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Coordinatorship Practices and Teacher Effectiveness

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ABSTRACT

This study examined the relationship between coordinatorship practices and teacher effectiveness among secondary school teachers serving as subject coordinators in Cluster 10 Schools, Davao City Schools Division, using a predictive quantitative research design. The study involved 165 respondents selected through stratified random sampling. Data were analyzed using Mean, Standard Deviation, Pearson Product-Moment Correlation, and Multiple Linear Regression Analysis. The findings revealed that the level of coordinatorship practices was generally High. Likewise, the level of teacher effectiveness was also rated High. Pearson correlation analysis revealed a significant positive relationship between coordinatorship practices and teacher effectiveness. Furthermore, the results of the multiple regression analysis showed that Leadership Style, Support Provided, Collaboration, and Professional Development significantly predicted teacher effectiveness. Among the predictors, Support Provided emerged as the strongest predictor of teacher effectiveness. The study concludes that effective coordinatorship practices contribute significantly to improving teacher effectiveness and recommends strengthening instructional supporta nd leadership capabilities to promote instructional excellence and positive educational outcomes.

Keywords: *Coordinatorship Practices, Teacher Effectiveness, Predictive Quantitative Research, Multiple Linear Regression Analysis, Davao City*

INTRODUCTION

Recent global evidence demonstrates that teacher effectiveness remains a persistent challenge, particularly as school systems undergo rapid pedagogical, technological, and organizational transformation. International studies consistently indicate that leadership quality and coordinatorship practices strongly shape teachers' instructional performance (Appiah-Odame & Frempong, 2025).

Internationally, specifically in Norway and Sweden, recent international assessments revealed declining levels of instructional clarity and teacher support with weaker teaching effectiveness over time (Teig et al., 2024). Likewise, in Thailand, there is a teacher shortage, and weak coordinative support was found to constrain instructional delivery and classroom performance (Pholphirul et al., 2023).

In the Philippines, specifically within Escalante City, Negros Occidental revealed that subject coordinators faced time constraints, overlapping responsibilities, and limited institutional support with low capacity to provide sustained instructional guidance and effective classroom teaching (Oliveros & Oliveros, 2025). In Davao City, teachers encountered inconsistent instructional leadership, and insufficient coordination led to mentoring that limited the program's capacity to enhance teacher effectiveness, particularly in instructional delivery and classroom management during the early years of teaching (Beñalet et al., 2024).

In connection, the researcher has observed that while teachers demonstrate commitment and resilience, the increasing demands of administrative tasks often reduce the time and energy. Variations in coordinatorship approaches across subject areas are also evident. Coordinators who emphasize collaborative dialogue, mentoring, and continuous professional development tend to foster greater teacher confidence, instructional creativity, and professional engagement. In contrast, coordinatorship practices that focus primarily on monitoring compliance and administrative requirements may contribute to teacher fatigue and reduced enthusiasm in classroom instruction.

The present study specifically focuses on Reading, English, and Information and Communication Technology (ICT) coordinatorship because these subject areas occupy strategic roles in the implementation of the basic education curriculum. Reading serves as the foundation of literacy and learning across disciplines, English functions as a primary medium for communication and academic achievement, while ICT supports digital literacy and technology integration, which are increasingly essential in 21st-century education. Moreover, coordinators in these areas are actively involved in curriculum implementation, instructional monitoring, teacher mentoring, resource management, and professional development initiatives, making them appropriate contexts for examining how coordinatorship practices influence teacher effectiveness.

Despite growing international and national evidence linking coordinatorship to teacher effectiveness, a significant research gap remains in the Philippines, particularly at the district and subject-area level. Existing studies often investigate leadership, professional development, or workload as

separate factors, without examining how coordinatorship practices within key learning areas such as Reading, English, and ICT collectively shape classroom management, instructional delivery, student engagement, and the achievement of learning outcomes.

Given the critical contribution of these subject areas to literacy development, communication competence, and digital readiness, understanding the coordinatorship mechanisms that most effectively enhance teacher performance is essential. Addressing this gap supports the attainment of Sustainable Development Goal 4 (Quality Education) by providing evidence-based insights that may assist school leaders, district supervisors, and Department of Education policymakers in designing leadership structures that promote instructional excellence, equity, and long-term educational resilience.

Statement of the Problem

This study aimed to determine the significant difference and relationship between coordinatorship practices and teacher effectiveness. Specifically, the research sought to answer the following questions:

1. What is the level of teachers coordinatorship practices in terms of:

1.1 leadership style,

1.2 support provided,

1.3 collaboration, and

1.4 professional development?

