, marriage, teaching seniority, and position. Therefore, the third motivation of this research aims to investigate the current performance of university teachers in Pedagogical Praxis and evaluate the impact of different background variables on Teacher's Pedagogical Praxis.

Lili (2012) research points out that there are differences in elementary school teacher's perceptions of principals' instructional leadership, among the dimensions of gender, school scale, and the location of the school, no significant differences can be detected in terms of age, service seniority, position, and highest academic qualifications. Considering that the factors affecting teacher's Pedagogical Praxis are not only the principal's instructional leadership but also teacher's participation in the professional learning community, these two factors will simultaneously affect teacher's performance in Pedagogical Praxis. Therefore, exploring the model of the influence relations among Principal's instructional leadership, teacher's professional learning community, and pedagogical praxis will be the fourth motivation for this research.

Chunhung (2020) research points out that it maintains a positive correlation between Teacher's perception of Principal's instructional leadership, Teacher's professional learning community, and

school innovative operation through various levels. Furthermore, Teacher's perception of Principal's instructional leadership and Teacher's professional learning communities have a predictive effect on the innovative operation of the school. Therefore, the fifth motivation of this research is intended to explore the forecastability weight of Principal's instructional leadership and Teacher's professional learning communities to the Pedagogical Praxis.

1.2. Research Purpose

- 1.2.1. Understand the current situation and differences in Teacher's perception of Principal's instructional leadership;**
- 1.2.2. Understand the current situation and differences in Teacher's perception of Teacher's professional learning community;**
- 1.2.3. Understand the current situation and differences of teachers in the dimension of Pedagogical Praxis;**
- 1.2.4. Understand the relationship between the Teacher's professional learning community led by the Principal's instructional leadership and Teacher's pedagogical praxis;**
- 1.2.5. Understand the forecastability of Principal's instructional leadership and Teacher's professional learning community on Teacher's pedagogical praxis.**

1.3. Concept Definition

1.3.1. Principal's Instructional Leadership

In this research, the meaning of Principal's instructional leadership equals the essential capacities that a headmaster should obtain to manage a school, the leadership performed on Unifying multilateral educational resources in the school campus, the ability on combining teacher expertise to fully grasp the direction of curriculum development and to guide the curriculum design and implementation of teaching activities, and the sensibility on-demand observation to achieve the educational purpose through proposing the feasible measures of sufficiency promotion during Teacher's educational practical procedure, which can be concluded from the symposium among students and teachers.

1.3.2. Teacher's Professional Learning Community

In this research, a Teacher's professional learning community refers to a spontaneous and voluntary community whose members follow the principles of equality and reciprocity, cooperative learning, and sharing support through continuous reflection, dialogue, and dialectics to promote proficiency in teaching.

1.3.3. Teacher's Pedagogical Praxis

In this research, Teacher's Pedagogical Praxis refers to the whole procedure of Teacher's teaching experience, which includes: 1. Familiarization with students' learning ability and textbook content before teaching; 2. Application of pluralistic and suitable teaching methods to benefit students according to their aptitude; 3. The diagnostic evaluation of the outcome after teaching, and the strategic adaptation based on diagnosis to adjust the methodology, which will suffice the efficiency in the achievement of the student's study objective.

2. Literature Review

2.1. Principals Instructional Leadership

2.1.1. Definition

Dempster (2012) pointed out that instructional leadership refers to attaching necessity to the professional development of teacher and students' learning outcomes and adjusting the teaching and curriculum progress based on the learning situation of basic knowledge to achieve the effect of

improving students' learning effectiveness and school performance. The instructional leadership should maintain a solid relationship between parents and school and enhance cooperation with the community. Chaohui (2015) defines the Principal's instructional leadership as a leading role that promotes the professional development of teachers, improves the learning atmosphere of students, and creates a supportive environment through communication and condensation of teaching objectives. Principal's instructional leadership should diagnose, evaluate and improve Teacher's teaching performance and improve students' learning effectiveness through the utilization of school resources and management strategies to ensure the improvement of teaching quality and school teaching efficiency.

