Leadership Coaching Techniques Utilized by High School Principals

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Abstract – *This study was administered to determine the techniques utilized by public high school principals in leadership coaching. Quantitative-descriptive research design was used in the study. There were 120 high school principals served as respondents from the Department of Education (DepEd) Division Offices of Pangasinan, Philippines. The respondents were determined thru stratified random sampling. A validated questionnaire was used as a tool in gathering the data. Experts in the field of leadership coaching served as validators. Average weighted mean, frequency counts, percentages, and Chi-square statistics were used as statistical tools in analysing the data gathered. Results found out that high school principals highly utilized leadership coaching techniques. Further, the extent of utilization of leadership coaching techniques utilized by high school principals has no effect to their profile variables.*

Keywords – *Leadership coaching, coaching techniques, high school principals, instructional coaching, collaborative coaching, facilitative coaching*

INTRODUCTION

Leadership Coaching

Leadership coaching is defined as an individualized process that builds a leader's capability to achieve short and long term goals in an organization or agency (What is Leadership Coaching?: Next Level Leadership Coaching, 2014). In particular, coaching means personalized, customized, and usually conducted one-on-one for a defined period of time and with a specific business purpose in mind. Initially instituted to save derailing leaders, leadership coaching now typically focuses on enhancing performance for leaders at all levels. Further, leadership coaching helps organizations grow and expand their leadership bench, leaders who want to gain an edge in self-marketing and branding, and individuals targeted as future leaders who need to sharpen their skills.

More so, Gounis (2018) claimed that the coach's role is to help remove the obstacles that stand in the way of the leader attaining their goals. This is achieved through careful questioning and deep listening. The coach steps into the world of the coachee while maintaining a careful distance of objectivity, whereby they can gradually help the leader work through whatever is in the way of achieving the objective (either mental or emotional hurdles, such as beliefs, habits or fears). Through a process of inviting introspection and self-reflection, the coach helps the coachee clear a path for success.

Leadership Coaching Techniques

Leadership coaching techniques are the methods or strategies that coaches such as principals utilize to assists principals plan, analyse their actions, and realize goals defined. Effective principal coaches move swiftly between spectrum of techniques such as evaluative, instructional, collaborative, and facilitative, as they attempt to manage specific needs and establish coachees' independence (Guide to Coaching School Principals in Minnesota: Incorporating Coaching Strategies into Principal Development and Evaluation, 2016). The goal is a step by step discharge of responsibility, where principal coaches may commence by using more imperative and informative techniques, and advance towards higher facilitative strategies that transforms coachees to take the fundamental role in their own problem solving. Principal coaches depend on a varied strategies as they carry out each of the leadership coaching techniques for instance querying clarifying questions, presenting meditational questions, paraphrasing and equipping non-judgmental responses.

Evaluative Coaching Techniques

It is performance-based assessment methods used to judge work and achievement according to clearly defined external criteria and standards Performance-based ratings, evaluative feedback, rubrics, assessment reports. Rates performance level ranges from exemplary, proficient, basic, unsatisfactory). It attends to both development and accountability and may focus more on judgment and accountability than development and may reduce risk-taking and honesty (Guide to Coaching School Principals in Minnesota: Incorporating Coaching Strategies into Principal Development and Evaluation, 2016).

Instructional Coaching Techniques

It uses didactic methods in this technique. It is when a coach needs a more direct teaching role; typically used to help a principal learn a new way of doing something. Modeling, providing resources, and direct instruction (e.g., share an article, tips for scheduling, how to set up a system). Further, it develops the knowledge and skills for job success and clarifies and commits to goals and take effective action. It may encourage dependence, rather than independence and it may build specific knowledge and skills, but not overall capacity (Guide to Coaching School Principals in Minnesota: Incorporating Coaching Strategies into Principal Development and Evaluation, 2016).