2. What is the level of teacher effectiveness in terms of:

2.1 classroom management,

2.2 instructional delivery,

2.3 student engagement, and

2.4 achievement of learning outcomes?

3. Is there a significant relationship between coordinatorship practices and teacher effectiveness?

4. Are there indicators of coordinatorship practices that significantly predict teacher effectiveness?

Hypotheses

To provide empirical evidence for the theoretical and conceptual frameworks established in this study, the following null hypotheses were tested at a 0.05 level of significance:

H01: There is no significant relationship between coordinatorship practices and teacher effectiveness.

H02: There are no indicators of coordinatorship practices that significantly predict teacher effectiveness.

METHODOLOGY

This section details the quantitative research design and statistical procedures employed to investigate the relationship between coordinatorship practices and teacher effectiveness.

Research Design

The study employed a predictive quantitative research design. Predictive research is a quantitative approach that determines the extent to which one or more independent variables can explain, influence, or predict variations in a dependent variable through statistical analysis. According to Creswell and Creswell (2018), predictive research seeks to examine relationships among variables and develop models that estimate outcomes based on identified predictor variables.

In this study, the predictive quantitative research design was deemed appropriate because it enabled the researcher to determine whether coordinatorship practices in terms of leadership style, support provided, collaboration, and professional development significantly predict teacher effectiveness in terms of classroom management, instructional delivery, student engagement, and achievement of learning outcomes. The design further allowed the researcher to determine the level of coordinatorship practices and teacher effectiveness using descriptive statistics, establish the relationship between the two variables through correlation analysis, and identify which dimensions of coordinatorship practices significantly predict teacher effectiveness through multiple linear regression analysis.

The use of a predictive quantitative research design ensured that the study remained focused on examining the influence of coordinatorship practices on teacher effectiveness without manipulating the variables under investigation. Through the application of correlation and regression techniques, the study generated empirical evidence regarding the extent to which coordinatorship practices contribute to variations in teacher effectiveness.

Research Locale

This study was conducted in the secondary schools comprising Cluster 10 of the Schools Division of Davao City, Philippines. The cluster consists of public secondary schools operating under the supervision of the Department of Education (DepEd) and serving learners from diverse educational and socio-economic backgrounds. The locale was selected because it provides an appropriate setting for examining the relationship between coordinatorship practices and teacher effectiveness.

The selected schools offer a suitable environment for investigating how coordinatorship practices influence teacher effectiveness. Since coordinators regularly work with teachers in curriculum implementation, instructional monitoring, mentoring, and professional learning initiatives, the locale enables the researcher to gather relevant data regarding the extent to which coordinatorship practices contribute to effective classroom management, instructional delivery, student engagement, and achievement of learning outcomes.

Sample and Sampling Design

The respondents of the study consisted of 165 secondary school teachers serving as subject coordinators in Cluster 10 Schools within the Davao City Schools Division. Specifically, the respondents were handling coordinatorship roles in English, Reading, and Information and Communication Technology (ICT). From a total population of 180 educators, the final sample size of 165 respondents was determined to ensure adequate representation and enhance the statistical rigor of the study.

Initially, Slovin's Formula was utilized to determine the required sample size from the population of 180 educators. However, to strengthen the statistical sensitivity of the study and ensure sufficient data for predictive analysis, the researcher increased the final sample size to 165 respondents. This sample size was considered adequate to generate reliable findings regarding the relationship between coordinatorship practices and teacher effectiveness.

To qualify for inclusion in the study, respondents were required to be full-time secondary school teachers currently serving as subject coordinators in English, Reading, or ICT within Cluster 10 Schools during the conduct of the study. Additionally, respondents must have served in their coordinatorship role for at least one year and possess experience in curriculum implementation, instructional supervision, professional development activities, and teacher support. Teachers who were newly designated as coordinators with less than one year of experience, those on extended leave, those temporarily assigned outside their schools, or those unwilling to participate were excluded from the study.

Research Instrument

The researcher used an adapted survey questionnaire to assess the relationship between Coordinatorship Practices and Teacher Effectiveness among secondary school teachers serving as subject coordinators in Cluster 10 Schools, Davao City Schools Division. The first part of the questionnaire measured Coordinatorship Practices, which was adapted from the work of Oliveros and Oliveros (2025). A five-point Likert scale was utilized, ranging from 5 – Strongly Agree to 1 – Strongly Disagree. The analyzed data were interpreted using the scale below.

Level of Coordinatorship Practices

Range of Means	Description	Interpretation
4.20 – 5.00	Very High	Coordinatorship practices are always manifested.
3.40 – 4.19	High	Coordinatorship practices are oftentimes manifested.
2.60 – 3.39	Moderate	Coordinatorship practices are sometimes manifested.
1.80 – 2.59	Low	Coordinatorship practices are rarely manifested.
1.00 – 1.79	Very Low	Coordinatorship practices are not manifested.

