

MANAGERIAL AND COACHING SKILLS OF SCHOOL HEADS AND WORK ENGAGEMENT OF TEACHER

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Abstract: This study aimed to determine which domain of managerial and coaching skills of school heads best influence work engagement of teachers. This study utilized the non-experimental quantitative research design using descriptive technique involving teachers in one District of Davao Occidental Division, Philippines. The study was conducted on the second semester of school year 2021-2022. Research instruments on managerial and coaching skills of school heads and work engagement of teachers were used as source of data. Using mean, pearson-r, and regression as statistical tools to treat the data, the study showed the following results: the level of managerial and coaching skills of school heads is high, the level of work engagement of teachers is high, there is a significance on the relationship between managerial and coaching skills of school heads and work engagement of teachers, and the domains of managerial and coaching skills of school heads best influence work engagement of teachers are Team Approach and Accept Ambiguity.

Keywords: Managerial and Coaching Skills of School Heads, Work Engagement of Teachers, Educational Management, Quantitative Research, Philippines

1. Introduction

Work engagement refers to a psychological connection with performing work tasks rather than attitudes toward the job itself. Engaged individuals approach tasks with a sense of self-investment, energy, and passion, which should translate into higher in-role and extra-role performance. Moreover, engaged employees are excited about their work and are positively driven to perform better at work. Teachers with a high sense of work engagement oftentimes perform better than others and are productive (Roslan, Ho, Ng & Sambasivan, 2015).

Employee work engagement, which is defined as a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption can be enhanced by the good managerial and coaching skills. Hence, for teachers to develop the desirable work engagement level, they must be guided by a school head that has a desirable level of managerial and coaching skills. School heads need to invest in developing the work engagement level of the teachers as individuals accomplish their work and fulfill their tasks depends on the extent to which they are engaged in their work (Li, Wang, You, & Gao, 2015).

As the learning environment has changed brought by the global health crisis, teachers' level of work engagement has also been affected. With the demands of work, teachers experience burnout that they are no longer productive as they were. The demands of the work of teachers have reached a point where their efficacy is challenged constantly by the overwhelming tasks (Faskhodi & Siyyari, 2018).

In the local context, teachers complain about having too much work to accomplish all together at the same time. They have trouble in complying which task is supposed to be given priority in favor of other tasks. This problem has caused their work engagement to go down as they are exhausted in performing their duties even at their personal time. Teachers clamor on the too much paper work to accomplish as they no longer become efficient in delivering instructional tasks.

The problems presented are the experiences of the teachers on work engagement. The need to address this issue will ensure better learning opportunities for the students. Hence the researcher is prompted to conduct this study

to address the knowledge gap in terms of finding relevant evidence in the local context regarding the relationship between managerial and coaching skills of school heads and work engagement of teachers as the researcher has rarely come across with the same study on the topic in the local setting.

Research Objectives

This study aims to find out which domain of managerial and coaching skills of school heads best influences work engagement of teachers. Specifically, this study sought to answer the following objectives:

1. To describe the level of managerial and coaching skills of school heads in terms of:
 - 1.1. Open Communication;
 - 1.2. Team Approach;
 - 1.3. Value People;
 - 1.4. Accept Ambiguity, and
 - 1.5. Facilitate Development.
2. To ascertain the level of work engagement of teachers in terms of:
 - 2.1 Vigor;
 - 2.2 Dedication, and
 - 2.3 Absorption.
3. To determine the significant relationship between managerial and coaching skills of school heads and work engagement of teachers.
4. To determine which domain of managerial and coaching skills of school heads best influences work engagement of teachers

Hypothesis

The following hypothesis will be treated at 0.05 level of significance.

1. There is no significant relationship between managerial and coaching skills of school heads and work engagement of teachers.
2. No domain of managerial and coaching skills of school heads best influences work engagement of teachers.

2. Methods

This study used a correlational approach to conduct non-experimental quantitative research. A major portion of quantitative educational research is non-experimental because many critical factors of interest are uncontrollable. Because non-experimental research is such an important strategy for many researchers, it is necessary to establish a classification system for non-experimental methods that is both highly descriptive of what we do and allows us to communicate effectively in an interdisciplinary research context. Correlational research designs determine the type and extent of a relationship between two naturally occurring variables.

3. Results

Level of Managerial and Coaching Skills of School Heads

Presented in Table 1 is the level of *Managerial and Coaching Skills of School Heads* with the overall mean of 3.79 with a descriptive equivalent of *high* indicating that all enumerated indicators were oftentimes manifested. 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.

Among the enumerated indicators, *Facilitate Development* obtained the highest mean score of 4.18 or high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: our school head appears to view learning and development as one of his/her major responsibilities, in order to

improve my performance, our school head serves as a role model, our school head actively provides opportunities for me to take more responsibility, and, our school head constantly provides feedback.

The indicator *Value People* obtained the highest mean of 4.05 with a descriptive rating of high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: in discussion with me, my school head focuses on my individual needs, when facilitating business meetings, my school head leaves time for relationship building, in facing conflict between individual needs and tasks, my school head puts priority on meeting people’s needs, and in daily work, my school head considers people’s needs outside the workplace

Accept Ambiguity obtained a mean score of 4.01 or high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: Our school head views differences of opinion as constructive,

Table 1. Managerial and Coaching Skills of School Heads

Indicator	SD	Mean	Descriptive Level
Open Communication	0.36	3.28	High
Team Approach	0.48	3.46	High
Value People	0.53	4.05	High
Accept Ambiguity	0.68	4.01	High
Facilitate Development	0.52	4.18	High
Overall	0.46	3.79	High

When I am making career decisions, our school head stresses risk-taking, when our school head seeks solutions to problems, he/she tends to try new solutions, and Our school head views disagreement in the workplace exhilarating.