Collaborative Coaching Techniques

Cooperative method is used in this technique wherein a project or task can benefit from shared work; best when the coachee and coach each have a part of what is needed to do the job well. Coach may offer a range of approaches or solutions, but the coachee determines specific processes and tools that will best match her school. It provides scaffolding for coachees to adopt new ways of doing and being and can help successfully achieve stated goals. Further, coachee can complete these tasks and projects independently. It may undermine the authority of the coachee and may encourage the coachee to give up power when the coach takes over (Guide to Coaching School Principals in Minnesota: Incorporating Coaching Strategies into Principal Development and Evaluation, 2016).

Facilitative Coaching Technique

This kind of technique uses constructivist methods that draw out ideas and solutions from coachee, and help them make decisions and develop their capacity through reflective practice. Observation, reflection, analysis, reinterpretation, and experimentation (e.g., coach helps the principal gather and interpret data and feedback, and select a course of action). It creates new possibilities by re-examining perceptions and assessments, develops problem-solving skills and an inquiry approach to improvement, builds a reflective practice, and shifts control from the coach to the principal. Moreover, it may take time to do effectively and may first require the establishment of a trusting coaching relationship (Guide to Coaching School Principals in Minnesota: Incorporating Coaching Strategies into Principal Development and Evaluation, 2016).

OBJECTIVES OF THE STUDY

This study determined the extent of utilization of the leadership coaching techniques of the high school principals in Pangasinan, Philippines. Specifically, it attained the following objectives: (1) determine the profile variables of high school principals in terms of sex, age, civil status, highest educational attainment; length of service as principal, and number of relevant seminars, workshop and training (2) determine the extent of utilization of leadership coaching techniques of high school principals along evaluative, instructional, collaborative and facilitative; and (3) determine significant relationship between the extent of utilization of leadership coaching techniques of high school principals their profile variables.

MATERIALS AND METHODS

The quantitative-descriptive research design was used in the study. Bhat (2019) described descriptive research as a quantitative research method that attempts to collect quantifiable information to be used for statistical analysis of the population sample. It is a popular market research tool that allows collecting and describing the nature of the demographic segment.

This study made use of high school principals as respondents from Pangasinan, Philippines. The division offices served as strata in identifying the respondents. The division offices are as follows: City Schools Divisions of Dagupan, San Carlos, Urdaneta, Alaminos and Schools Division of Pangasinan I and Pangasinan II.

Survey questionnaire was used in collecting the necessary data. To ensure that validity of the

questionnaire, five experts in the field of leadership coaching served as validators.

In analyzing the collected data, statistical tools were used such as frequency counts, percentages, average weighted mean, and Chi-square statistics.

RESULTS AND DISCUSSION

PROFILE OF PRINCIPALS

The high school principals were 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.

EXTENT OF UTILIZATION OF LEADERSHIP COACHING TECHNIQUES UTILIZED BY PRINCIPALS

The leadership coaching techniques were clustered on the following: (a) instructional; (b) collaborative; and (c) facilitative. These are measured in terms of the extent of utilization of each leadership coaching technique indicator as perceived by high school principals. The data gathered along this concern are presented in the succeeding tables.

INSTRUCTIONAL COACHING TECHNIQUES

Table 1 shows the findings on the extent of utilization of instructional coaching techniques as perceived by high school principals.

Taken as a whole, the extent of utilization of instructional coaching techniques as perceived by high school principals is highly utilized as shown in the overall weighted mean of 4.02.

Table 1
Extent of Utilization of Instructional Leadership Coaching Techniques by High School Principals

Coaching Indicators	Extent of Utilization				
The Principal..					
	1	2	3	4	5
1. Shares a process for analyzing student work;	0 (0%)	0 (0%)	54 (18%)	**284 (71%)**	55 (31%)
2. Models an instructional strategy for a teacher;	0 (0%)	2 (1%)	45 (15%)	**304 (76%)**	140 (28%)
3. Suggests an assessment strategy to a principal for evaluating plan implementation;	0 (0%)	6 (3%)	57 (19%)	**288 (72%)**	130 (26%)
4. Offers a menu of ways to a teacher to differentiate instruction;	0 (0%)	4 (2%)	87 (29%)	**260 (65%)**	120 (24%)
5. Shares thinking that leads to a solution;	0 (0%)	4 (2%)	78 (26%)	**220 (55%)**	185 (37%)
6. Provides samples of leadership team meeting agenda to a teacher;	0 (0%)	0 (0%)	75 (25%)	**268 (67%)**	140 (28%)
7. References current research;	0 (0%)	0 (0%)	111 (37%)	**228 (57%)**	130 (26%)
8. Provides information; and	0 (0%)	4 (2%)	69 (23%)	**272 (68%)**	135 (27%)
9. Points out ways to tweak continuous improvement plan implementation to a teacher.	0 (0%)	0(0)	78 (26%)	**272 (68%)**	130 (26%)
Overall Weighted Mean: 4.02 (Highly Utilized)					

