

# Coach-Style Management Practices of School Heads in Relation to Human Competence of Classroom Managers in Public Elementary Schools

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**Abstract:-** This study was conducted to determine the relationship between the coach-style management practices of school heads and human competence of classroom managers in public elementary schools of Tugbok District, Division of Davao City. The study used the non- experimental quantitative research design utilizing correlational method. The respondents of this study composed of 107 teachers using a universal sampling. The statistical tools used were Mean, Pearson Product Moment Coefficient Correlation or Pearson r and Regression Analysis. The findings revealed that the school heads achieved a high level on coach-style management practices. Meanwhile classroom managers established a high level in human competence in public elementary schools. There was a significant relationship between coach-style management practices of school heads and human competence of classroom managers in public elementary schools. The domains of coach-style management practices of school heads were significantly influenced to human competence of classroom managers in public elementary schools. It is articulated in this study that human competence of classroom managers in public elementary schools should be raised in a very high level. It was concluded that the high level of coach-style management practices of school heads would also increase to the human competence of classroom managers in public elementary schools.

**Keywords:-** *Coach-Style Management Practices, Human Competence, Philippines.*

## I. INTRODUCTION

Employers are looking for people who can offer skills that are gained through training, school, or work experiences as well as human competence. Moreover, new technology and changing organizational aspects have made human competence more important at work that today's workers have less repetitive job tasks and need more autonomy and superior human competence due to the flattening of the organizational structure. Human competence is crucial across all levels of management as it revolves around interactions with people. Whether it's motivating employees, overseeing colleagues, or engaging with stakeholders and clients, human skills are vital. However, middle management particularly relies on a high degree of human competence due to the diverse array of interactions inherent in this role. While

possessing a college diploma is valued, it doesn't automatically ensure success in the workplace or guarantee employment. Employers do prioritize degrees, yet possessing one doesn't always equate to possessing the full range of skills demanded by the job market.

Globally, today, human competence is one of the most in-demand competences in any workplace. Documenting their importance, Analyzing the hiring trends across its platform to determine the most sought-after skills. Data suggest that a range of human competence, is the most required among employers. Human competencies are becoming more and more important. Following dramatic shifts in the labor market, employers are no longer committed to formal education programs. Research has shown that employers desire graduates to possess a range of human competence. Human competence is imperative, offering a wide range of benefits, including productivity, engagement, and employee retention. Lack of human competence can limit individual potential, or even be the downfall of an organization (Calderon, 2019).

In the Philippines, various aspects of human skills have been demonstrated to positively influence an organization's effectiveness. Workers who possess a strong repertoire of human skills enhance their colleagues' productivity and the standard of their output by around thirty percent. The performance of a job plays a pivotal role in gauging how well an employee fulfills their role. Hiring individuals with strong human skills promotes a workplace culture characterized by involvement and a favorable atmosphere.

Further, human competence is an essential part of improving one's ability to work with others and can have a positive influence on furthering individuals' career (Santillan, 2016).

In the District of Tugbok, Division of Davao City, there has been a challenge on how teachers work and interact with other people. It's not enough that teachers have the abilities acquired and enhanced through education and experience, but still it is imperative that teachers have the human competence because knowing their human competence can also help leaders have understand the big picture of how teachers work and interact with others. Individuals should develop more their human competence because how well individuals interact and treat others are crucial for their career success.

Trust develops through positive interactions and relationships, and productivity increases in environments where human competence flourish (Tac-on,2020).

It is in this premise that the researcher conducted the study to find out if Human Competence of Classroom Managers in Public Elementary Schools of Tugbok District, Davao City is being affected by Coach-Style Management Practices of School Heads. Given these, no study has been conducted in the schools of Tugbok District.

## II. METHODS

Presented in this chapter are the research design, research respondents, the instruments, the data gathering procedures, and data analysis of the data and other sources of information and data treatment on Coach-Style Management Practices of School Heads in relation to Human Competence of Classroom Managers in Public Elementary Schools.

### ➤ Research Design

The research employed a non-experimental approach that relied on numbers to find connections between different factors. This method was chosen because the aim was to understand the current state of affairs and investigate what might be causing specific occurrences. In correlation studies, researchers gather data to see if there's a connection between two or more measurable factors (Travers, 2006).

Quantitative research aims to understand the thoughts, behaviors, or feelings of a large number of people. Unlike qualitative research, which delves into emotions deeply, quantitative research gathers responses from many individuals to analyze trends. Standardized questions ensure fairness in data collection, and responses are quantified for analysis. Sometimes, subsequent questions may adjust based on initial answers to gain deeper insights. For instance, if someone expresses satisfaction or dissatisfaction with a service, further questions might be tailored accordingly.