2.1.2. Evaluation Dimension

In this research, "principal instructional leadership" is defined as improving the overall teaching environment of the school, the principal leads all faculty and staff to establish and implement the goals and vision of the school and improves the professional ability and teaching quality of teachers by improving the teaching environment, and optimizing students' learning effectiveness, to achieve the school education objectives. Referring to the research of scholar Lifu (2021), this research defines the evaluation dimension of the Principal's instructional leadership as (1) Teaching Objectives Development; (2) Guarantee of Curriculum Quality; (3) Guarantee Of Teaching Quality; (4) Support On Teacher's Self Promotion; (5) Encouragement On Students' Learning; (6) Development On Campus Environment.

2.2. Teachers Professional Learning Community

2.2.1. Definition

Xiaowei (2013) believes that a community that can be called a teacher's professional learning community ought to have the following characteristics: 1. Internal members focus on classroom teaching and attach importance to sharing the experience from Pedagogical Praxis; 2. The community can integrate different educational values a from multilateral perspective; 3. Through exchanges, dialogue, and cooperation among organizations, the community should activate and generate a new direction for future development.

Wenshan (2019) believes that the Teacher's professional learning community refers to the implementation of sporadic centralized discussion formed by the teacher group in a subject field. With the common vision of taking the improvement of teaching efficiency as the driving force and creating a learning environment of Teacher's willingness to participate, the community would concentrate on the generation of the optimization of students' learning efficiency. Such a community usually has these characteristics: 1. Support sharing among leaders; 2. Have a common vision and goals; 3. Cooperation and sharing of dual-frequency interaction; 4. Have strong external support conditions. To sum up, the teacher professional learning community is an organization among Teacher's groups with core qualities to jointly promote student learning effectiveness and school teaching reform based on the principles of coordination, sharing experience, and encouraging innovation so that it can facilitate the implementation of school curriculum planning and evaluation, and optimize the teaching quality and effectiveness.

2.2.2. Connotation

In the view of the connotation of the teacher professional learning community, many experts and scholars propose different conceptions. As a reference, Chiachieh (2012) divided the connotation of the teacher professional learning community into a common vision, experience sharing, collaborative cooperation, and structural support. DuFour and Eaker (1998) divide the connotation of Teacher's professional learning community into a common vision, collaborative cooperation, concentration on the study, practical testing, inspection results, and reflective consultation. As a summarization, the connotation of "teacher professional learning community" applies to a school as a platform to continuously and dynamically pay attention to the learning process of students through cooperation

and experience sharing. And community members have a clear common objective, which is to promote the learning and development of Teacher's professions through continuous analysis and discussion.

2.3. Pedagogical Praxis

Grundy (1987) judges pedagogical praxis as a circular procedure following the gist of liberation, in which the teacher instructs the compulsory content through the methodology of teacher-student correspondent communication and continues with self-reflection, criticism, and verification after class. Chihlin (2010) believes that the Pedagogical Praxis of teachers is the behavior of teachers in classroom teaching activities. Based on the concepts above, Pedagogical Praxis should not be judged as teaching be behavior owned by teachers according to their teaching habits or established teaching models, which are the fruition after contemplating but is to perform the operation process of the meaning of the text through continuous dialogue, dialectics, actions, and reflection with the text. This research will evaluate the Pedagogical Praxis level of teachers in five dimensions: 1. Self Reflection; 2. Curriculum Planning; 3. Teaching Innovation; 4. Class Management and; 5. Teaching Evaluation

