

Competencies of New - Hired Teachers and Coaching Strategies Employed by Their School Heads

Abel G. Gutlay

Abstract: *This study aimed to determine the challenges faced by novice teachers and the coaching strategies employed by their school heads in Bulan III District during the 2021 - 2022 school year. The study utilized a descriptive - survey method of research and gathered data from 47 novice teachers using a test as the data - gathering tool. The study found that most novice teachers are young, female college graduates with less than 2 years of teaching experience and have attended district training. The novice teachers faced challenges in lesson planning, delivery, and assessment of learning. The coaching strategies employed by school heads were found to have a significant difference in perception between the teachers and school heads. The study recommends encouraging novice teachers to attend graduate studies and instructional competence - related seminars, strengthening coaching strategies, and establishing open communication between teachers and school heads. A proposed action plan was also presented. Further study was suggested to include other novice teachers in the province and other variables not covered in the study.*

Keywords: Competencies, Coaching Strategies

1. Introduction

Education circles today have been viewed as the domain where students should gain knowledge of the 21st century skills which correspond to a broad set of knowledge, skills, work habits, and character traits that are believed by educators, school reformers, teachers, employers, and others to be critically important to success in today's world, particularly in collegiate programs and contemporary careers and workplaces.

As stated in Article XIV Section 1 of the 1987 Philippine Constitution:

"The State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all. "

This section of the Philippine Constitution emphasizes the responsibility of the State to ensure that all citizens have access to quality education, regardless of their socio - economic background. It highlights the importance of education in nation - building and in uplifting the lives of Filipinos.

Teachers play multiple roles in the school setting. Many teachers regularly collaborate with one another to gain new ideas for teaching, planning grade - level instruction and combining subjects to enhance the learning experience. They analyze test results and other data to help determine the course of their instruction and make changes in their classrooms. Teachers also design lesson plans to teach the standards and provide engaging activities, while taking into account each student's interests and instructional needs.

Thus, as stated in the Code of Ethics for Professional Teachers, Article II, Section 1:

"Every teacher shall actively help carry out the declared policies and maintain true faith and allegiance to the Constitution of the Philippines, the laws and legal authorities

of the Republic of the Philippines. National loyalty shall be promoted and encouraged. "

This section highlights the importance of teachers in upholding the policies and laws of the Philippines, as well as promoting national loyalty among their students. It emphasizes the teacher's role as a responsible and law - abiding citizen who actively contributes to the betterment of the country through education.

This provision takes into account that teachers are leaders in the classroom and in the school, earning the respect of students and setting a positive example. Throughout the school day and over the course of the school year, teachers take on other roles, as well. They are chaperons at school functions and coaches of school sports. They are monitors at lunch and recess and serve as fundraisers for field trips and school supplies. Teachers also play the role of interior designer, making sure their classrooms are set up to support learning and act as artists when they update their bulletin boards and other displays.

The teachers, being the focal figure in education, must be competent and knowledgeable in order to impart the knowledge they could give to their students. Good teaching is a very personal manner. Effective teaching is concerned with the student as a person and with his general development. The teacher must recognize individual differences among his/her students and adjust instructions that best suit to the learners.

It is always a fact that educators play varied and vital roles in the classroom. Teachers are considered the light in the classroom. They are entrusted with so many responsibilities that range from the very simple to most complex and very challenging jobs. Every day, they encounter them as part of the work or mission that they are in. It is very necessary that they need to understand the need to be motivated in doing their work well, so as to have motivated learners in the classroom. When students are motivated, then learning will easily take place.

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Gedefaw (2012) opined that teachers in Ethiopia are dissatisfied with their work, citing, salary, poor benefits, and elusive opportunities for promotion, the management style of the principals, the lack of decision - making opportunities, and the poor relationships teachers have with the principals, and the parents as the reasons for their dissatisfaction.

Contrary to these, however, Agcam and Babanoglu (2016) postulated that the majority of the teachers in Turkey have positive attitudes toward their job, as well as in Taiwan manifested a remarkable satisfaction, (Abdullah, et. al 2019). In India, in spite of the condition along the basic facilities which is poorly addressed by their government, it's not seen as factor that affects their attitude towards the teaching profession, for according to, Singh and Rawat (2020) satisfaction relative to the discharge of their calling is positive.