Team Approach obtained a mean score of 3.46 or high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: our school head would rather work with others to complete tasks, as a part of a workplace group, school head prefers to work for group consensus, when a decision is to be made, school head prefers to (participate with others to determine the outcome, and when analyzing a problem, school head tends to rely on group ideas.

The indicator *Open Communication* obtained a mean rating of 3.28 or high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: my school head appears to be comfortable when i share my feelings, views, and opinion, when a situation needs my school head’s experiences, he/she willingly discusses them, in facing new problems, my manager would rather listen to my opinion first, and when i work with my manager, he/she discusses his/her expectations with me.

Level of Work Engagement of Teachers

Presented in Table 2 is the level of *Work Engagement of Teachers*. Computations revealed an overall mean score of 4.15 or *high*, indicating that all enumerated indicators were oftentimes manifested. 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.

Among the enumerated indicators, *Absorption* obtained a mean score of 4.18 or high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: Time flies when I'm working, When I am working, I forget everything else around me, I feel happy when I am working intensely, I am immersed in my work, and I get carried away when I'm working.

The indicator *Vigor* obtained a mean score of 4.15 or high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: At my work, I feel bursting with energy, At my job, I feel strong and vigorous, When I get up in the morning, I feel like going to work, I can continue working for very long periods at a time, and At my job, I am very resilient, mentally.

Dedication obtained a mean score of 4.12 or high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: I find the work that i do full of meaning and purpose, i am enthusiastic about my job, my job inspires me, i am proud on the work that i do, and to me, my job is challenging

Table 2. Level of Work Engagement of Teachers

Indicator	SD	Mean	Descriptive Level
Vigor	0.84	4.15	High
Dedication	0.81	4.12	High
Absorption	0.94	4.18	High
Overall	0.82	4.15	High

Correlations between Measures

Illustrated in Table 3 were the results of the test of relationship between the variables involved in the study. The overall correlation had a computed r- value of 0. 386 with a probability value of 0.04 which is significant at 0.05 level.

Doing an in-depth analysis, it could be gleaned that the indicators of *Managerial and Coaching Skills of School Heads* and *Work Engagement of Teachers* revealed a computed r-value ranging from .148 to .404 with probability values of 0.01 which is lesser than .05 level of significance. The significant relationship between the two variables is an indication that the increase in the level of *Managerial and Coaching Skills of School Heads* led to the increase in *Work Engagement of Teachers*.

Table 3. Significance of the Relationship between Managerial and Coaching Skills of School Heads and Work Engagement of Teachers

Managerial and Coaching Skills of School Heads	R	p-value	Remarks
Open Communication	.285	.007	Significant
Team Approach	.152	.016	Significant
Value People	.384	.001	Significant
Accept Ambiguity	.404	.000	Significant
Facilitate Development	.148	.015	Significant
Overall	.386	.004	Significant

*Significant at 0.05 significance level.

Significance of the Influence of the Domain of Managerial and Coaching Skills of School Heads on Work Engagement of Teachers

Presented in Table 4 is the regression analysis showing the predictive ability of *Managerial and Coaching Skills of School Heads* on *Work Engagement of Teachers*. The analysis shows that when *Managerial and Coaching Skills of School Heads* on *Work Engagement of Teachers*, it generated an F-value of 48.26 with 0.01. The value of this regression is 48.26 with 0.01. It can be stated that *Managerial and Coaching Skills of School Heads* influenced *Work Engagement of Teachers*. Among the indicators of *Managerial and Coaching Skills of School Heads* only two gave significant influence on *Work Engagement of Teachers*, these are *Team Approach*, $t=3.26, P=0.001$ and *Accept Ambiguity*, $t=2.48, P=0.01$.

Table 4. Regression Analysis Showing the Extent of the Influence of Managerial and Coaching Skills of School Heads on Work Engagement of Teachers

<i>Work Engagement of Teachers</i>				
Managerial and Coaching Skills of School Heads	β (Standardized Coefficients)	B (Unstandardized Coefficients)	t	Sig.
Constant	1.3781	0.1248	3.28	0.000
Open Communication	-0.09837	0.02639	-0.5	0.591
Team Approach	0.83946	0.09385	3.26	0.001
Value People	0.02938	0.08293	0.35	0.879
Accept Ambiguity	0.92836	0.02835	2.48	0.001
Facilitate Development	0.01826	0.01974	0.36	0.836
R	0.428			
R²	0.624			

F	48.26
p	0.000

Conclusion

With considerations on the findings of the study, conclusions are drawn in this section. The level of managerial and coaching skills of school heads is high, the level of work engagement of teachers is high, there is a significance on the relationship between managerial and coaching skills of school heads and work engagement of teachers, and the domains of managerial and coaching skills of school heads best influence work engagement of teachers are Team Approach and Accept Ambiguity.

The results of this study revealed that the level of managerial and coaching skills of school heads is high. The researcher recommends that the district where the study is conducted in Schools Division Office of Davao Occidental may conduct training that will help improve the aspects of Open Communication.

Meanwhile, the study revealed a very high level of work engagement of teachers. The researcher recommends that the district office may provide Learning Action Cell among the teachers on the topic Dedication.

The study found a significant relationship between managerial and coaching skills of school heads and work engagement of teachers. The researcher therefore recommends that the District Office may consider the provision of trainings or activities relative to the variables under study to help the school heads and teachers enhance on the indicators which are among the lowest in the indicators of the variables under study.

The study found that indicators of domains of managerial and coaching skills of school heads best influence work engagement of teachers are Team Approach and Accept Ambiguity. The researcher recommends that school heads may provide sessions in Learning Action Cell among teachers for improvement.

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