MANAGERIAL AND COACHING COMPETENCE AND INSTRUCTIONAL GESTURES OF SCHOOL HEADS

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Abstract: This study is aimed to find out the relationship between managerial and coaching competence and instructional gestures of school heads. This study utilized the non-experimental quantitative research design using descriptive technique involving teachers in Davao Occidental Division, Philippines. The study was conducted on the second semester of School Year 2023-2024. Research instruments on managerial and coaching competence and instructional gestures of school heads 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 study found to exhibit a high level of managerial and coaching competence of school heads. This means that the provisions relating to managerial and coaching competence of school heads embodied in the item is often manifested. The study revealed a high level of instructional gestures of school heads. This indicates that the provisions relating to instructional gestures of school heads embodied in the item is often manifested. The results of the study also confirm that there is a significant relationship between managerial and coaching competence of school heads and instructional gestures of school heads. This implies that the higher the managerial and coaching competence of school heads, the higher is their instructional gestures. Thus, the null hypothesis of no significant relationship between managerial and coaching competence of school heads and instructional gestures of school heads was rejected.

Keywords: Managerial and Coaching Competence and Instructional Gestures of School Heads, School Administration and Supervision, Quantitative Research, Philippines

1. Introduction

Instructional supervision is among the most important role that a school principal performs in school. With close monitoring and coaching to teachers, teachers improve in their instructional competence and eventually help advance students’ learning outcome as schools address issues on learning losses. School principals need to be highly invested in the improvement of teachers’ teaching performance in order to ensure students’ learning (Malunda, Onen, Musaazi & Oonyu, 2016; Esia-Donkoh & Baffoe, 2018).

With the voluminous workloads of school heads, it has been noted that they are preoccupied with administrative tasks that they devote so less attention on the core function of education where only a little time has been spent for the supervision of instruction. School heads in most cases have failed to guide teachers in the provision of instructional materials that are relevant to the learning needs of the students especially on learning competencies that were not mastered. Preferably, school heads must lead the teachers to have sufficient access to instructional material (Iroegbu & Etudor-Eyo, 2016; Egwu, 2015).

Apart from the lack of guidance on finding instructional resources, school heads are also observed that they do not maintain a visible physical presence. Due to the overwhelming managerial tasks, school heads are not physically available for guidance on instructional issues. If there are circumstances that school heads are around, it is exponentially less likely that they conduct meetings to discuss instructional matters among teachers. Hence, the presence of the school heads in school to address issues on instruction are often times set aside (Dicke, Elling, Schmeck & Leutner, 2015; McCarthy & Milner, 2020).
Another concern that teachers wanted to seek guidance from the school head is to help them plan professional for development opportunities. Many school heads only spend time on managing the school and seldom allocate time for the teachers to plan for their career growth and professional advancement. As a result, teachers are not guided on how they can improve themselves best (Usman, 2015).

In the local context, school heads try to figure out how they can conduct class observations to all teachers for four times a year in minimum. In an average, nearly about 50% of the teachers has been observed by the school heads by the end of the school year and this is not even all of these teachers. This lack of time to perform coaching to teachers is aggravated by the numerous demands on workloads that coaching teachers never becomes the top priority. Ideally, school heads have to spend half of their working time to coach teachers in the many facets of teaching and learning.

Presently, the researcher has rarely come across of a study on the relationship between managerial and coaching competence and instructional gestures of school heads 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. Further, the results of this academic venture as well as the implications of the result to the educational practice will contribute to the improvement of the instructional tasks of school heads.

**Research Objectives**

This study aimed to find out the relationship between managerial and coaching competence and instructional gestures of school heads. Specifically, this study sought to answer the objectives:

1. What is the extent of managerial and coaching of school heads in terms of:
   1.1 open communication;
   1.2 team approach;
   1.3 value people;
   1.4 team ambiguity, and
   1.5 facilitate development?

2. What is the extent of instructional gestures of teachers in terms of:
   2.1 instructional resource provider;
   2.2 maintain visible presence;
   2.3 professional development;
   2.4 maximizing instructional time, and
   2.5 monitoring student progress?

3. Is there a relationship between managerial and coaching competence and instructional gestures of school heads?

**Hypothesis**

The following hypothesis was treated at 0.05 level of significance.

Ho1. There is no significant relationship between stewardship disposition of school heads and instructional gestures of teachers.

**2. Methods**

This study utilized non-experimental quantitative research approach utilizing descriptive correlational design. Quantitative research is defined as a systematic investigation of phenomena by gathering quantifiable data and performing statistical, mathematical, or computational techniques. Quantitative research collects information from existing and potential customers using sampling methods and sending out online surveys, online polls, and questionnaires. The results of which can be depicted in the form of numerical. After careful understanding of these numbers to predict the future of a product or service and make changes accordingly (Berg, 2009).
3. Results

**Level of Managerial and Coaching Competence of School Heads**

Presented in Table 1 is the level of Managerial and Coaching Competence of School Heads with the overall mean of 4.12 with a descriptive equivalent of high indicating that all enumerated indicators were always observed. The overall mean was the results obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which is appended in this study.