3. Research Method

3.1. Research Framework

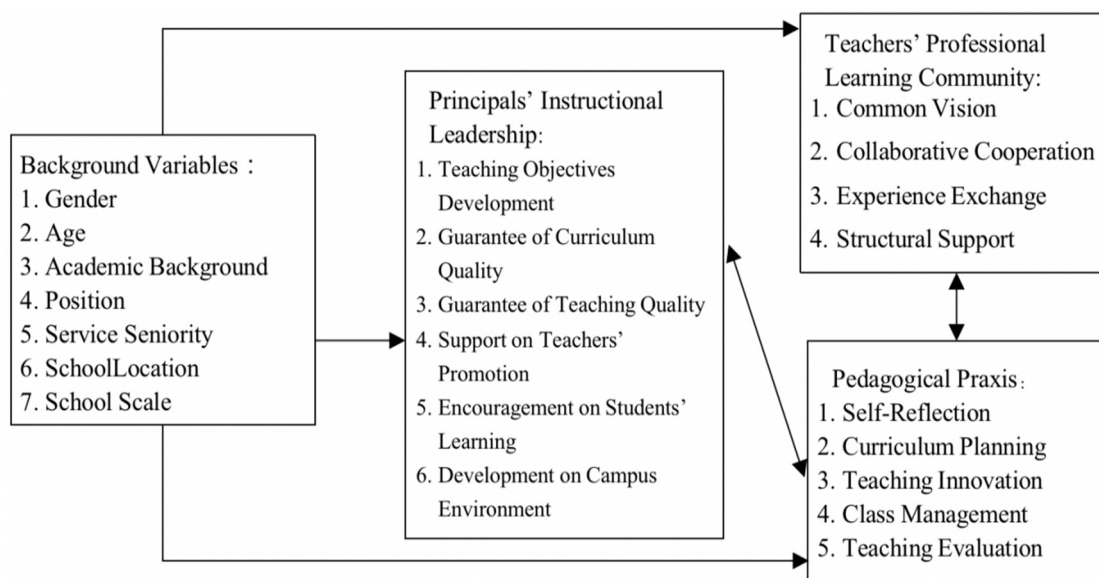


Figure 1. Research Framework

3.2. Research Participants

This research is a regional study. The survey participants of the questionnaire are university teachers who served in the public establishment of Guangdong Province in 2023. The sample selection method is stratified proportional sampling.

3.3. Research Methodology

This research is conducted using the "Principal's instructional Leadership", "Teacher Professional Learning Community" and "Teacher Pedagogical Praxis" questionnaires. The questionnaire was scored using the Likert five-point scale, with 19 invalid questionnaires and 846 valid questionnaires.

3.4. Data Analysis

Statistical methodologies of Mean, T-Test, Analysis of Variance (ANOVA), Pearson Product-moment Correlat, hierarchical regression, and Canonical Correlation Analysis are applied for further comprehension.

4. Statistical Result and Analysis

1) The average perception of current university teachers on Principal's instructional leadership is $3.73(3.72+3.73/2=3.73)$, the average of the professional learning community is $3.70(3.75 +3.65/ 2 =3.70)$ and the average of Teacher's Pedagogical Praxis is $3.70(3.76+3.63/2=3.70)$. The analytic results above are at the medium to the upper level on the five-point scale.

2) In terms of gender, age, education background, service seniority, position, school location, and school scale, there is no significant difference in elementary school Teacher's perception of Principal's instructional leadership.

3) university teachers have a clear perception of the Teacher's professional learning community, with the highest sensitivity of Collaborative Cooperation, followed by the dimension of Structural Support, and Common Vision and Experience Exchange dimensions hold the lowest weight on perception.

4) university teachers have a more sensitive perception of Teacher's professional learning communities and there exist significant differences in terms of gender, age, seniority, educational background, position, school scale, and school location.

5) university teachers have a sensitive perception of Pedagogical Praxis, of which the Teaching Evaluation dimension holds the highest perception, and Class Management and Curriculum Planning dimensions are lower in comparison.