Descriptive Equivalent: 5- Very Highly Utilized; 4- Highly Utilized; 3- Moderately Utilized; 2-Slightly Utilized; 1-Not Utilized

Specifically, instructional coaching techniques indicators with the highest manifestations are: the principal models an instructional strategy for a teacher; suggests an assessment strategy to a principal for evaluating plan implementation; and shares a process for analyzing student work, with mean frequency counts and percentage of 304 or 76%, 288 or 72%, and 284 or 71%, respectively. On the other hand, the instructional coaching techniques indicators with the least manifestation but still rated as highly manifested are: the principal shares thinking that leads to a solution; references current research; and offers a menu of ways to a teacher to differentiate instruction with frequency counts and percentage of 220 or 55%, 228 or 57%, and 260 or 65%, respectively.

Collaborative Coaching Techniques

Table 2 depicts the results on the extent of utilization of collaborative coaching techniques as perceived by high school principals.

<table>
<tr><td colspan="6" align="center">**Table 2**
Extent of Utilization of Collaborative Leadership
Coaching Techniques by High School Principals</td></tr>
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Coaching Indicators	Extent of Utilization				
The Principal..					
	1	2	3	4	5
1. Co-develops a lesson, curriculum unit, meeting agenda, or action plan;	0 (0%)	0 (0%)	72 (24%)	**268 (67%)**	145 (29%)
2. Problem-solves issues of practice;	0 (0%)	2 (1%)	63 (21%)	**280 (70%)**	140 (28%)
3. Analyzes examples of student work together with a teacher; and	0 (0%)	6 (3%)	87 (29%)	**252 (63%)**	125 (25%)
4. Co-observes a teacher and debrief together.	0 (0%)	6 (3%)	78 (26%)	**248 (62%)**	145 (29%)
Overall Weighted Mean: 4.00 (Highly Utilized)					

Descriptive Equivalent: 5- Very Highly Utilized; 4- Highly Utilized;
3- Moderately Utilized; 2-Slightly Utilized; 1-Not Utilized

Looking at its entirety, the extent of utilization of collaborative coaching techniques as perceived by high school principals is highly utilized as shown in the overall weighted mean of 4.00.

Be more precise, collaborative coaching technique indicators with the highest manifestations are: the principal problem-solves issues of practice and co-develops a lesson, curriculum unit, meeting agenda, or action plan, with mean frequency counts and percentage of 280 or 70% and 268 or 67, respectively. On the other hand, the collaborative coaching technique indicators with the least manifestation but still rated as highly manifested are: the principal co-observes a teacher and debrief together and analyzes examples of student work together with a teacher with frequency counts and percentage of 248 or 62% and 252 or 63%, respectively.

Facilitative Coaching Techniques

Table 16 portrays the results on the extent of utilization of facilitative coaching techniques as perceived by high school principals.

By and large, the extent of utilization of facilitative coaching techniques as perceived by high school principals is highly utilized as shown in the overall weighted mean of 4.06.

