

Leadership Coaching Competencies of Public Secondary School Heads

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***Abstract** – This study was conducted to assess leadership coaching competencies of public secondary school heads in Pangasinan. The public secondary school heads in Pangasinan is dominated by females. Majority of them are in the age range of 46-55 and are married. Most of them have a promising professional growth as manifested by their post-graduate degrees. Further, most of them have short years of service and are exposed to seminars related to leadership coaching. Public secondary principals have high degree of manifestation on leadership coaching competencies and highly utilize leadership coaching techniques. The degree of manifestation of leadership coaching competencies of public secondary principals in Pangasinan has no correlation to their profile variables.*

***Keywords** – Leadership coaching, coaching competencies, secondary school principals*

INTRODUCTION

Leadership coaching is defined in several ways. It is defined as an individualized process that builds a leader's capability to achieve short- and long-term organizational goals (Nextlevelleadershipcoaching.com, 2014). Leadership coaching is also referred to as a developmental process where a leader gets tailored help from a coach to help them achieve a goal and become a more effective leader (Gounis, 2018). On the other hand, leadership coaching is a collaborative, individualised relationship between a leader and the coach — the leader could well be an executive, manager, supervisor, team leader or business owner for example — anyone in charge or responsible for a group of people (Leadership Coaching, n.d.).

When a leader happens to be almost perfect and manifested with all the desired knowledge, resources and technical excellence to attain the intended outcome, but failed to make a difference in general, additional training and seminars are not the solution. The said leader may need something that is more likely personal and involved – leadership coaching.

In the Philippines, school heads are among professionals who exercise the principles and values of leadership coaching. There are coaching and mentoring programs being utilized in several schools. Ateneo de Manila University's School of

Government established a distinct program for coaching and mentoring for their teachers. The program is said to be a separate mode of instruction for a more focused style of teaching. The aim of the program is to fast track the knowledge of the learners by conducting interactive sessions with teachers who are experts in different fields. The program also adapts to the learners' pace to ensure the retention of knowledge (Ateneo de Manila University, 2012).

In addition, the program uses a variety of learning strategies and modalities which includes face-to-face encounter, scheduled field meetings, inputs by the teacher, regular follow-up via electronic emails, web conference, phone call conversations and discussions, participation in group discussions or synonymous learning activities, and consistent processing of learning experiences with the assigned teacher.

In terms of the benefits of leadership coaching, it includes providing support to leaders in developing cohesive plans and sustaining the laser-like focus needed to move all stakeholders in the right direction and supporting leaders in establishing and reinforcing evidence-based processes and levers that will improve teaching and learning in schools and/or across districts (Culbertson, 2017).

To keep and grow effective school leadership, it's important to put coaching within the context of a larger set of wrap-around

leadership supports described above. It is in this premise that this study is being pursued by the researchers to assess the leadership coaching competencies of Public Secondary Principals in Pangasinan and provide valuable results as basis for sound decisions in the improvement of policies, training designs or curriculum enhancements.

OBJECTIVES OF THE STUDY

This study assessed the leadership coaching competencies of the public secondary school heads in Pangasinan, Philippines. Specifically, it realized the following objectives: (1) determine the profile public secondary principals in terms of sex, age, civil status, highest educational attainment; length of service as principal, and number of seminars, workshop and training related to leadership coaching; (2) assess the degree of manifestation of leadership coaching competencies of public secondary school heads along coaching knowledge, coaching tasks and skills, and coaching attributes and abilities; and (3) determine significant relationship between the degree of manifestation of leadership coaching competencies of public secondary school heads and their profile variables.

MATERIALS AND METHODS

The descriptive method of research was used in the study. The descriptive research describes the characteristics of the population or phenomenon that is being studied (Bhat, n.d).

The respondents of the study were the public secondary principals in Pangasinan clustered in six divisions, namely: Pangasinan I, Pangasinan II, San Carlos City, Urdaneta City, Dagupan City and Alaminos City. Respondents were selected using stratified random sampling.

In gathering significant data, survey questionnaire was used. Five experts from leadership coaching served as the validators in validating the questionnaire. These experts are not part of the respondents in this study.

Average weighted mean, percentage, Spearman's rho Correlation and Chi-square statistics were the statistical tools used to analyze the data.

RESULTS AND DISCUSSION

PROFILE OF PRINCIPALS

There are 78 female public secondary school principals in Pangasinan. This consists of 65% of the overall percentage. On the hand, the male consists of 42 or 35% of the migrant workers.

