

School-Based Instructional Coaching Facilitation: Addressing Professional Needs of Secondary Public School Teachers

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Publication history:

Received: August 24, 2026

Revised: September 19, 2026

Accepted: September 22, 2026

Published: September 23, 2026

International Journal of Sustainable and Integrated Studies, Vol. 1, No. 2, pp. 539–552, September 2026.

Abstract

This study examined the professional development needs and instructional coaching practices of secondary school teachers in Carmen I District, Schools Division of Bohol, as a basis for a School-Based Instruction Coaching Facilitation Plan. Anchored in theories of adult learning, reflective practice, communities of practice, self-efficacy, change, and related perspectives on professional learning, the study employed a descriptive-quantitative research design involving 64 secondary school teachers from three public secondary schools. Data were collected using a structured survey questionnaire and analyzed using frequency counts, percentages, weighted means, standard deviations, and Spearman Rho correlation. Results showed a high overall level of professional development needs ($M = 2.62$, $SD = 0.67$), with content knowledge and pedagogy, technology integration, and reflective teaching and professional growth among the leading areas of need. Instructional coaching practices were implemented to a very great extent ($M = 4.30$, $SD = 0.52$), particularly through post-observation conferences and feedback, classroom observation, peer collaboration, Learning Action Cell activities, monitoring, and follow-through. A strong positive and statistically significant relationship was found between professional development needs and instructional coaching practices ($r = 0.746$, $p = 0.003$). Major concerns included limited coaching time, heavy workload and documentation requirements, irregular follow-through, and limited peer-coaching opportunities. The study recommends a structured, needs-based instructional coaching program with protected coaching time, systematic mentoring, collaborative professional learning, and continuous monitoring. The study primarily supports SDG 4 (Quality Education), with connections to SDG 8 (Decent Work and Economic Growth) and SDG 17 (Partnerships for the Goals) through teacher development and professional collaboration. Its sustainability impact lies in promoting continuous, school-embedded professional development that can strengthen instructional practice, professional growth, instructional leadership, and sustained school improvement.

Keywords: Instructional Coaching; Learning Action Cell; Professional Development; Reflective Teaching; School-Based Coaching; Secondary School Teachers; Technology Integration

1. Introduction

Secondary teachers face increasing demands from curriculum reforms, learner diversity, digital learning, assessment changes, and expectations for quality education. Teacher professional development has therefore shifted toward continuous, school-based, and practice-oriented approaches. UNESCO and the International Task Force on Teachers for Education 2030 (2024) emphasized investing in teacher training and support, while OECD (2022) highlighted continuing professional development as an important component of education systems. Instructional coaching responds to these demands by providing sustained and classroom-based professional

support. This study examines the professional development needs and instructional coaching practices of secondary school teachers in Carmen I District, DepEd Bohol Division. It seeks to determine how existing coaching practices relate to teachers' instructional needs and to use the findings as the basis for a School-Based Instruction Coaching Facilitation Plan.

Instructional coaching provides individualized support through classroom observation, feedback, modeling, conferencing, reflection, and follow-up. Lewis (2024) explained that coaching is most effective when sustained, personalized, and classroom-based, while Ramadhona et al. (2025) found that coaching and mentorship promote professional growth, openness to feedback, and curriculum implementation. Talafian, Lundsgaard, Mahmood, Shafer, Stelzer, and Kuo (2023) further emphasized that professional development should respond to teachers' experiences and classroom challenges through collaboration and adaptive support. Secondary teachers require professional development in content knowledge and pedagogy, instructional strategies, learner engagement, classroom management, assessment, differentiated and inclusive instruction, technology integration, and reflective teaching. In the Philippines, these areas are reinforced by the Philippine Professional Standards for Teachers. Prudente, Garcia, and colleagues (2024) noted that the PPST remains central to defining competencies and professional expectations for Filipino teachers. Instructional coaching can therefore provide needs-based support aligned with professional standards and actual classroom concerns.