- For the indicator *open communication* obtained a mean score of 4.09 or high.
- For the indicator *team approach* obtained a mean score of 4.13 or high.
- For the indicator *value people* obtained a mean score of 4.15 or high.
- For the indicator *accept ambiguity* obtained a mean score of 4.11 or high.
- For the indicator *facilitate development* obtained a mean score of 4.12 or high.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Mean</th>
<th>Descriptive Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Communication</td>
<td>4.09</td>
<td>High</td>
</tr>
<tr>
<td>Team Approach</td>
<td>4.13</td>
<td>High</td>
</tr>
<tr>
<td>Value People</td>
<td>4.15</td>
<td>High</td>
</tr>
<tr>
<td>Team Ambiguity</td>
<td>4.11</td>
<td>High</td>
</tr>
<tr>
<td>Facilitate Development</td>
<td>4.12</td>
<td>High</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td><strong>4.12</strong></td>
<td><strong>High</strong></td>
</tr>
</tbody>
</table>

**Level of Instructional Gestures of Teachers**

Presented in Table 2 is the level of Instructional Gestures of Teachers. Computations revealed an overall mean score of 4.11 or high, indicating that the said respondents were very high in organizational citizenship behavior. The overall mean was the results obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which is appended in this study.

- For the indicator *instructional resource provider* obtained a mean score of 4.10 or high.
- For the indicator *maintain visible presence* obtained a mean score of 4.15 or high.
- For the indicator *professional development* obtained a mean score of 4.11 or high.
- For the indicator *maximizing instructional time* obtained a mean score of 4.09 or high.
- For the indicator *monitoring student progress* obtained a mean score of 4.10 or high.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Mean</th>
<th>Descriptive Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Resource Provider</td>
<td>4.10</td>
<td>High</td>
</tr>
<tr>
<td>Maintain Visible Presence</td>
<td>4.15</td>
<td>High</td>
</tr>
<tr>
<td>Professional Development</td>
<td>4.11</td>
<td>High</td>
</tr>
</tbody>
</table>
Maximizing Instructional Time 4.09 High
Monitoring Student Progress 4.10 High
Overall 4.11 High

Significance on the Relationship between Managerial and Coaching Competence of School Heads and Instructional Gestures of Teachers

Illustrated in Table 3 are the results of the test of relationship between the variables involved in the study. The overall correlation had a computed r-value of 0.699 with a probability value of p<0.01 which is significant at 0.05 level. Doing an in-depth analysis, it could be gleaned that the indicators of managerial and coaching competence of school heads and instructional gestures of teachers revealed computed r-values ranging from .782 to .699 with probability values of p<0.01 which is lesser than .05 level of significance. This rejects the null hypothesis that states there is no significant relationship between managerial and coaching competence of school heads and instructional gestures of teachers.

Table 3. Significance on the Relationship between Managerial and Coaching Competence of School Heads and Instructional Gestures of Teachers

<table>
<thead>
<tr>
<th>Pair</th>
<th>Variables</th>
<th>Correlation Coefficient</th>
<th>p-value</th>
<th>Decision on Ho</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV and DV</td>
<td>Managerial and Coaching Competence of School Heads and Instructional Gestures of Teachers</td>
<td>0.699</td>
<td>0.000</td>
<td>Reject</td>
</tr>
</tbody>
</table>

CONCLUSION

With the findings of the study, conclusions are drawn in this section. The study found to exhibit a high level of managerial and coaching competence of school heads. This means that the provisions relating to managerial and coaching competence of school heads embodied in the item is often manifested.

The study revealed a high level of instructional gestures of school heads. This indicates that the provisions relating to instructional gestures of school heads embodied in the item is often manifested.

The results of the study also confirm that there is a significant relationship between managerial and coaching competence of school heads and instructional gestures of school heads. This implies that the higher the managerial and coaching competence of school heads, the higher is their instructional gestures. Thus, the null hypothesis of no significant relationship between managerial and coaching competence and instructional gestures of school heads was rejected.

The result of this study revealed that the managerial and coaching competence of school heads is high. The researcher may recommend to (1) the Public Schools District Supervisors to help schools heads improve in the aspect of open communication as this ranked lowest, by making them integrate the value of being comfortable to listen to teachers as they express their views and opinions about school matters.

The researcher may also recommend to (2) school heads that they may rather listen to teachers’ opinion especially when there are issues or problems that need to be addressed in school.

The study revealed a high level of instructional gestures of school heads. The researcher recommends (3) that school heads may improve in the aspect of maximizing instructional time by protecting classroom instructional time from outside interruptions. It is essential that teachers may focus on teaching and classes are not disturbed by not important activities.
The researcher also recommends to (4) the Public Schools District Supervisors to monitor the school heads especially those who frequently disturb teacher in the class period or those who conduct meeting during the class hours. The meeting, if possible, shall be conducted without interrupting the classes especially those cores subject class.

The results of the study also confirm that there is a significant relationship between managerial and coaching competence of school heads and instructional gestures of school heads. The researcher recommends to the Public Schools District Supervisors to conduct in-service training to school heads on the topic of managerial and coaching competence to help them enhance their skills in the leadership.

The researcher may also (5) recommend to future researchers to conduct similar study and explore some indicators that are not included in this study in another setting in order to uncover new knowledge relevant to the topics presented in this study.

REFERENCES