The second part of the questionnaire measured Teacher Effectiveness, which was adapted from the Teachers' Sense of Efficacy Scale (TSES) developed by Tschannen-Moran and Woolfolk Hoy (2001). The original instrument was designed to assess teachers' perceived effectiveness across the domains of classroom management, instructional strategies, and student engagement. A five-point Likert scale was utilized, ranging from 5 – Strongly Agree to 1 – Strongly Disagree. The analyzed data were interpreted using the scale below.

Level of Teacher Effectiveness

Range of Means	Description	Interpretation
4.20 – 5.00	Very High	Teacher effectiveness is always manifested.
3.40 – 4.19	High	Teacher effectiveness is oftentimes manifested.
2.60 – 3.39	Moderate	Teacher effectiveness is sometimes manifested.
1.80 – 2.59	Low	Teacher effectiveness is rarely manifested.
1.00 – 1.79	Very Low	Teacher effectiveness is not manifested.

Following the validation process, the questionnaire underwent pilot testing to determine its internal consistency using Cronbach's Alpha. The instrument was evaluated by experts in educational research, educational management, and curriculum implementation to establish content validity and ensure that the items appropriately measured the constructs under investigation. The reliability coefficients obtained for both Coordinatorship Practices and Teacher Effectiveness exceeded the acceptable threshold of 0.70, indicating satisfactory to excellent reliability. These results confirmed that the instrument was stable, consistent, and suitable for gathering data on the relationship between coordinatorship practices and teacher effectiveness.

Data Gathering Procedure

Prior to the conduct of the study, the researcher sought approval from the research adviser and obtained the necessary endorsements from the appropriate authorities. A letter requesting permission to conduct the study was forwarded to the Schools Division Superintendent of the Davao City Schools Division through the appropriate district supervisors and school heads of the participating Cluster 10 Schools. Upon approval, the researcher coordinated with the school heads and subject coordinators regarding the schedule and procedures for data collection.

After securing the required permissions, the researcher administered the validated survey questionnaire to the respondents. Before distributing the questionnaires, the purpose of the study was thoroughly explained to the participants, and informed consent was obtained. The respondents were informed that their participation was voluntary and that all information gathered would be treated with strict confidentiality and used solely for academic and research purposes.

The survey questionnaires were personally distributed by the researcher to the 165 secondary school teachers serving as subject coordinators in English, Reading, and Information and Communication Technology (ICT) within Cluster 10 Schools. Adequate time was provided for the respondents to answer the questionnaire completely and honestly. Throughout the administration process, the researcher remained available to clarify instructions and address questions regarding the survey instrument while ensuring that no influence was exerted on the respondents' answers.

After retrieving the completed questionnaires, the researcher carefully examined each instrument to ensure the completeness and accuracy of the responses. The collected data were then organized, coded, tabulated, and prepared for statistical analysis. Necessary data cleaning procedures were conducted to verify the consistency and usability of the datasets prior to analysis.

Data Analysis

The data collected from the respondents were classified, tabulated, analyzed, and interpreted using appropriate statistical tools aligned with the objectives of the study.

Mean. This tool was used to determine the level of coordinatorship practices and teacher effectiveness. The mean was utilized to describe the average responses of the respondents for each indicator. Specifically, it was used to measure the level of coordinatorship practices in terms of leadership style, support provided, collaboration, and professional development, as well as the level of teacher effectiveness in terms of classroom management, instructional delivery, student engagement, and achievement of learning outcomes.

Standard Deviation. This tool was used to measure the variability or dispersion of the responses from the mean. These statistical measures provided a basis for describing the extent to which coordinatorship practices and teacher effectiveness were manifested among the respondents. The standard deviation further indicated the consistency of the respondents' perceptions regarding the variables under investigation.

Pearson Product-Moment Correlation Coefficient (Pearson r). This tool was used to determine the significant relationship between coordinatorship practices and teacher effectiveness. Specifically, it measured the strength and direction of the relationship between the independent variable, coordinatorship practices, and the dependent variable, teacher effectiveness. The analysis established whether higher levels of coordinatorship practices were associated with higher levels of teacher effectiveness.

Multiple Linear Regression Analysis. This tool was employed to determine which indicators of coordinatorship practices significantly predicted teacher effectiveness. Specifically, the dimensions of leadership style, support provided, collaboration, and professional development were analyzed to

identify their individual and combined contributions to the prediction of teacher effectiveness. This statistical technique enabled the researcher to determine the best predictor or predictors of teacher effectiveness among the indicators of coordinatorship practices.