Effective instructional coaching is continuous, collaborative, evidence-based, and connected to classroom practice. Lewis (2024) emphasized personalized support and sustained classroom-based feedback, while Ramadhona, Muchtar, and Firman (2025) found that coaching and mentoring support professional competence and curriculum implementation. Liu, Zhao, and Su (2025) also reported that professional development can improve teacher self-efficacy. Collaboration further strengthens professional learning. Talafian et al. (2023) found that communities of practice provide instructional, professional, and social benefits, while Fies and Packham (2021) emphasized the need for pedagogically sound and technology-supported instruction. In the Philippines, Garcia, Prudente, and colleagues (2024) identified professional development initiatives involving LACs, pedagogy, content knowledge, technology integration, mental health support, and student-centered approaches. Tuvieron (2024) likewise linked instructional coaching with teacher efficacy and professional growth.

Curriculum reforms have increased the need for continuous teacher support. DepEd Order No. 012, s. 2024 amended DepEd Order No. 010, s. 2024, which provides policy guidelines for implementing the MATATAG Curriculum (Department of Education, 2024). These reforms require adjustments in planning, instruction, assessment, learning resources, and classroom strategies. DepEd's continuing professional development initiatives likewise demonstrate the importance of teacher capacity-building (Department of Education, 2024). DepEd Region VII supports curriculum and instructional programs across Central Visayas, including Bohol (Department of Education Region VII, 2024). DepEd Bohol issued Division Memorandum No. 345, s. 2025 to strengthen the capacity of training faculty for school-based implementation of the Revised K to 12 Curriculum (DepEd Bohol, 2025). In Carmen, Bohol, teachers implement these reforms while addressing workload, resource availability, varying professional experience, and learner needs. Although formal training is available, sustained school-based coaching remains necessary to translate training into classroom practice.

The study integrates theories explaining teacher learning, reflection, collaboration, confidence, leadership, and professional change. Adult Learning Theory supports relevant and experience-based professional development, with Gordon (2024) emphasizing practical and reflective teacher learning. Reflective Practice Theory explains improvement through critical examination of teaching; Suphasri and Chinokul (2021) associated reflection with teacher quality, while Cirocki and Widodo (2024) emphasized its role in educational change. Communities of Practice Theory supports collaborative professional learning. Talafian, Lundsgaard, Mahmood, Shafer, Stelzer, and Kuo (2023) demonstrated the value of communities of practice in providing instructional and professional support. Self-Efficacy Theory also explains how professional development may strengthen teachers' confidence, as reported by Liu, Zhao, and Su (2025). Change Theory further supports sustained professional improvement; Sims, Fletcher-Wood, O'Mara-Eves, Cottingham, Stansfield, Van Herwegen, and Anders (2023) identified teacher insight, motivation, development of techniques, and embedding changes in practice as components of effective professional development. Together with Experiential Learning Theory, Social Constructivist Theory, Transformative Learning Theory, Instructional Leadership Theory, Professional Learning Community Theory, Situated Learning Theory, Needs Assessment Theory, Human Capital Theory, and Systems Theory, these perspectives frame instructional coaching as a collaborative, reflective, contextualized, and needs-based professional development process.

The study is supported by policies promoting quality education and teacher development, including Republic Act No. 4670, Republic Act No. 9155, Republic Act No. 10533, and Republic Act No. 10912. DepEd Order No. 35, s. 2016 institutionalizes LAC as a school-based professional development strategy, while DepEd Order No. 42, s. 2017 establishes the PPST. DepEd Order No. 024, s. 2020 and DepEd Order No. 025, s. 2020 further define the instructional leadership responsibilities of school heads and supervisors. Recent curriculum and workload policies, including DepEd Order No. 005, s. 2024, DepEd Order No. 010, s. 2024, and DepEd Order No. 012, s. 2024, reinforce the need for responsive professional support. Despite existing standards, training programs, and policies, there appears to be limited publicly available research specifically examining instructional coaching practices and professional development needs among secondary teachers in Carmen, Bohol. The study addresses this gap by examining teachers' professional development needs, the extent of instructional coaching practices, their

relationship, and issues encountered in coaching and professional development. The findings will serve as the basis for a School-Based Instruction Coaching Facilitation Plan.