This descriptive survey focused on collecting numerical data regarding the discussed phenomenon. The quantitative aspect involved creating a suitable questionnaire to gather responses from the intended participants. Data collection was carried out by administering these questionnaires. The focus of the study was to determine the relationship between Coach-Style Management Practices of School Heads in relation to Human Competence of Classroom Managers in Public Elementary Schools of Tugbok District, Davao City.

### ➤ Research Respondents

The study was conducted in Tugbok District. Included in this study was Mintal Elementary School of Tugbok District. There were 107 teachers who were involved as respondents of the study, who rated the Coach-Style Management Practices of School Heads in relation to Human Competence of Classroom Managers in Public Elementary Schools. This was conducted during the school year 2022-2023. A universal sampling was employed in the selection of the respondents. Teachers with at least three years in service and above were chosen as the respondents.

### ➤ Research Instrument

The study used the researcher- made test and was validated by three experts. They are all Doctors of Educational Management. After the validation, the researcher administered the test for pilot testing in Calinan Central Elementary School, Calinan District, Division of Davao City. The results of the Cronbach alpha established a reliability of 0.83 which means reliable since it is within the range between 0.70 to 1.00.

This research included the construction and validation of the questionnaire. It is made up of two parts. Part 1 dealt with the Coach-Style Management Practices of School Heads with the following indicators: collaboration, guidance, and support.

Five-point Likert Scale was used for the Coach-Style Management Practices of School Heads. Each item was assigned certain weights and equivalent statements were as follow.

Range of Means	Level	Description
4.20-5.00	Very High	This means that the Coach-Style Management Practices of School Heads are always manifested.
3.40-4.19	High	This means that the Coach-Style Management Practices of School Heads are oftentimes manifested.
2.60-3.39	Moderate	This means that the Coach-Style Management Practices of School Heads are sometimes manifested
1.80-2.59	Low	This means that the Coach-Style Management Practices of School Heads are rarely manifested.
1.00-1.79	Very Low	This means that the Coach-Style Management Practices of School Heads are not/never manifested.

Part 11 is the researcher –made test of Human Competence of Classroom Managers in Public Elementary Schools in terms of managing by performance, planning, mentoring, problem-solving, communication, feedback giving and receiving, and understanding stakeholders.

To determine the level of Human Competence of Classroom Managers, the Five-point Likert Scale was used. Each item was assigned certain weights and equivalent statements were as follow.

<b>Range of Means</b>	<b>Level</b>	<b>Description</b>
4.20-5.00	Very High	This means that the Human Competence of Classroom Managers are always manifested.
3.40-4.19	High	This means that the Human Competence of Classroom Managers are oftentimes manifested.
2.60-3.39	Moderate	This means that the Human Competence of Classroom Managers are sometimes manifested.
1.80-2.59	Low	This means that the Human Competence of Classroom Managers are rarely manifested.
1.00-1.79	Very Low	This means that Human Competence of Classroom Managers are not/never manifested.

#### ➤ *Research Procedure*

The data collection process involved several steps: First, the researcher sought approval and endorsement from the dean of the graduate school. A letter of permission was secured to conduct the study for the level of Coach-Style Management Practices of School Heads in relation to Human Competence of Classroom Managers in Public Elementary Schools. Upon approval, the researcher prepared the letter addressed to the Schools Division Superintendent, District Supervisor and Principals.

The researcher modified the questionnaire intended for each variable. The researcher's advisor reviewed the questionnaire to ensure its accuracy before validation. After revisions, the final version was approved for production. Adequate copies were printed to prevent issues during administration. The researcher then personally administered the questionnaires to the participants, utilizing online platforms such as video calls or telephone calls for schools involved in the study. Upon Approval of the school administrator, the teachers were gathered and oriented about the purpose of the study. The teachers were asked to answer the questionnaire truthfully to ensure the data collected were accurate and dependable. All questionnaires were collected from every teacher involved in the study. The responses were

organized and presented in tables before being subjected to statistical analysis. The findings were then examined and explained according to the study's objectives. The COVID-19 health and safety precautions were observed, the data gathering mechanism was through online/telephone/video call or any online platform, and strictly no face to face in all data collection was done.

#### ➤ *Data Analysis and Tools*

The following statistical tools were used in the study:

- **Mean.** This was employed to determine the level of Coach-Style Management Practices of School Heads and Human Competence of Classroom Managers in Public Elementary Schools.
- **Pearson Product Moment Coefficient of correlation (r).** This was used to determine the relationship between the Coach-Style Management Practices of School Heads and Human Competence of Classroom Managers in Public Elementary Schools.
- **Regression Analysis.** This was used to determine the significant influence of Coach-Style Management Practices of School Heads on Human Competence of Classroom Managers in Public Elementary Schools.