6) In terms of pedagogical praxis in university teachers, they have sense perception and there are significant differences in the dimension of gender, age, educational background, service seniority, position, and school location

5. The Difference Analysis on the Performance of Gender Differences in Elementary School Teachers, from the Perspective of Principal's Instructional Leadership, Teacher's Professional Learning Community and Pedagogical Praxis

5.1. The Gender Differences in the Perception of Principal's Instructional Leadership in Elementary School

In this study, independent samples were analyzed according to the T-Test Methodology, and the gender difference on elementary school Teacher's perception of Principal' steaching leadership can be exposed through the further understanding of the sample, which follows the result from the T-Test. The analysis outcome is presented in Table 1. From the table, there is only one dimension, which is the Guarantee of Teaching Objective, holing tremendous difference between male and female teachers on the perception of Principal's instructional Leadership. For the rest of the dimensions, including Guarantee of Curriculum Quality, Guarantee of Teaching Quality, Support on Self Promotion, Encouragement on Students' Learning, and Development on Campus Environment, both male and female teachers hold similar concepts. As a summary on the overall performance, among university teachers, different gender holds similar performance in the perception of Principal's instructional Leadership.

Table 1. The T-test outcome summary of gender difference in the perception of Teacher's professional learning community in elementary school

Dimension	Gender	Number	Mean	SD	t
Teaching Objectives Development	Male	428	3.47	.476	.460
	Female	418	3.46	.424	
Guarantee of Teaching Objectives	Male	428	3.51	.508	-.866*
	Female	418	3.54	.475	
Guarantee of Curriculum Quality	Male	428	3.80	.736	.040
	Female	418	3.80	.738	
Support on Self Promotion	Male	428	3.93	.601	.118
	Female	418	3.92	.617	
Encouragement on Students' Learning	Male	428	3.75	.734	.015
	Female	418	3.75	.753	
Development on Campus Environment	Male	428	3.86	.574	-.487
	Female	418	3.88	.586	
Overall	Male	428	3.72	.452	-.164
	Female	418	3.73	.456	

*p<0.05

5.2. The Gender Difference in the Perception of Teacher's Professional Learning Community in Elementary School

Table 2. The T-test outcome summary of gender differences in the perception of Teacher's professional learning community in elementary school

Dimension	Gender	Number	Mean	SD	t
Common Vision	Male	428	3.71	1.057	.495
	Female	418	3.68	1.127	
Collaborative Cooperation	Male	428	3.72	1.055	1.396*
	Female	418	3.62	1.103	
Structural Support	Male	428	3.78	1.061	1.426*
	Female	418	3.68	1.086	
Experience Exchange	Male	428	3.78	1.085	1.775*
	Female	418	3.64	1.107	
Overall	Male	428	3.75	1.037	1.308*
	Female	418	3.65	1.074	

*p<0.05

In this study, independent samples were analyzed according to the T-Test methodology, and the gender difference in elementary school Teacher's perception of Teacher's Professional Learning Community can be exposed through the further understanding of the sample, which follows the result

from the T-Test. The analysis outcome is presented in Table 2. From the table, it can be defined that there are significant differences between male and female teachers in the perception of Teacher’s Professional Learning community from dimensions of collaborative cooperation, structural Support, and experience exchange. as a summary of the overall performance, there is a divergence among university teachers among males and females while sensing the Teacher’s professional learning community.

5.3. The Gender Difference in the Teacher’s Pedagogical Praxis in Elementary School

In this study, independent samples were analyzed according to the T-Test methodology, and the gender difference in elementary school Teacher’s Pedagogical Praxis can be exposed through the further understanding of the sample, which follows the result from the T-Test. The analysis outcome is presented on Tables 3. From the table, it can be defined that there is no significant difference between male and female teachers on Pedagogical Praxis from all different dimensions. As a summary of the overall performance, among university teachers, different gender holds similar performance on Pedagogical Praxis.