The study primarily supports SDG 4 – Quality Education by strengthening teacher professional development and instructional practices. Needs-based coaching can enhance teachers’ competence in pedagogy, assessment, inclusion, technology integration, and learner engagement, contributing to improved teaching and learning. It also relates to SDG 8 – Decent Work and Economic Growth through continuous professional growth and supportive professional development, and SDG 17 – Partnerships for the Goals through collaboration among teachers, school heads, master teachers, department heads, supervisors, and other education stakeholders.

The study contributes to educational and institutional sustainability by promoting continuous, needs-based, and school-embedded teacher development. Integrating coaching with classroom observation, feedback, LAC sessions, mentoring, and professional learning communities can sustain professional growth beyond one-time training activities. A School-Based Instruction Coaching Facilitation Plan may also strengthen instructional leadership by providing a structured basis for identifying teacher needs, organizing coaching activities, monitoring professional growth, and supporting curriculum implementation. In this way, the study contributes to sustainable teacher development, improved instructional practice, and continued school improvement.

2. Material and methods

2.1 Research Design

The study used a descriptive-quantitative research design to assess instructional coaching practices and professional development needs without manipulating variables. The descriptive component examined respondents’ demographic characteristics, the extent of instructional coaching practices, professional development needs, and issues and concerns related to coaching. The quantitative component determined the relationship between instructional coaching practices and professional development needs and examined differences according to selected demographic variables. The study followed an Input-Process-Output approach. The input consisted of respondents’ demographic profiles, instructional coaching practices, professional development needs, and issues and concerns. The process involved instrument preparation and validation, securing permissions, questionnaire administration, data organization, and statistical analysis. The output was a proposed School-Based Instruction Coaching Facilitation Plan intended to strengthen coaching and address teachers’ professional development needs.

2.2 Locale of the Study

The study was conducted at Isabel S. J. Gujol Memorial High School, Policronio S. Dano Sr. High School, and Ponciano F. Ramasola Sr. High School in Carmen I District, Schools Division of Bohol. These public secondary schools serve learners from rural communities and provide an appropriate setting for examining instructional coaching and teacher professional development. Isabel S. J. Gujol Memorial High School is located in Barangay Alegria and serves learners primarily from Alegria and nearby communities such as La Victoria and Villaflor. The school operates within a predominantly agricultural community and has junior and senior high school teachers with varying positions and teaching experiences. Policronio S. Dano Sr. High School is situated in Barangay Nueva Fuerza and serves learners from the barangay and surrounding communities. Ponciano F. Ramasola Sr. High School, located in Barangay Calatrava, likewise provides junior and senior high school education to learners from nearby communities. Including these schools provided varied perspectives on instructional coaching practices and professional development needs within Carmen I District.

2.3 Respondents of the Study

The study involved 64 secondary school teachers from the three participating schools. As presented in Table 1, 27 respondents (43.08%) were from Dano SH, 21 (32.30%) were from Ramasola High School, and 16 (24.62%) were from Gojul High School. The respondents provided information regarding their experiences with instructional coaching, professional development needs, and related issues and concerns.

2.4 Sample and Sampling Procedure

The manuscript identified 64 teacher-respondents from the three participating secondary schools. However, the provided Materials and Methods did not specify the sampling technique or explain how the 64 respondents were selected. Therefore, no sampling method was assumed or added in this section.