Majority of the principals are in the age range of 46-55 47.5%. On the other hand, 28 or 23.3 are in the age range of 36-25 years, 18 or 15% are in the age range of 56-65 years, 15 or 12.5% are in the age range of 26-35 years, 1 or .8% are in the age range of 25 years and below.

Majority of the public secondary principals are married comprising 94 or 78.3% are married. On the other hand, 17 or 14.2% are single. On the other hand, 7 or 5.8% of the principals are widowed and the remaining 2 or 1.7% are separated.

Most of the public secondary school principals are doctorate degree holders. This comprises 45 or 37.5%. On the other hand, 32 or 26.7% are holders of master's degree, 31 or 25.8% are with doctorate units, 10 or 8.3% are with master's units, and the remaining 2 or 1.7% are bachelor's degree holders.

Most of the public secondary principals have 1-5 years of service. This comprises 31 or 25.8%. On the other hand, 29 or 24.2% have 15-19The descriptive- years of service, 17 or 14.2 have 16-20 years of service, 16 or 13.3% have 10-14 and 26 or more years respectively, and 11 or 9.2% have 21-25 years of length of service.

Most of the public secondary principals are exposed to seminars related to coaching comprising of 28 or 23.3% with 16-20 seminars attended, 27 or 22.5% with 26 and above, 25 or 20.8% with 10-14%, 16 or 13.3% with 15-19 13 or 10.8% with 5-9, and 11 or 9.3% with 21-25.

DEGREE OF MANIFESTATION OF LEADERSHIP COACHING COMPETENCIES

The degree of manifestation of leadership coaching competencies of public secondary school heads in Pangasinan on coaching tasks and skills in terms of building and maintaining coaching relationships, contracting, assessment, development planning, facilitating development and change, and ending formal coaching & transitioning to long-term development.

BUILDING AND MAINTAINING COACHING RELATIONSHIPS

Overall, the degree of manifestation of leadership coaching competencies of public secondary school principals in Pangasinan on coaching tasks and skills particularly on building and maintaining coaching relationships is highly manifested as shown in the overall weighted mean of 4.01.

Specifically, coaching tasks and skills indicators particularly building and maintaining coaching relationships with the highest manifestation are: the principal identifies and manages resistance and conflict; utilizes the coaching relationship as a tool to help the teacher; and appropriately challenges the teacher and deal with the his/her defensiveness without impairing the coaching relationship, with mean frequency counts and percentage of 292 or 73%, 276 or 69%, and 276 or 69%, respectively. On the other hand, the coaching tasks and skills indicators particularly building and maintaining coaching relationships indicators with the least manifestation but still rated as highly manifested are: the principal builds and sustains trust; makes and explains observations about what goes on in the coaching relationship and its similarities and differences to the teacher's other relationships; maintains confidentiality on sensitive organizational and individual issues; with frequency counts and percentage of 228 or 57%, 228 or 57%, and 220 or 55%, respectively..

CONTRACTING

In general, the degree of manifestation of leadership coaching competencies of public secondary school heads in Pangasinan on coaching tasks and skills particularly on contracting is highly manifested as shown in the overall weighted mean of 3.97.

More particularly, coaching tasks and skills indicators particularly contracting with the highest manifestation are: the principal tailors the coaching process to the unique needs of the teacher and organization; sets realistic time frames for accomplishing the coaching goals; engages all appropriate constituents in goal setting and agenda setting for the coaching (teacher, superior, HR, others); and obtains commitment and support from all appropriate constituents with mean frequency

counts and percentage of 300 or 75%, 296 or 74%, 292 or 73%, and 292 73%, respectively. On the other hand, the coaching tasks and skills indicators particularly contracting with the least manifestation but still rated as highly manifested are: the principal establishes the boss' and HR's role in the coaching; evaluates the readiness of the teacher for coaching; and facilitates agenda-setting and goal-setting meetings between the teacher, Specifically, coa his/her boss and the HR professional with frequency counts and percentage of 212 or 53%, 228 or 57%, and 224 or 61%, respectively.

ASSESSMENT

Taken as a whole, the degree of manifestation of leadership coaching competencies of public secondary school heads in Pangasinan on coaching tasks and skills particularly on assessment is highly manifested as shown in the overall weighted mean of 3.95.