Table 3. The T-test outcome summary of gender difference in the pedagogical praxis in elementary school

Dimension	Gender	Number	Mean	SD	t
Self Reflection	Male	428	3.75	1.047	.050
	Female	418	3.66	1.105	
Curriculum Planning	Male	428	3.75	1.062	.051
	Female	418	3.61	1.147	
Teaching Innovation	Male	428	3.76	1.081	.054
	Female	418	3.62	1.123	
Class Management	Male	428	3.76	1.072	.054
	Female	418	3.62	1.122	
Teaching Evaluation	Male	428	3.79	1.113	.055
	Female	418	3.65	1.126	
Overall	Male	428	3.76	1.042	.050
	Female	418	3.63	1.095	

6. The Figurative Relativity Analysis among Principal’ Sinstruct Leadership, Teacher’s Professional Learning Community and Pedagogical Praxis

6.1. The Principal’ s Instructional Leadership Can Sufficiently Influence the Forecastability of the Teacher’s Professional Learning Community Through Two Canonical Variables, with the Variation of 1% And 0.5%.

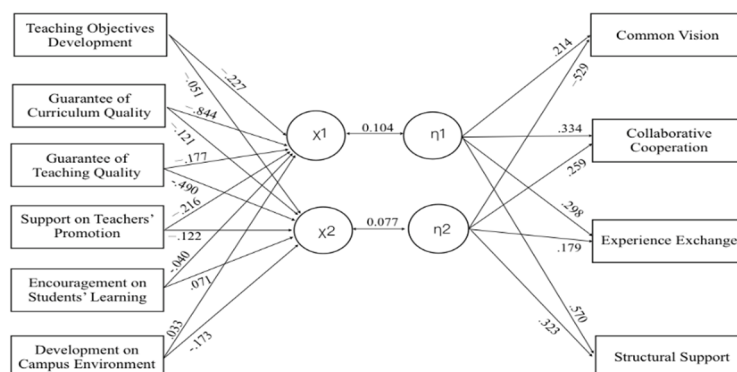


Figure 2. The relationship path map of Teacher’s perception of Principal’s instructional leadership and Teacher’s professional learning community

Table 4. The correlation analysis of canonical variable between Teacher’s perception of Principal’s instructional leadership and Teacher’s professional learning communit

Control Variable (X Variable)	Canonical Variable		Criterion Variable (Y Variable)	Canonical Variable	
	X 1	X 2		η1	η2
Teaching Objectives Development	-.227	-.051	Common Vision	.214	.529#
Guarantee Of Curriculum Quality	-.844#	-.121	Collaborative Cooperation	.334#	.259
Guarantee Of Teaching Quality	-.177	-.490#	Experience Exchange	.298	.179
Support On Self Promotion	-.216	-.122	Structural Support	.570#	.323#
Encouragement On Student's Learning	-.040#	.071			
Development On Campus Environment	.033#	-.173			
Extraction Variation	.141	.051	Extraction Variation	.143	.121
Overlap Coefficient	.002	.000	Overlap Coefficient	.002	.001
			Canonical Correlation	.104	.077
			p ²	.010	.005
			χ ²	12.206	3.111

6.2. The Principal’s Instructional Leadership Can Sufficiently Influence the Forecastability on the Teacher’s Professional Learning Community Through Two Canonical Variables, with the Variation of 1.6% And. 0.1%

Table 5. The correlation analysis of canonical variable between Teacher’s perception of Principal’s instructional leadership and Teacher’s pedagogical praxis