<table>
<tr><td colspan="6" align="center">**Table 3**
Extent of Utilization of Instructional Leadership
Coaching Techniques by High School Principals</td></tr>
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Coaching Indicators	Extent of Utilization				
The Principal..					
	1	2	3	4	5
1. Poses questions that clarify and deepen the teacher's thinking;	0 (0%)	0 (0%)	48 (16%)	**276 (69%)**	175 (35%)
2. Facilitates a group of teachers as they assess student work;	1 (1%)	1 (1%)	57 (19%)	**264 (66%)**	165 (33%)
3. Observes a data team meeting and take notes for the facilitator;	0 (0%)	4 (2%)	84 (28%)	**252 (63%)**	135 (27%)
4. Listens as a teacher analyzes walkthrough data.	0 (0%)	6 (3%)	66 (22%)	**252 (63%)**	160 (32%)
Overall Weighted Mean: 4.06 (Highly Utilized)					

Descriptive Equivalent: 5- Very Highly Utilized; 4- Highly Utilized;
3- Moderately Utilized; 2-Slightly Utilized; 1-Not Utilized

More to the point, facilitative coaching technique indicators with the highest manifestations are: the principal poses questions that clarify and deepen the teacher's thinking and facilitates a group of teachers as they assess student work, with mean frequency counts and percentage of 276 or 69% and 264 or 66, respectively. On the other hand, the facilitative coaching technique indicators with the least manifestation but still rated as highly manifested are: the principal observes a data team meeting and take notes for the facilitator and listens as a teacher analyzes walkthrough data with a teacher with frequency counts and percentage of 252 or 63% and 252 or 63%, respectively.

SIGNIFICANT RELATIONSHIP

The leadership coaching techniques were clustered as follows: instructional; collaborative; and facilitative. These are measured in terms of the extent of utilization of each leadership coaching technique indicator as perceived by high school principals. The said extent of utilization of leadership coaching techniques are correlated to the profile variables such as sex, age, civil status, highest educational attainment, length of service, and number of seminars, workshop and training related to leadership coaching.

Extent of Utilization of Leadership Coaching Techniques and Profile Variables (Age, Highest Educational Attainment, Length of Service and Number of Seminars Attended)

Table 4 expresses the significant relationship between the extent of utilization of leadership coaching techniques of high school principals in Pangasinan and their profile variables particularly on age, highest educational attainment, length of service and number of seminars attended.

Table 4
Spearman's Rho of Leadership Coaching Techniques Vs. Respondent's Profiles (Age, Highest Educational Attainment, Length of Service and No. of Seminars)

	Age		Highest Educational Attainment		Length of Service		Number of Seminars	
	Coef.	p-value	Coef.	p-value	Coef.	p-value	Coef.	p-value
Leadership Coaching Competencies	-0.011	0.903	-0.156	0.089	0.102	0.266	0.144	0.116

Alpha = 0.05

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). This is evident on the P-values which are above the 0.05 level of significance.

Extent of Utilization of Leadership Coaching Techniques and Profile Variables (Sex and Civil Status)

Table 5 reveals the significant relationship between the extent of utilization of leadership coaching techniques employed of high school principals in Pangasinan and their profile variables particularly on sex and civil status.

Table 5
Chi-Square Test of Leadership Coaching Competencies Vs. Respondent's Profiles (Sex And Civil Status)

	Sex		Civil Status	
	Coef.	p-value	Coef.	p-value
Leadership Coaching Competencies	0.250	0.778	8.34	0.834

Alpha = 0.05

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). This is evident on the P-values which are above the 0.05 level of significance.

CONCLUSION

Based from the results acquired, the following conclusions were established:

1. The high school principals in Pangasinan are mostly by females. Majority of them are married and 46-55 years of age. Most of them hold post graduate degrees and have short years of service with plenty exposure to seminars related to leadership coaching.

2. High school principals in Pangasinan have a high extent of utilization of leadership coaching techniques.

3. The extent of utilization of leadership coaching techniques of high school principals in Pangasinan has no effect to their profile variables.

RECOMMENDATION

Based on the acquired findings and conclusions, the following recommendations are hereby conferred:

1. High school principals should preserve their commitment to professional growth by engaging on further graduate degrees and active participation to seminars, trainings and workshops related to leadership coaching.

2. High school principals should uphold their high extent of utilization of leadership coaching techniques particularly on instructional, collaborative and facilitative.

3. Utilization of leadership coaching techniques of high school principals in Pangasinan is innate of them since its part of their major functions. They may share their best practices and have it discussed in group discussions, seminars and Learning Action Cell (LAC) sessions.

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