2.5 Research Instrument

A structured survey questionnaire was used as the primary research instrument. It was anchored on Exploring the Role of Instructional Coaching in a Shifting Educational Landscape (Leweis, 2024), the Philippine Professional Standards for Teachers, school-based instructional coaching practices, Learning Action Cell policy, instructional supervision principles, and related literature on teacher professional development. The questionnaire gathered respondents’ demographic information and assessed instructional coaching practices involving pre-observation and goal setting, classroom observation and monitoring, post-observation feedback, technical assistance and mentoring, peer coaching, collaborative professional learning, LAC participation, and monitoring of teacher

progress. It also assessed professional development needs in content knowledge and pedagogy, curriculum planning, instructional strategies, learner engagement, classroom management, assessment, differentiated and inclusive education, technology integration, reflective teaching, and implementation of the Revised K–10 Curriculum. Additional items addressed issues and concerns related to instructional coaching and professional development. The instrument was submitted to experts in educational leadership, instructional supervision, teacher professional development, curriculum implementation, and research methodology for content validation. Their recommendations were considered in improving its clarity, relevance, and alignment. A pilot test with teachers outside the actual respondents was also planned, with Cronbach’s alpha used to determine reliability.

2.6 Data Gathering Procedure

The researcher prepared formal requests and sought permission from the PSDS and school heads of the participating schools. After approval, coordination was undertaken regarding the schedule and administration of the questionnaire. Before data collection, respondents were informed of the study’s purpose, voluntary participation, confidentiality of responses, and academic use of the collected information. The questionnaire was administered to the respondents, with an electronic version available when necessary. Respondents were given sufficient time to complete the instrument, after which the questionnaires were retrieved and checked for completeness. Responses were then coded, tabulated, organized, and subjected to statistical analysis. Statistical assistance was sought when necessary, and the findings were used as the basis for the proposed School-Based Instruction Coaching Facilitation Plan.

2.7 Data Analysis Techniques

Frequency counts and percentages were used to describe respondents’ demographic characteristics and analyze reported issues and concerns. Weighted means determined the extent of instructional coaching practices and the level of professional development needs, while standard deviations assessed the variability and consistency of respondents’ perceptions. Spearman Rho Correlation Coefficient was used to determine whether a significant relationship existed between instructional coaching practices and teachers’ professional development needs. For instructional coaching practices, weighted means of 4.20–5.00 indicated a Very Great Extent, 3.40–4.19 a Great Extent, 2.60–3.39 a Moderate Extent, 1.80–2.59 a Low Extent, and 1.00–1.79 a Very Low Extent. For professional development needs, means of 3.26–4.00 represented a Very High Need requiring intensive professional development and coaching support; 2.51–3.25 represented a High Need requiring strengthened support; 1.76–2.50 represented a Moderate Need requiring collaborative support; and 1.00–1.75 represented a Low Need associated with sustained professional development practices. Issues and concerns were analyzed through frequency counts and percentages, with the most frequently reported concerns used as additional bases for the proposed coaching plan.

2.8 Ethical Considerations

Participation was voluntary, and respondents were informed of the purpose of the study before questionnaire administration. They were assured that their responses would be treated with confidentiality and that the information collected would be used solely for academic and research purposes. Permission to conduct the study was secured from the appropriate educational authorities and participating school heads.

3. Results and Discussion

3.1 Demographic Profile of the Teacher-Respondents

3.1.1 Age

The respondents had an average age of 37.06 years ($SD = 7.91$). The largest group was aged 31–35 years (28.13%), followed by 36–40 years (25.00%), indicating that 53.13% were between 31 and 40 years old. The remaining respondents were distributed across the younger and older age groups. The age distribution reflects a workforce composed of teachers at different career stages. The Organization for Economic Co-operation and Development (OECD, 2025) emphasized the importance of workforce age composition for continuity and knowledge transfer, while the OECD (2022) highlighted continuing professional development throughout teachers’ careers. Mufti (2024) further emphasized that professional development should be contextualized, practical, continuous, and supported by feedback. Thus, professional learning should respond to teachers’ competencies and career stages rather than age alone.