Ethical Considerations

This section delineates the fundamental ethical principles that governed the study's conduct to ensure the protection, dignity, and rights of all participants. The research protocol integrated comprehensive provisions regarding informed consent, confidentiality, and the management of participant vulnerability, while balancing potential risks against the study's academic benefits.

Social Value. Conducted within the Cluster 10 Secondary Schools of the Davao City Schools Division, this study examined how coordinatorship practices influenced teacher performance, specifically within the domains of Reading, English, and ICT. By advocating for the cultivation of supportive and collaborative environments, the research aimed to elevate instructional effectiveness and contribute to the broader quality and inclusivity of education. Ultimately, the study focused on promoting enriched student learning experiences, ensuring that improved leadership practices translated into tangible academic benefits across the division's diverse subject areas.

Informed Consent and Assent. Within the Cluster 10 Secondary Schools of the Davao City Schools Division, informed consent was obtained from all teacher participants to ensure transparency and full ethical compliance. Prior to their involvement, educators received comprehensive information regarding the study's purpose, objectives, procedures, and potential risks and benefits. The researcher emphasized that participation was entirely voluntary, granting participants the right to withdraw at any stage of the process without fear of negative consequences. Furthermore, strict measures were implemented to ensure the utmost confidentiality of all data, with responses anonymized and securely stored. This rigorous process guaranteed that every participant made a fully informed and voluntary decision to contribute to the research.

While assent is traditionally reserved for minors, the underlying principle was applied to ensure that teachers in the Davao City Schools Division fully understood their rights and responsibilities prior to engagement. Through a culture of open communication and transparency, participants were encouraged to ask questions and seek clarification regarding any aspect of the study. This approach ensured that their involvement remained respectful and autonomous, reinforcing the ethical integrity of the investigation. By prioritizing these communication safeguards, the researcher successfully established a foundation of trust, ensuring that participants' contributions were given freely and with a full understanding of the study's professional implications.

Vulnerability of Research Respondents. The researcher recognized the potential vulnerabilities faced by participants, particularly regarding power dynamics and professional relationships within the school hierarchy. It was acknowledged that teachers might have felt hesitant to provide candid responses if they perceived any risk to their professional reputation or career advancement. To mitigate these concerns, strict measures for confidentiality and anonymity were implemented in the handling of all data, with a clear emphasis that individual responses would not be shared with school administrators or colleagues. Furthermore, the researcher explicitly communicated that participation was entirely voluntary and would have no bearing on the participants' professional standing or performance evaluations. By addressing these psychological and professional risks, the study ensured a secure environment that prioritized the protection and autonomy of every respondent.

Privacy and Confidentiality. The researcher ensured that all collected data were strictly anonymized, removing identifying details to prevent responses from being linked to individual teachers. This safeguard maintained a secure environment that prioritized participant anonymity throughout. Participant information remained strictly confidential and was stored securely, accessible only to the researcher. Data were never shared with school administrators or external entities, fostering an ethical environment of professional trust.

Risk, Benefits, and Safety. In the Cluster 10 Secondary Schools of the Davao City Schools Division, the researcher acknowledged that some teachers might have felt uneasy about sharing candid perceptions regarding leadership and pedagogical practices. To minimize this risk, all responses were kept strictly anonymous and confidential, and participation remained entirely voluntary. Teachers were frequently reminded of their right to withdraw at any time without consequence, a measure that ensured no emotional or professional discomfort arose during the research process.

The study offered significant benefits to the educational community within the division. By documenting educators' experiences and feedback, the research provided a foundation for guiding the development of support systems and professional development programs, collaboration, and instructional quality across the participating schools.

To ensure the safety and well-being of all participants, all research data were securely handled and stored, remaining accessible only to the researcher. The data collection occurred in a respectful, non-coercive environment designed to promote comfort and professional trust. Ethical guidelines were strictly observed throughout, ensuring that every teacher's privacy and professional protection were upheld from the inception of the study to its conclusion.

Justice. The researcher ensured that all participants, regardless of their subject area in Reading, English, or ICT, were afforded an equal opportunity to contribute to the investigation. The recruitment process was conducted with full transparency, ensuring that the survey remained accessible to all eligible teachers without bias or discrimination. Furthermore, the researcher is committed to disseminating the study's findings to benefit the entire teaching community rather than a select group, ensuring that recommendations derived from the data are applicable and advantageous across all subject areas. Throughout the investigation, the research process was managed to uphold the rights and dignity of every participant, ensuring a fair and equitable representation of the division's diverse academic departments.