Control Variable (X Variable)	Canonical Variable		Criterion Variable (Y Variable)	Canonical Variable	
	X 1	X 2		η1	η2
Teaching Objectives Development	-.298	-.438#	Self-Reflection	-.186	.508#
Guarantee Of Curriculum Quality	.310#	-.754#	Curriculum Planning	-.162	.614#
Guarantee Of Teaching Quality	-.672#	-.570#	Teaching Innovation	-.321#	.366#
Support On Self Promotion	-.366#	-.554#	Class Management	-.229	.421#
Encouragement On Student's Learning	-.400#	-.478#	Teaching Evaluation	.005	.345#
Development On Campus Environment	-.293	-.622#			
Extraction Variation	.169	.335	Extraction Variation	.043	.213
Overlap Coefficient	.003	.003	Overlap Coefficient	.001	.002
			Canonical Correlation	.126	.098
			p ²	.016	.001
			X ²	26.377	12.867

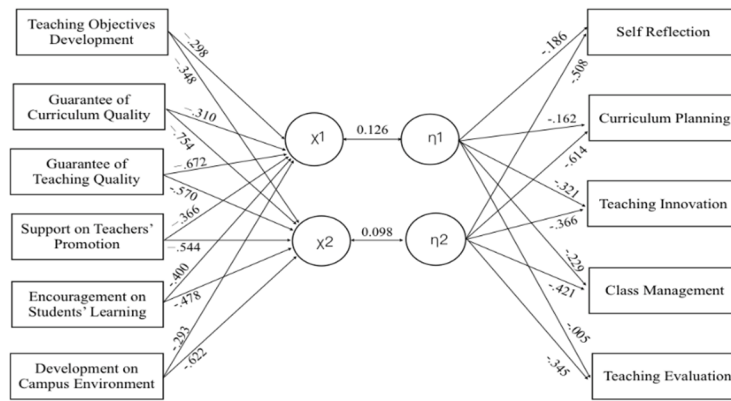


Figure 3. The relationship path map of Teacher's perception of Principal's instructional leadership and Teacher's pedagogical praxis

6.3. The Principal's Instructional Leadership Can Sufficiently Influence the Forecastability of the Teacher's Professional Learning Community Through Two Canonical Variables, with the Variation of 93.3% and 4.8%.

Table 6. The correlation analysis on a canonical variable between Teacher's professional learning community and Teacher's pedagogical praxis

Control Variable (X Variable)	Canonical Variable		Criterion Variable (Y Variable)	Canonical Variable	
	X 1	X 2		η1	η2
Common Vision	-.964#	-.057	Self-Reflection	-.966#	-.043
Collaborative Cooperation	-.968#	-.237	Curriculum Planning	-.977#	.198
Experience Exchange	-.972#	.088	Teaching Innovation	-.975#	.028
Structural Support	-.981#	.055#	Class Management	-.974#	.145
			Teaching Evaluation	-.961#	.130
Extraction Variation	.943	.018	Extraction Variation	.942	.016
Overlap Coefficient	.880	.001	Overlap Coefficient	.878	.001
			Canonical Correlationp	.966	.220
			p2	.933	.048
			X ²	2316.373***	50.676***

*** $p < 0.001$

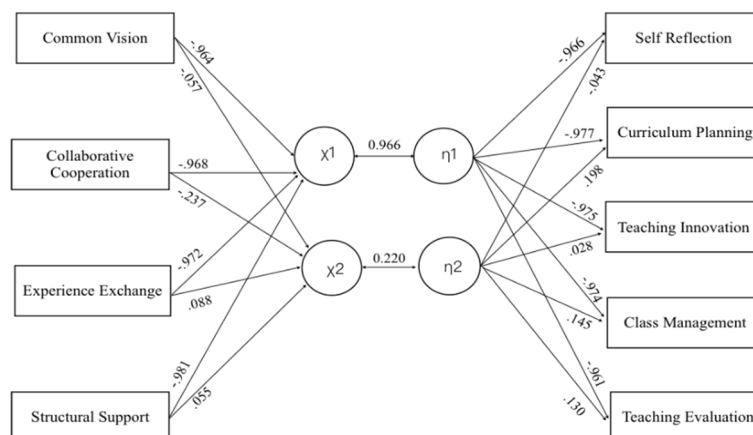


Figure 4. The relationship path map of Teacher's professional learning community perception and pedagogical Praxis