### III. RESULTS

Introduced in this chapter are the results and discussions on the findings based on the survey questionnaire gathered from the respondent's study which is the level of Coach-Style Management Practices of School Heads in relation to Human Competence of Classroom Managers in Public Elementary Schools of Tugbok District, Davao City. They are analyzed, interpreted and discussed thoroughly.

#### ➤ *Summary of Coach-Style Management Practices of School Heads*

Flaunted in the table 1 is the Summary on the level of Coach-Style Management Practices of School Heads in terms of collaboration, guidance, and support. The mean ratings of

these indicators are as follow: collaboration (4.14), guidance (4.25), and support (4.15).

The overall mean rating of Coach-Style Management Practices of School Heads in terms of collaboration, guidance, and support is 4.18 or high. This means that the level of Coach-Style Management Practices in terms of collaboration, guidance, and support is oftentimes observed by the school heads. This implies that school heads are able to collaborate between two or more persons or bodies performing the same kind of activity in the creation of the content of an item; help achieve the employees' goals, well guided and counselled students to know what to do and how to do things in the best possible way; and work through the tasks with employees to improve skills and talents.

Table 1 Summary of Coach-Style Management Practices of School Heads

No.	Statements	Mean X	Descriptive Equivalent
1.	collaboration	4.14	High
2.	guidance	4.25	High
3.	support	4.15	High
<b>Overall Mean</b>		<b>4.18</b>	<b>High</b>

The discovery aligns with Cajnko et al. (2019), suggesting that the factors contributing to the effectiveness of coaching management can also present challenges, particularly for younger leaders. These challenges may arise when leading teams with more experienced members or when introducing the coaching style in organizations with a more authoritarian culture. Moreover, the significant time investment required for coaching leadership should not be overlooked, as the personalized, one-on-one approach is crucial for its success.

This is supported by the view of Boyatzis et al. (2018), who averred that coaching management refers to a method of guiding others to achieve objectives at work or in their personal life. It involves using your coaching skills in a way that can positively impact learners. For example, you might apply your decision-making or negotiation skills more if your clients prefer a democratic coach.

#### ➤ *Summary on Human Competence of Classroom Managers*

Reflected in Table 2 is the Summary on the level of Human Competence of Classroom Managers in terms of managing by performance, planning, mentoring, problem-solving, communication, feedback giving and receiving, and understanding stakeholders. The mean ratings of these indicators are as follows: managing by performance (3.59), planning (4.13), mentoring (3.54), problem-solving (3.57), communication (4.14), feedback giving and receiving (3.93), and understanding stakeholders (3.84).

The overall mean rating of Human Competence of Classroom Managers in terms of managing by performance, planning, mentoring, problem-solving, communication, feedback giving and receiving, and understanding stakeholders is 3.82 or high. This means that the level of Human Competence in terms of managing by performance, planning, mentoring, problem-solving, communication, feedback giving and receiving, and understanding stakeholders is oftentimes observed by the classroom managers. This implies that classroom managers are able to help employees see eye-to-eye about expectations, goals, and career progress, including how an individual's work aligns with the company's overall vision; ensure the best fit between employees and jobs while avoiding manpower shortages or surpluses; provide support to, and feedback on, the person in his or her charge; help a company and its employees succeed; present ideas and visions to inspire others highlight the importance of tasks, discuss next steps with staff and gets on with those around them; provide useful and welcome feedback; and show balance between employees and projects and between management and clients.

The result is similar to the view of Alam et al. (2018), who emphasized the importance of effective leadership in management. They highlighted that individuals desire leaders who provide clarity, context, consistency, courage, and commitment. Without these qualities, employees may lack enthusiasm and engagement in their work. While it's possible to find individuals who fulfill assigned tasks, turnover rates may be high, and productivity levels may suffer without strong leadership.



Table 2 Summary of Human Competence of Classroom Managers

No.	Statements	Mean X	Descriptive Equivalent
1.	managing by performance	3.59	High
2.	planning	4.13	High
3.	mentoring	3.54	High
4.	problem-solving	3.57	high
5.	communication	4.14	High
6.	feedback giving and receiving	3.93	High
7.	understanding stakeholders	3.84	High
	<b>Overall Mean</b>	<b>3.82</b>	<b>High</b>

This is similar to the statement of Darwish (2018), who underscored that people management skills, also known as 'soft skills', are harder to define than technical skills. They include skills such as communication, trust, and patience, to name a few and put simply they are the skills you need to treat, communicate with and lead people as a manager for maximum results.

#### IV. DISCUSSION

*Significance on the Relationship Between the Coach-Style Management*

*Practices of School Heads and Human Competence of Classroom Managers in Public Elementary Schools*

Presented in Table 3 is the significant relationship between the Coach-Style Management Practices of School Heads and Human Competence of Classroom Managers in Public Elementary Schools with an overall computed r-value of .816 and a high degree of correlation. Since the p-value of 0.00 is less than the 0.05 level of significance, this indicates the null hypothesis is rejected, and it could be stated therefore that there is a significant relationship between Coach-Style Management Practices of School Heads and Human Competence of Classroom Managers in Public Elementary Schools. This implies that school heads who have a high level on Coach-Style Management Practices would also increase the Human Competence of Classroom Managers in Public Elementary Schools.