Transparency. Within the Cluster 10 Secondary Schools of the Davao City Schools Division, the researcher provided all participants with clear and detailed information regarding the study's objectives, data collection methods, and the intended use of the results. Teachers were fully informed of the voluntary nature of their involvement, their right to withdraw at any time, and the robust privacy and confidentiality measures implemented to protect their personal and professional information. Throughout the research process, the researcher maintained open communication, ensuring that every participant's questions and concerns were addressed respectfully and transparently. This commitment to clarity ensured that the educators remained fully aware of the study's progression and their vital role within the investigative framework.

Qualification of the Researcher. Within the Cluster 10 Secondary Schools of the Davao City Schools Division, the researcher, an active teacher in the system, conducted this study with the highest level of professionalism, competence, and ethical integrity. This dual role as both an educator and a researcher provided a profound understanding of curriculum implementation, pedagogy, and teacher effectiveness. The researcher possessed the necessary academic background and specialized training in educational research, ensuring that the investigation was grounded in both practical experience and theoretical knowledge.

Conflict of Interest. Within the Cluster 10 Secondary Schools of the Davao City Schools Division, the researcher maintained the highest standards of research integrity by ensuring that no conflict of interest compromised the study. There were no personal, professional, or financial interests held that could have influenced the research design, the data collection process, or the subsequent analysis. The primary focus remained on conducting unbiased and objective research to examine the relationship between coordinatorship practices and teacher effectiveness.

Adequacy of Facilities. The researcher utilized all necessary resources to carry out the investigation effectively, including secure data storage systems, reliable survey tools, and specialized software for statistical analysis. The study was conducted within an established academic environment at The Rizal Memorial Colleges, Inc., which provided the institutional support required for both the logistical and technical aspects of the research.

Community Involvement. The researcher actively engaged with the educational community by fostering open communication and collaboration throughout the research process. As the primary participants, teachers were encouraged to share their professional experiences and provide valuable feedback regarding the coordinatorship practices they encountered in their respective departments. Furthermore, school administrators and educational leaders were involved through the sharing of research goals and potential outcomes, ensuring that the findings remained relevant and applicable to the improvement of institutional practices.

RESULTS AND DISCUSSION

This section presents the findings derived from the statistical analysis of data gathered from the secondary school teachers serving as subject coordinators in Cluster 10 Schools, Davao City Schools Division. It discusses the levels and significant relationship between coordinatorship practices and teacher effectiveness.

Level of Coordinatorship Practices

Table 1 presents the level of coordinatorship practices among the respondents. As reflected in the data, the overall mean is 3.55 with a standard deviation of 0.82, described as High. This indicates that coordinatorship practices are oftentimes manifested in the schools. Among the indicators, Support Provided, Communication, and Administrative Support obtained the highest mean of 3.56 with standard deviations of 0.84, 0.79, and 0.84, respectively, all interpreted as High. Meanwhile, Leadership Style registered the lowest mean of 3.52 and a standard deviation of 0.81, which is likewise described as High. The findings imply that coordinators consistently demonstrate effective coordinatorship practices through providing support, maintaining communication, offering administrative assistance, and exercising leadership that contributes to the effective implementation of school programs and instructional activities.

Table 1

Level of Coordinatorship Practices

Indicators	Mean	SD	Descriptive Level
Leadership Style	3.52	0.81	High
Support Provided	3.56	0.84	High
Communication	3.56	0.79	High
Administrative Support	3.56	0.84	High
Overall	**3.55**	**0.82**	**High**

Very High (4.20–5.00); High (3.40–4.19); Moderate (2.60–3.39); Low (1.80–2.59); Very Low (1.00–1.79)

The study revealed that there was a high level of coordinatorship practices among the respondents, as evidenced by an overall mean score of 3.55 and a standard deviation of 0.82. This result indicates that coordinatorship practices were oftentimes manifested in schools. The finding further implies that

subject coordinators consistently performed their responsibilities in ways that supported instructional improvement, teacher development, and the effective implementation of school programs.

Among the four indicators examined, Support Provided, Communication, and Administrative Support obtained the highest mean score of 3.56. Support Provided registered a standard deviation of 0.84, Communication recorded 0.79, and Administrative Support obtained 0.84, all interpreted as High. The findings imply that coordinators were actively engaged in assisting teachers through professional guidance, resource provision, and instructional support. Likewise, the results indicate that coordinators maintained effective communication and provided essential administrative assistance that enabled teachers to perform their instructional duties more efficiently and effectively.