The Principal's Instructional Leadership and Teacher's Professional Learning Community Have the Influence Weight of 93% Forecastability to Teacher's Pedagogical Praxis

According to the result from the data analysis, Table 7 approves that the overall forecastability of Teacher's pedagogical praxis and Principal's instructional leadership is 93%, which is from the influence dimension of Structural Support, Common Vision, Experience Exchange, and Collaborative Cooperation. Among these four dimensions, the Structural Support obtains the weight of 89.4%, the Common Vision owns the weight of 2.6%, the Experience Exchange has the weight of 0.8% and there is a weight of 0.2% on the dimension of the Collaborative Cooperation

Table 7. The gradual pluralistic regression analysis on the influence of Principal's instructional leadership and Teacher's professional learning community to pedagogical praxis

Variables Order on the Weight of Forecastability	R	R ²	△R ²	Beta	F
1 Structural Support	.946a	0.894	0.894	.946	7120.87***
2 Common Vision	.959b	0.92	0.026	.397	4859.96***
3 Experience Exchange	.964c	0.928	0.008	.285	3639.98***
4 Collaborative Cooperation	.964d	0.93	0.002	.140	2793.82***

***p<0.001

7. Propositions from the Research

7.1. To the Principal

7.1.1. Actively Utilize the Role of Principal Instructional Leadership in the Construction and Interaction of Teacher's Professional Learning Communities

The results from research approve that the average number of Teacher's perception of Principal's instructional leadership is 3.73, which is a positive perception of medium to upper level in the five-point scale. This result shows that teachers have a positive feeling about the Principal's instructional leadership, and there is still space for the Principal's instructional leadership on improvement. The Principal's instructional leadership focuses on curriculum teaching activities and can stimulate Teacher's continuous progress and promote the development of Teacher's professional learning communities through direct or indirect leadership behavior. Therefore, the education administrative department should actively support the development of the Principal's instructional leadership ability and plan a series of study activities to promote the Principal's ability by regularly updating the instructional leadership theory and polishing the Pedagogical Praxis process. These measurements can improve Teacher's research and development ability in curriculum and teaching, provide the possibility to explore the benign interaction mode of the Teacher's professional learning community, and give teachers more opportunities for learning and communication.

7.2. To the Teacher

7.2.1. Recognize the Importance of a Professional Learning Community, Improve the Practical Experience by Benign Community Interaction

The research found that the average number of elementary school Teacher's perceptions of the professional learning community is 3.70, which was a positive perception at the "medium to upper" level on the five-point scale. In the professional learning community, teachers have the highest perception of the dimension of "collaboration", and the lowest perception of the dimension of "experience sharing". Solid analytic results approve that the awareness of university teachers on the participation of the professional learning community still needs to be strengthened. On the other hand, although university teachers can provide reciprocal support in teaching, under the influence of

traditional conservative concepts and independent teaching customs in school, teachers rarely hold experience an exchange of Pedagogical Praxis. This situation not only hinders the construction of the professional learning community of school teachers but also affects the development of individual Pedagogical Praxis and professional ability. Therefore, teachers should carefully consider the importance of actively participating in the activities of the school community and the value of experience sharing for personal advancement, so as to stimulate individual educational enthusiasm and educational ideals in the support and benign interaction of community members.

7.3. To the School

7.3.1. Encourage Teachers on Participate in Experience Exchange, Provide Opportunities for Teachers on Self-promotion

School is the provider of education facilities and the main support of teacher's teaching activities. The school administration should not only encourage the construction of teacher's professional learning communities; but also provide support and guarantee for teacher's community activities, including funds and venues. The school should fully provide opportunities for teachers on self-promotion, deliver timely feedback and help with teacher's teaching difficulties met on the pedagogical praxis. The implementation of the above measures will guarantee to improve the quality of school education and achieve the objective of school education.

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