Table 3 Significance on the Relationship Between the Coach-Style Management Practices of School Heads and Human Competence of Classroom Managers in Public Elementary Schools

Variables	X	Y	r-Value	Degree of Correlation	p-value computed	@a=0.05	Decision (Ho)
Coach-Style Management Practices of School Heads	4.18		0.816	High Correlation	0.014	Significance	Rejected
Human Competence of Classroom Managers		3.82					

\*Correlation is significant at the 0.05 level (2-tailed).

\*\*Correlation is significant at the 0.01 level (2-tailed).

All computed r-values are higher than the critical value of 0.045 at .05 alpha  
The null hypothesis is rejected.

The finding matches up the statement of Green et al. (2016), who accentuated that one of the building blocks to develop the Human Competence is to help individuals to build strong relationships and address the unique needs of each individual team member. Coaching-Style management is a successful style that can make it challenging, especially for younger leaders who may lead teams of more tenured

members or are trying to implement the style in organizations that take a more autocratic approach.

The result is also in line with the statement of Levy (2017), who opined that coach-style management is one of the hallmarks to foster human competence. The right mix of coach-style management will pave the way to have the ability

that encompasses their character traits that decide how well they work and interact with others.

The Domains of Coach-Style Management Practices of School Heads which significantly Influence to the Human Competence of Classroom Managers in Public Elementary Schools

Presented in the table 4 is the significance influence of Coach-Style Management Practices of School Heads to the Human Competence of Classroom Managers in Public Elementary Schools with an overall computed F-value of 31.45 with a computed p-value of .001 at alpha 0.05 level of significance in this study. Since the overall computed is less than the 0.05 level of significance, the null hypothesis is rejected. It could be stated therefore, that the domains of Coach-Style Management Practices of School Heads such as

collaboration ( $p=.003$ ), guidance ( $p=.002$ ), and support ( $p=.007$ ), significantly influence to Human Competence of Classroom Managers in Public Elementary Schools. This indicates that the Coach-Style Management Practices of School Heads have a great impact on Human Competence of Classroom Managers in Public Elementary Schools.

The result is similar to the view of Hagen and Aguilar (2020), emphasizing that teachers can only effectively assist individuals in fulfilling job requirements and advancing their careers when leaders prioritize connection and positivity over “traditional” hierarchical leadership styles. Coaching-Style Management refers to a method of guiding others to achieve objectives at work or in their personal life. It involves using your coaching skills in a way that can positively impact individuals.

Table 4 The Domains of Coach-Style Management Practices of School Heads which significantly Influence to the Human Competence of Classroom Managers in Public Elementary Schools

Model	Sum of Squares	Degrees of Freedom	Mean Square	F	Sig.
Regression	15.76	3			
Residual	17.27	104	4.123	31.45	.001
Total	32.03	107	0.145		
Coefficients	Unstandardized Coefficients		Standardized t Coefficients	Sig.	
	B	Std. Error	Beta		
Collaboration	0.279	0.121	0.233	2.584	0.003
Guidance	0.278	0.119	0.232	2.583	0.002
Support	0.289	0.121	0.261	2.579	0.007

The finding is aligned with the standpoint of Hunt and Weintraub (2017), they suggested that for leaders who want their team members to have the right qualities and personality traits for effective communication and success at work, it's important for these leaders to actively help their team complete tasks. Coach-Style Management takes this concept further by blending coaching attitudes and actions to form the most effective management approach, resulting in high performance.

## V. CONCLUSIONS

➤ *Based on the Overall Findings of this Research, the following Conclusions are drawn:*

The school heads from a school of Tugbok District, Davao City achieved a high level on Coach-Style Management Practices from the three indicators. It means that the Coach-Style Management Practices are oftentimes manifested by the school heads.

In Human Competence of Classroom Managers in Public Elementary Schools obtained a high level from the seven indicators. It means that the Human Competence has oftentimes observed by classroom managers.

There is a significant relationship between Coach-Style Management Practices of School Heads and Human Competence of Classroom Managers in Public Elementary Schools. This implies that school heads who have a high level on Coach-Style Management Practices would also increase the Human Competence of Classroom Managers in Public Elementary Schools.

Likewise, there is a significant influence of the domains of the Coach-Style Management Practices of School Heads to Human Competence of Classroom Managers in Public Elementary Schools. This indicates that the Coach-Style Management Practices of School Heads have a great impact on Human Competence of Classroom Managers in Public Elementary Schools.

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