On the other hand, Leadership Style obtained the lowest mean score of 3.52, described as High, with a standard deviation of 0.81. Although it ranked lowest among the indicators, the result indicates that leadership practices were still frequently demonstrated by coordinators. This finding suggests that coordinators exercised leadership by providing direction, encouraging professional growth, facilitating collaborative activities, and supporting teachers in achieving instructional goals.

The results suggest that coordinators play a crucial role in promoting collaboration, providing professional assistance, and creating a supportive work environment that enhances teachers' instructional performance. These findings are consistent with the literature, which emphasizes that effective coordinatorship practices contribute significantly to instructional improvement, professional growth, and organizational effectiveness. Oliveros and Oliveros (2025) emphasized that subject coordinators serve as providers of instructional guidance and professional support that strengthen teaching practices. Similarly, Handy (2025) highlighted the importance of coordinator support and curriculum leadership in fostering teacher effectiveness. Furthermore, Kliewer et al. (2023) noted that strong communication, collaboration, leadership, and administrative support are essential factors that promote teacher development and improve educational outcomes.

Level of Teacher Effectiveness

Table 2 presents the level of teacher effectiveness among the respondents. As reflected in the data, the overall mean is 3.61 with a standard deviation of 0.89, described as High. This indicates that teacher effectiveness is oftentimes manifested among the respondents. Among the indicators, Student Engagement obtained the highest mean of 3.64 and a standard deviation of 0.86, followed by Achievement of Learning Outcomes with a mean of 3.61 and a standard deviation of 0.88, both interpreted as High. Instructional Delivery registered a mean of 3.60 and a standard deviation of 0.91, while Classroom Management obtained the lowest mean of 3.59 and a standard deviation of 0.90, both likewise described as High. The findings imply that teachers consistently demonstrate effectiveness in managing classrooms, delivering instruction, engaging students in the learning process, and attaining intended learning outcomes.

Table 2

Level of Teacher Effectiveness

Indicators	**Mean**	**SD**	**Descriptive Level**
Classroom Management	3.59	0.90	High
Instructional Delivery	3.60	0.91	High
Student Engagement	3.64	0.86	High
Achievement of Learning Outcomes	3.61	0.88	High
Overall	**3.61**	**0.89**	**High**

Very High (4.20–5.00); High (3.40–4.19); Moderate (2.60–3.39); Low (1.80–2.59); Very Low (1.00–1.79)

The study revealed that there was a high level of teacher effectiveness among the respondents, as evidenced by an overall mean score of 3.61 and a standard deviation of 0.89. This result indicates that teacher effectiveness was oftentimes manifested in schools. The finding further implies that teachers consistently demonstrated competence in managing classroom activities, delivering instruction, engaging learners, and achieving intended learning outcomes. The result suggests that teachers were able to perform their instructional responsibilities effectively and contribute positively to students' academic development.

Among the four indicators examined, Student Engagement obtained the highest mean score of 3.64 with a standard deviation of 0.86, indicating a high level. The result implies that teachers frequently utilized strategies that encouraged active participation, sustained attention, and meaningful involvement of learners in classroom activities. This finding suggests that teachers were successful in creating learning environments that motivated students to participate in the teaching-learning process and become actively involved in achieving educational objectives.

Following this, Achievement of Learning Outcomes garnered a mean score of 3.61, indicating a high level, with a standard deviation of 0.88. The result suggests that teachers consistently implemented instructional practices that enabled students to attain the desired learning competencies and educational

goals. This finding implies that effective teaching strategies and instructional planning contributed to positive learner outcomes and academic performance.

Likewise, Instructional Delivery obtained a mean score of 3.60, described as high, with a standard deviation of 0.91. The finding indicates that teachers frequently demonstrated effective teaching methods, clear communication of lesson content, and appropriate instructional approaches in facilitating learning. This result suggests that teachers possessed the pedagogical skills necessary to deliver lessons effectively and address the diverse learning needs of students.

On the other hand, Classroom Management obtained the lowest mean score of 3.59, described as high, with a standard deviation of 0.90. Despite ranking lowest among the indicators, the result indicates that classroom management practices were still consistently observed among teachers. The finding suggests that teachers effectively maintained order, established positive classroom environments, managed student behavior, and promoted conditions conducive to learning. This further implies that classroom management remains an essential component of teacher effectiveness and instructional success.

The findings of the study support the discussion of Tschannen-Moran and Woolfolk Hoy (2001), who emphasized that effective teachers demonstrate competence in classroom management, instructional strategies, and student engagement. Likewise, the findings are consistent with the studies of Oliveros and Oliveros (2025), which highlighted that effective instructional support and professional guidance contribute to improved teaching performance and instructional effectiveness. Furthermore, the results agree with the discussions of Vygotsky's Social Constructivism Theory and Hallinger and Murphy's Instructional Leadership Theory, which emphasize that supportive learning environments, effective instructional practices, and collaborative professional growth contribute significantly to the achievement of desired learning outcomes and overall teacher effectiveness.