In the Philippines, teachers are beginning to be more and more dissatisfied with their jobs. Local and national newspapers headline teachers' dissatisfaction in so many aspects of their profession. This is the prime reason of the exodus of quality and competent teachers from their teaching profession in the attempt to search for greener pastures as reported by GMA News Online reported that public school teachers' nationwide condition is something that can no longer be denied. (February 22, 2015). Likewise, Inquirer. net (June 01, 2015) reported that the 120, 000 - strong Alliance of Concerned Teachers, aside from raising the issues of classroom shortages, and the salary increases for public school teachers is becoming a source of dissatisfaction.

The researcher is prompted to conduct this study in order to determine the challenges met by the novice teachers and the coaching strategies employed by their school heads in Bulan III District for school year 2021 - 2022.

The first part of the study focuses on the competencies of newly - hired teachers. The study explored the different teaching competencies that these teachers must possess, including their knowledge of subject matter, pedagogical strategies, classroom management, and communication skills. The study will also examine the challenges that newly - hired teachers face in developing these competencies and how these challenges can be addressed. The second part of the study focuses on the coaching strategies employed by school heads to support newly - hired teachers in developing their competencies. The study will explore the various coaching strategies used by school heads, including mentorship, observation, feedback, and professional development programs. The study will also examine the effectiveness of these coaching strategies in enhancing the competencies of newly - hired teachers.

Overall, the study aims to provide insights into the essential competencies of newly - hired teachers and the coaching strategies used by school heads to support these teachers in developing these competencies. The findings of this study can be used to improve the quality of teacher education and professional development programs and to enhance the effectiveness of coaching strategies employed by school heads in supporting newly - hired teachers.

Statement of the Problem

This study aimed to determine the competencies of newly - hired teachers and the coaching strategies employed by their school heads in Bulan III District for school year 2021 - 2022.

Specifically, it sought answers to the following problems:

- 1) What is the profile of the newly - hired teachers in terms of:
 - a) Age;
 - b) Sex;
 - c) Highest Educational Attainment;
 - d) Length of service; and
 - e) Relevant level of trainings attended
- 2) What are the competencies of newly - hired teachers along:
 - a) Planning the Lesson;
 - b) Lesson delivery; and
 - c) Assessment of Learning?
- 3) What are the coaching strategies employed by the school heads along the identified variables?
- 4) Is there a significant difference between the perceptions of newly hired teachers and school heads in the coaching strategies along the identified variables?
- 5) What could be proposed based on the results of the study?

2. Methodology

Research Design

This study aimed to determine the competencies of newly - hired teachers and the coaching strategies employed by their school heads in Bulan III District for school year 2021 - 2022. It utilized the descriptive correlational method of research since a questionnaire used in gathering the data. Similarly, the respondents were 47 newly - hired teachers and 17 school heads in the said district and they have purposively chosen. The statistical tools to be employed are the frequency, percentage, ranking, and t - test for independent samples.

The Sample

The primary source of the data were the newly - hired teachers of the elementary and secondary schools in Bulan III District. The researcher used purposive sampling of the prospective respondents. These respondents be chosen because they are new in the teaching profession and have no prior experience. The table below contains the distribution of the respondents.

Table 1: The Respondents

Respondents	Frequency	Percentage
Elementary	30	48.88%
Secondary	17	25.56%
School	17	25.56
Total	64	100%

The Instrument

This study used an adopted instrument in which the sequence followed the research questions. The preliminary instrument included three parts in which part 1 covered the profile of the newly hired teachers in terms of age, gender, educational attainment, length of service, and net take home pay. Then, the second part included the competencies of

newly - hired teachers along preparing the lesson, implementing the lesson, and assessment of learning. Likewise, the third part will present the coaching strategies perceived by the school heads and the newly - hired teachers.

In addition, the preliminary instrument subjected to the evaluation of the panel members for comments and suggestions. Then, the instrument was revised with the comments to be incorporated and the final form will be prepared. A dry run of the revised instrument instituted to the newly - hired teachers in the nearby district. The final form of the instrument prepared and presented to the adviser and panel members for approval and administration to the target respondents.

Data Collection Procedures

With the instrument ready for administration, the researcher sought the approval of the Schools Division Superintendent by submitting a letter of request which was personally delivered to the office. Then, the same activity is done with the school heads of the schools in the covered district for the implementation of the said study.

Similarly, the researcher personally hands in the instrument to the prospective respondents in their schools on October 6, 2022, and they are given a week or two in order for them to accomplish the survey form. Afterward, the accomplished instrument was retrieved by the researcher on October 20, 2022.

Data Analysis Procedures

The collected data from the respondents was subjected to various statistical analysis depending on its nature and level of measurement. The profile of the newly - hired teachers in terms of age, sex, educational attainment, length of service, and relevant level of trainings attended be treated using frequency and percentage.