Specifically, coaching tasks and skills indicators particularly on assessment with the highest manifestation are: the principal uses the results of assessment tools and instruments to evaluate the teacher's strengths, weaknesses, abilities, tendencies, preferences, behavior patterns, emotions, thinking styles, opportunities, constraints, and other factors important to the coaching; administers and interprets 360 degree feedback instruments and measures of personal and leadership style (e.g., MBTI, DISC); and gathers data from multiple sources, aggregate them and present the results and implications in a useful format with mean frequency counts and percentage of 316 or 79%, 300 or 75%, and 288 or 72%, respectively. On the other hand, the coaching tasks and skills indicators particularly on assessment with the least manifestation but still rated as highly manifested are: the principal identifies the teacher's learning style; interviews the teacher and his/her key constituents; and unobtrusively observes/shadows the teacher in his/her work environment with frequency counts and percentage of 222 or 56%, 264 or 66%, and 268 or 67%, respectively.

DEVELOPMENTAL PLANNING

Looking at its entirety, the degree of manifestation of leadership coaching competencies

of public secondary school principals in Pangasinan on coaching tasks and skills particularly on contracting is highly manifested as shown in the overall weighted mean of 3.97.

Be more precise, coaching tasks and skills indicators particularly on developmental planning with the highest manifestation are: the principal conducts debriefing and feedback sessions with the teacher of the assessments and 360-degree results; and partners with human resources; establishes specific coaching goals (behavioral, cognitive, skills, business, relationships, etc.) with mean frequency counts and percentage of 316 or 79%, 284 or 71%, and 276 or 69%, respectively. On the other hand, the coaching tasks and skills indicators particularly on developmental planning with the least manifestation but still rated as highly manifested are: the principal determines what can be achieved in coaching and recommend appropriate training and other methods to achieve other developmental goals; establishes qualitative and quantitative measures of results for the coaching goals; and helps the boss to provide useful feedback and to coach the teacher's as his/her manager, with frequency counts and percentage of 240 or 60%, 248 or 62%, and 248 or 62%, respectively.

FACILITATING DEVELOPMENT AND CHANGE

By and large, the degree of manifestation of leadership coaching competencies of public secondary school heads in Pangasinan on coaching tasks and skills particularly on facilitating development and change is highly manifested as shown in the overall weighted mean of 3.99.

More to the point, coaching tasks and skills indicators particularly on on facilitating development and change with the highest manifestation are: the principal challenges assumptions; observes the teacher's behavior in coaching sessions and provide real-time feedback; and solicits solutions with mean frequency counts and percentage of 304 or 76%, 296 or 74%, and 288 or 72%, respectively. On the other hand, the coaching tasks and skills indicators particularly on facilitating development and change with the least manifestation but still rated as highly manifested are: the principal offers specific strategies and suggested behavior changes; listens actively and

respectfully; asks powerful questions; and addresses new issues and learning opportunities as they arise, with frequency counts and percentage of 232 or 58%, 240 or 60%, 240 or 60%, and 240 or 60%, respectively.

In particular, the highest mean rating of 4.33 with high description was given on spending quality time together with loved ones. However, the lowest mean rating of 3.25 was given on sleeping for 8 hours all night.

ENDING FORMAL COACHING & TRANSITIONING TO LONG-TERM DEVELOPMENT

On the whole, the degree of manifestation of leadership coaching competencies of public secondary school heads in Pangasinan on coaching tasks and skills particularly on ending formal coaching & transitioning to long-term development is highly manifested as shown in the overall weighted mean of 3.94.

Among other things, coaching tasks and skills indicators particularly on ending formal coaching & transitioning to long-term development with the highest manifestation are: the principal works towards and encourage the teacher's independence; conducts formal ending meeting with the teacher, his/her manager, and HR; and Leaves open the possibility for future coaching as the need arises and within the guidelines of the coaching contract, with mean frequency counts and percentage of 296 or 74%, 276 or 69%, and 268 or 67%, respectively. On the other hand, the coaching tasks and skills indicators particularly on ending formal coaching & transitioning to long-term development. with the least manifestation but still rated as highly manifested are: the principal Initiates discussion with the teacher, his/her manager; others in the organization about bringing the formal coaching to and end; works with the teacher to establish post-coaching developmental goals and a plan for meeting those goals; identifies the appropriate ending point in the formal coaching process with frequency counts and percentage of 240 or 60%, 256 or 64%, and 256 or 64%, respectively.

SUMMARY ON DEGREE OF MANIFESTATION ON COACHING TASKS AND SKILLS

Table 1 presents the results on the degree of manifestation of leadership coaching competencies of public secondary school heads in Pangasinan on coaching tasks and skills.