Correlation between Coordinatorship Practices and Teacher Effectiveness

Table 3 presents the significant relationship between coordinatorship practices and teacher effectiveness. Pearson Product-Moment Correlation was employed to determine the degree and direction of the relationship between the two variables. The test was conducted at a 0.05 level of significance. The results provide evidence as to whether coordinatorship practices are associated with teacher effectiveness among the respondents.

Table 3

Correlation between Coordinatorship Practices and Teacher Effectiveness

Variables	Pearson Correlation (r)	p-value	Decision
Coordinatorship Practices Teacher Effectiveness	0.797**	< .001	Significant, Reject the Null Hypothesis

Level of Significance: 0.05, Decision Rule: Reject H_0 if $p < 0.05$

As shown in Table 3, the correlation coefficient between coordinatorship practices and teacher effectiveness was r = 0.797 with a p-value of less than .001. The correlation coefficient indicates a very strong positive relationship between the two variables. This means that higher levels of coordinatorship practices are associated with higher levels of teacher effectiveness.

Furthermore, the obtained p-value was lower than the 0.05 level of significance, leading to the rejection of the null hypothesis. Hence, there was a significant relationship between coordinatorship practices and teacher effectiveness. The findings imply that effective coordinatorship practices contribute substantially to enhancing teachers' effectiveness in performing their duties and responsibilities. As coordinators demonstrate stronger leadership, support, communication, collaboration, and professional development practices, teachers tend to exhibit higher levels of classroom management, instructional delivery, student engagement, and achievement of learning outcomes.

The findings support the literature emphasizing the crucial role of coordinatorship practices in improving teacher performance and overall school effectiveness. Narcilla and Cerado (2025) highlighted that effective coordinatorship practices enhance teacher effectiveness and contribute to improved school performance. Similarly, Alo (2026) found that individualized mentoring and professional guidance provided by coordinators facilitate teachers' professional growth and instructional competence. Likewise, Sandao and Oropa (2026) emphasized that structured support systems and accessible resources create conditions that strengthen teacher development and effectiveness. Furthermore, Wijarwadi et al. (2025) stressed that collaboration, professional development initiatives, and coordinator-led support mechanisms significantly improve instructional quality, teacher engagement, and educational outcomes.

Indicators of Coordinatorship Practices Predicting Teacher Effectiveness

Table 4 presents the results of the Multiple Linear Regression Analysis conducted to determine which indicators of coordinatorship practices significantly predict teacher effectiveness. Specifically, the analysis examined the predictive influence of leadership style, support provided, collaboration, and professional development on teacher effectiveness.

The table shows the unstandardized coefficients, standardized beta coefficients, t-values, p-values, and corresponding decisions for each predictor. Likewise, the model summary statistics, including the coefficient of determination and F-value, are presented to determine the overall explanatory power and significance of the regression model in predicting teacher effectiveness.

Table 4

Indicators of Coordinatorship Practices Predicting Teacher Effectiveness

Dimensions	B	Std. Error	βeta	t	p-value	Decision
Constant	-1.168	.289		-4.045	< .001	Null Hypotheses Rejected
Leadership Style	.215	.064	.176	3.343	< .001	Null Hypotheses Rejected
Support Provided	.380	.064	.335	5.948	< .001	Null Hypotheses Rejected
Collaboration	.375	.068	.301	5.524	< .001	Null Hypothesis Rejected
Professional Development	.377	.060	.320	6.323	< .001	Null Hypothesis Rejected

R = .803a; R^2 = .644; Adjusted R^2 = .636; F-value = 72.499; p-value = < .001

The results of the multiple linear regression analysis revealed that coordinatorship practices significantly predict teacher effectiveness, as evidenced by the overall regression model, F = 72.499, p < .001. The model generated an R value of .803, indicating a strong relationship between the predictor variables and teacher effectiveness. Moreover, the R^2 value of .644 showed that 64.40% of the variance in teacher effectiveness could be explained by leadership style, support provided, collaboration, and professional development, while the remaining 35.60% may be attributed to other factors not included in the study. This finding suggests that coordinatorship practices play a substantial role in enhancing teacher effectiveness.

Among the predictors, Support Provided emerged as the strongest predictor of teacher effectiveness, with a standardized beta coefficient of β = .335, t = 5.948, and p < .001. The result indicates that coordinators who consistently provide instructional guidance, professional assistance, and necessary resources contribute significantly to improving teachers' effectiveness. This implies that teachers tend to perform better when they receive adequate support from coordinators in carrying out their instructional responsibilities.