Similarly, the weighted mean was used to determine the competencies of the newly - hired teachers along preparing the lesson, implementing the lesson, and assessment of learning. Meanwhile, the weighted was utilized in order to find out the coaching strategies perceived by the school heads and newly - hired teachers of Bulan III District.

To determine the competencies of the newly - hired teachers the researcher used scale (5) Highly proficient, (4) Proficient, (3) Novice, (2) Developing, (1) Not Observed. Likewise, to determine the coaching strategies perceived by the school heads and newly - hired teachers the scale used are (1) - Disagree (2) fairly disagree (3) - Agree.

Likewise, the t - test for independent samples will be used to find out the significant difference of the competencies of the newly - hired teachers when grouped according to profile.

3. Results and Discussions

Findings

Based on the data collected, the following are the findings of the study:

- 1) The profile of the newly hired teachers is that most of them 27 or 57% are 21 to 25 years old who are female

27 or 62%. Similarly, there are 25 (53%) who have finished college and 24 (97%) have spent at most 2 years in teaching. Also, 34 teachers have attendee district training which is rank 1.

- 2) The most competencies of newly hired teachers along lesson planning are preparing the daily lesson plan/logs following the new guidelines, following the curriculum guide due to inability and insufficiency of the learners' module, and applying techniques of time on task in planning and delivering the lessons with weighted means of 3.8, 3.6, and 3.5, respectively. Overall, the teachers are novice in lesson planning with an average of 3.4.

Relative to lesson delivery, the novice teachers have most challenges on conducting difficult learning activities despite physical environment constrains and providing appropriate learning activities to students with different cultural background with highest weighted mean of 3.4. similarly, they are challenged with the provision of interactive activities and assignment to meet the needs and abilities of the learners and promotion of classroom activities which are learner - centered and encouragement of wide student participation with weighted mean of 3.3. Generally, the teachers are developing on delivery of lesson with an average of 3.1.

Moreover, the competencies of newly hired teachers in terms of assessment of learning are utilizing appropriate tools for assessing authentic learning, conducting remediation and/or enrichment programs to improve student performance, and utilizing and interpreting the results of diagnostic test to improve learners' least mastered skills with weighted means of 3.6 and 3.5, correspondingly. Overall, the teachers are novice with assessment of learning with an average of 3.3.

- 3) The most coaching strategies employed by school heads along lesson planning in which the teachers fairly agree are facilitating the creation of teacher's support system in the school and promoting collegiality to teachers through sharing of expertise in the major subjects with the highest weighted mean of 2.3 and 2.1, respectively.
- 4) The computed Chi - square values for lesson planning, lesson delivery, and assessment of learning of 13.01, 27.41, and 21.82, respectively, are greater than the Chi - square critical value of 12.59 at 0.05 level of significance with degrees of freedom of 6. Therefore, the rejection of the null hypothesis which means that there is a significant difference on the perceptions between the teachers and school heads about the coaching strategies employed.
- 5) An action plan may be proposed in order to address the competencies of newly hired teachers.

4. Conclusions

Based on the findings of the study, the researcher arrived at the following conclusions:

- 1) Majority of the teachers are 21 to 25 years old, female, college graduate, 2 years teaching experience, and have attended district training.
- 2) The teachers are newly hired in lesson planning and assessment of learning while developing in delivery of lesson.

- 3) The teachers fairly agree that there are coaching strategies employed by their school heads.
- 4) The teachers and school heads significantly differ in their perceptions regarding the coaching strategies employed.
- 5) An action plan was proposed in order to address the competencies of newly hired teachers.

5. Recommendations

Based on the results and in the light of the findings and conclusions drawn, the following recommendations are proposed:

- 1) The newly hired teachers may be encouraged to attend and finish their graduate studies so as to be competitive professionally. Also, they may consider to attend instructional competence - related seminars and training.
- 2) The school heads may address the competencies of newly teachers through regular meeting, dialogues and classroom observation for further improvement of their teaching competencies.
- 3) The school heads may consider the strengthening of the coaching strategies employed to the newly hired teachers through regular feedbacking after classroom observation so as to elevate their teaching competencies.
- 4) The newly hired teachers may establish an open communication with their school heads especially in receiving criticism in order to reconcile the differences in their perceptions about the strategies employed in coaching.
- 5) The action plan may be forwarded to the concerned authorities for further review and evaluation before it is adopted and implemented.
- 6) Further study may be conducted which will include other newly hired teachers in the province so as to widen the scope and the inclusion of other variables not covered in the study.

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