Broadly speaking, the degree of manifestation of leadership coaching competencies of public secondary school principals in Pangasinan on coaching tasks and skills is highly manifested as shown in the overall weighted mean of 3.97.

Table 1
Summary Table on Degree of Manifestation of Leadership Coaching Competencies of Public Secondary School Heads in Pangasinan on Coaching Tasks and Skills

Coaching Aspects	Mean	Descriptive Rating
1. Building and Maintaining Coaching Relationships	4.01	Highly Manifested
2. Contracting	3.97	Highly Manifested
3. Assessment	3.95	Highly Manifested
4. Development Planning	3.96	Highly Manifested
5. Facilitating Development and Change	3.99	Highly Manifested
6. Ending Formal Coaching & Transitioning To Long Term Development	3.94	Highly Manifested
Over-all Weighted Mean	3.97	Highly Manifested

More precisely, coaching tasks and skills indicators with the highest manifestation are: building and maintaining coaching relationships; facilitating development and change; development planning; contracting; and assessment; with mean scale values of 4.01, 3.99, 3.97, 3.96, and 3.95 respectively. On the other hand, the coaching tasks and skills indicator with the least manifestation but still rated as highly manifested is ending formal coaching & transitioning to long-term development with mean scale value of 3.94.

SIGNIFICANT REALTIONSHIP BETWEEN MANIFESTATION AND PROFILE VARIABLES (AGE, HIGHEST EDUCATIONAL ATTAINMENT, LENGTH OF SERVICE AND NUMBER OF SEMINARS ATTENDED)

Table 2 indicates the significant relationship between the degree of manifestation of leadership coaching competencies of public secondary school heads in Pangasinan and their profile variables particularly on age, highest educational attainment, length of service and number of seminars, workshop and training related to leadership coaching.

Based on the table, there is no significant effect of the leadership coaching competencies in the respondent's profiles with respect to age (0.903), highest educational attainment (0.089), length of service (0.266) and number of seminars (0.116). All the P-values were below the 0.05 level of significance.

Table 2
Spearman's Rho of Leadership Coaching Competencies vs. Respondent's Profiles (Age, Highest Educational Attainment, Length of Service and Number of Seminars)

	Age		Highest Educational Attainment		Length of Service		Number of Seminars	
	Coe f.	p-vau e	Coe f.	p-vau e	Coe f.	p-vau e	Coe f.	p-vau e
Leadership Coaching Competencies	-0.011	0.903	-0.156	0.089	0.102	0.266	0.144	0.116

Alpha = 0.05

SIGNIFICANT REALTIONSHIP BETWEEN MANIFESTATION AND PROFILE VARIABLES (SEX AND CIVIL STATUS)

Table 3 exhibits the significant relationship between the degree of manifestation of leadership coaching competencies of public secondary school heads in Pangasinan and their profile variables particularly on sex and civil status.

Table 3
Spearman's Rho of Leadership Coaching Competencies vs. Respondent's Profiles (Sex and Civil Status)

	Sex		Civil Status	
	Coeff.	p-vau e	Coeff.	p-vau e
Leadership Coaching Competencies	0.250	0.778	8.34	0.834

Based on the table, there is no significant relationship in the leadership coaching competencies of the respondent's profile with respect to sex (0.778) and civil status (0.834). All the P-values were below the 0.05 level of significance.

CONCLUSION

From the preceding findings, the following conclusions are drawn:

1. The public secondary school heads in Pangasinan is dominated by females. Majority of them are in the age range of 46-55 and are also married. Most of them have a promising professional growth as manifested by their post graduate degrees and most of them have short years of service and are exposed to seminars related to leadership coaching.
2. Public secondary principals have high degree of manifestation on leadership coaching competencies.
3. The degree of manifestation of leadership coaching competencies of public secondary principals in Pangasinan has no correlation to their profile variables.
4. The extent of utilization of leadership coaching techniques employed by public secondary principals in Pangasinan has no effect to their profile variables.

RECOMMENDATION

Based on the above mentioned findings and conclusions, the following recommendations are hereby presented:

1. Public secondary principals should sustain their adherence to professional growth by taking post-graduate degrees and exposure to seminars, trainings and workshops related to leadership coaching.
2. Public secondary principals should uphold their high degree of manifestation on leadership coaching competencies along coaching knowledge, coaching tasks and skills, and coaching attributes and abilities.

3. Acquiring leadership coaching competencies among public secondary principals is manageable since their profile variables has no correlation to the degree of manifestation of their leadership coaching techniques, hence, they have to explore further its potentials and benefits.

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