This was followed by Professional Development, which obtained a standardized beta coefficient of β = .320, t = 6.323, and p < .001. The finding suggests that professional learning opportunities facilitated by coordinators significantly enhance teacher effectiveness. The result implies that continuous training, mentoring, coaching, and professional growth activities help teachers strengthen their competencies and improve their classroom performance.

Similarly, Collaboration significantly predicted teacher effectiveness, registering a standardized beta coefficient of β = .301, t = 5.524, and p < .001. This finding indicates that collaborative practices among coordinators and teachers contribute positively to teacher effectiveness. The result suggests that shared decision-making, teamwork, and professional interactions create opportunities for knowledge sharing and instructional improvement.

On the other hand, Leadership Style obtained the lowest but still significant standardized beta coefficient of β = .176, t = 3.343, and p < .001. Although it ranked lowest among the predictors, the result demonstrates that leadership style remains a significant contributor to teacher effectiveness. This

finding implies that coordinators who exhibit effective leadership practices help establish a positive professional environment that supports teacher growth and instructional excellence.

The rejection of the null hypotheses for all predictors confirms that leadership style, support provided, collaboration, and professional development contribute significantly to enhancing teacher effectiveness. These findings are consistent with the study of Alo (2026), which emphasized that individualized mentoring and continuous professional guidance enhance teachers' instructional competence and overall effectiveness. Similarly, Sandao and Oropa (2026) found that coordinators who provide systematic support mechanisms significantly strengthen teacher performance and professional growth. Furthermore, Narcilla and Cerado (2025) highlighted that effective coordinatorship practices positively influence teacher effectiveness and school performance, while Handy (2025) emphasized that curriculum leadership, collaborative engagement, and sustained professional support contribute substantially to improved instructional practices and educational outcomes.

CONCLUSION AND RECOMMENDATIONS

Conclusion

This study concludes that Coordinatorship Practices and Teacher Effectiveness are both highly manifested among the respondents. Subject coordinators were perceived to effectively demonstrate leadership style, provide support, foster collaboration, and facilitate professional development, while teacher effectiveness was rated high in terms of classroom management, instructional delivery, student engagement, and achievement of learning outcomes. Furthermore, the study established a significant positive relationship between coordinatorship practices and teacher effectiveness. Among the dimensions of coordinatorship practices examined, Support Provided emerged as the strongest predictor of teacher effectiveness, followed by Professional Development, Collaboration, and Leadership Style, all of which significantly predicted the outcome variable.

The findings fully support Instructional Leadership Theory, Distributed Leadership Theory, and Social Constructivism Theory, which collectively emphasize that effective leadership, collaborative practices, professional support, and continuous learning opportunities contribute to improved teaching performance and instructional effectiveness. The significant relationship between coordinatorship practices and teacher effectiveness confirms that coordinators play a vital role in influencing teachers' professional growth and classroom performance. The results further demonstrate that coordinatorship practices function as essential mechanisms for strengthening teachers' instructional capabilities and achieving desired educational outcomes.

Recommendations

Based on the findings of the study, the following recommendations are hereby proposed:

1. Subject Coordinators may continue strengthening their coordinatorship practices by enhancing leadership, providing consistent instructional and professional support, fostering collaboration, and facilitating meaningful professional development activities. These initiatives may further improve teacher effectiveness and promote instructional excellence in schools.
2. School Heads may develop and implement programs that strengthen coordinators' leadership capabilities, communication skills, and mentoring competencies. Providing continuous support and monitoring mechanisms may help coordinators effectively perform their roles and positively influence teacher performance.
3. The Schools Division Office (SDO) may design and implement capacity-building activities focused on instructional leadership, collaborative practices, coaching, mentoring, and professional development to further enhance the effectiveness of subject coordinators and teachers.
4. Teachers may actively participate in professional development programs, collaborative learning activities, and mentoring opportunities initiated by coordinators. Continuous engagement in these activities may contribute to improved instructional practices, classroom management, student engagement, and achievement of learning outcomes.
5. The Department of Education at the Division and Regional Levels may strengthen policies and support systems that promote effective coordinatorship practices, considering that support provided emerged as the strongest predictor of teacher effectiveness. Such initiatives may help improve instructional quality and educational outcomes across schools.
6. Future Researchers and Higher Education Institutions may conduct similar studies in other educational settings and include additional variables such as organizational climate, teacher motivation, job satisfaction, instructional supervision, and school leadership practices to further validate and extend the findings on coordinatorship practices and teacher effectiveness.fferentiated instruction, and learner- centered strategies.

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