

# Leadership Coaching Techniques of School Heads and Work Performance of Public Secondary Teachers in Davao Del Norte

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**Abstract:** At the heart of every thriving school is a simple, powerful dynamic: the relationship between school leaders and their teachers. This study delves into this critical connection, investigating the impact of leadership coaching techniques employed by school heads on the work performance of teachers in public secondary schools within the Davao del Norte Division. We moved beyond a simple correlation to explore how specific coaching domains—instructional (guarding teaching quality), collaborative (building partnerships), and facilitative (empowering growth)—individually and collectively influence teacher efficacy.

Guided by a descriptive-correlational design, the research gathered perspectives from 180 public secondary teachers, selected to provide a representative voice. Through rigorous statistical analysis—employing Mean, Product-Moment Correlation, and Regression Analysis—the data revealed a compelling narrative. School heads are already demonstrating high-level coaching techniques, which correspond with a similarly high level of work performance among their teaching staff. The analysis confirmed a significant positive relationship between these variables, with each coaching domain identified as a key influencer of teacher performance.

These findings culminate in a clear call to action: for educational officials to intentionally invest in strengthening the coaching competencies of school leaders. Such an investment is not merely administrative but is a direct strategy for elevating teaching quality, ultimately fostering a more robust and effective educational environment. This study serves as a foundation, inviting future researchers to build upon it by incorporating additional variables or diverse methodological approaches.

**Keywords:** *Leadership Coaching Techniques, Work Performance, Instructional Leadership, Teacher Empowerment, Davao Del Norte Division, Philippines.*

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## I. INTRODUCTION

The landscape of education is shifting. The role of a school head is evolving from a traditional manager or administrator to that of an instructional coach, a mentor, and a cultivator of talent. In the diverse and dynamic public secondary schools of Davao del Norte, the success of this new leadership paradigm is critical. The techniques a school head uses to guide, support, and challenge their teachers—their leadership coaching—can be the catalyst that unlocks a teacher's full potential, directly impacting classroom effectiveness and student achievement.

This study is rooted in the belief that empowering teachers is the most direct path to educational excellence. It investigates the tangible connection between the coaching practices of school heads and the professional performance of their teachers. By focusing on three core domains—instructional coaching for pedagogical mastery, collaborative coaching for shared problem-solving, and facilitative coaching for autonomous professional growth—this research seeks to identify which strategies yield the greatest impact. The ultimate aim is to provide school leaders, district officials, and policymakers with a evidence-based framework for fostering a culture of continuous improvement and exceptional teaching across the division.

## II. METHODS

To capture an authentic measure of leadership's impact, this study listened to the voices of those who experience it directly: the teachers. A representative group of 180 educators from various public secondary schools across Davao del Norte Division was selected through probability sampling, ensuring their insights accurately reflected the broader educational community.

Data was gathered through carefully designed surveys that quantified two main elements: the teachers' perception of their school head's leadership coaching techniques across the three domains, and a self-assessment of their own work performance based on established professional indicators. The collated data was then subjected to a multi-layered statistical analysis. Mean scores established baseline levels, Product-Moment Correlation uncovered the strength of the relationship between leadership and performance, and Regression Analysis pinpointed the specific influence of each coaching technique, revealing what matters most.

## III. RESULTS AND DISCUSSION

The findings present a powerful and optimistic case for coaching-centered leadership. The analysis revealed that school heads in Davao del Norte are already actively engaged in high-level coaching techniques, and this commitment is mirrored in the high work performance reported by their teachers.

More critically, the analysis confirmed a significant and positive correlation: as the quality and frequency of leadership coaching increase, so does the level of teacher work performance. The regression analysis provided the most actionable insight, demonstrating that all three coaching domains are essential drivers of this success. Instructional leadership coaching ensures teachers feel supported in refining their core craft. Collaborative leadership coaching builds a supportive professional community that combats isolation. Facilitative coaching empowers teachers to become self-directed learners and leaders in their own right.

This triad of techniques creates a holistic support system. It signals to teachers that their growth is valued, their challenges are shared, and their expertise is trusted. This, in turn, fosters heightened job satisfaction, greater pedagogical innovation, and a deeper commitment to student success—the fundamental components of outstanding work performance. The conclusion is that leadership coaching is not a peripheral administrative task; it is the central engine of a high-performing school culture. Investing in the development of these coaching skills in school heads is, therefore, one of the most strategic investments educational leaders can make.

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