3.1.2 Gender

Of the 64 respondents, 56 (87.5%) were female and 8 (12.5%) were male, showing a predominantly female teaching workforce. This pattern is consistent with the OECD (2022), which reported strong female representation in teaching. However, the imbalance represents workforce composition rather than differences in professional competence. The OECD (2024) and UNESCO-IBE (2023) emphasized inclusive professional environments and equal opportunities across genders. Professional development and leadership opportunities should therefore remain accessible to all teachers.

3.1.3 Civil Status

Most respondents were married, comprising 56 (87.50%), while 8 (12.50%) were single. Thus, the study predominantly reflected the experiences of married teachers. The findings suggest the importance of considering teachers' professional and personal responsibilities when scheduling coaching and professional development. UNESCO (2024) emphasized supportive working conditions and teacher well-being, while the OECD (2025) identified workload, work-life balance, stress, and working conditions as important aspects of professional sustainability. Professional development should therefore be accessible and responsive to teachers' circumstances without using civil status as a measure of competence.

3.1.4 Highest Educational Qualification

Most respondents had pursued education beyond the bachelor's level. Twenty-six (40.62%) had bachelor's degrees with master's units, 14 (21.88%) had completed master's degrees, and 3 (4.69%) had master's degrees with doctoral units. Sixteen (25.00%) held bachelor's degrees, while the qualifications of five respondents were not indicated. The findings indicate considerable participation in graduate education. Mezza (2022) associated teacher professionalism with career progression, specialization, collaboration, continuing learning, and research. Likewise, UNESCO and International Task Force on Teachers for Education 2030 (2024) viewed teacher education and professional development as lifelong processes. Foster (2023) further emphasized formal education, continuous professional development, and career-development pathways. Graduate education may therefore complement school-based coaching and professional learning when teachers apply their knowledge to classroom practice.

3.1.5 Length of Service

The respondents had an average of 12.45 years of service ($SD = 7.60$). The largest group had 6–10 years of experience (25.00%), while 56.25% had served for at least 11 years. In contrast, 18.75% had five years or less of experience, reflecting a combination of beginning, mid-career, and experienced teachers. The OECD (2025) explained that teacher expertise develops through experience, professional learning, collaboration, mentoring, and reflection. The varied experience levels create opportunities for mentoring and intergenerational learning while demonstrating that both beginning and experienced teachers require continued professional support. UNESCO's 2024 Global Report on Teachers similarly emphasized developing and supporting teachers throughout their careers, while UNESCO's 2024/2025 Global Education Monitoring Report highlighted collaboration and distributed leadership in strengthening professional learning.

3.1.6 Teaching Position

Teacher III constituted the largest group at 46.88%, followed by Teacher I at 21.88%. Teacher II, Master Teacher I, and Special Science Teachers each represented 9.38%, while Master Teacher II accounted for 3.13%. Overall, most respondents occupied classroom-teaching rather than formal instructional-leadership positions. The Department of Education's Expanded Career Progression System connects career advancement with professional competence, performance, qualification standards, and the Philippine Professional Standards for Teachers (Department of Education, 2025). The relatively small proportion of Master Teachers suggests the importance of distributing mentoring and instructional-leadership responsibilities among qualified teachers. The OECD (2025) likewise emphasized mentoring, collaboration, professional learning, and teacher-leadership opportunities as mechanisms for strengthening teaching practice.

3.1.7 Subject or Learning Area Handled

Technology and Livelihood Education had the largest representation at 21.88%, followed by Mathematics at 18.75%, Science at 15.63%, and Senior High School Specialized Subjects at 12.50%. English, Filipino, Araling Panlipunan, MAPEH, and Edukasyon sa Pagpapakatao each represented 6.25%. Thus, all major learning areas were represented, although their proportions differed. The multidisciplinary composition indicates that teachers may have different professional-development requirements according to their instructional contexts. The OECD (2025) emphasized professional learning relevant to classroom responsibilities, while UNESCO & International Task Force on Teachers for Education 2030 (2024) stressed continuous, relevant, collaborative, and context-responsive professional development. Both subject-specific coaching and interdisciplinary collaboration are therefore important.

3.1.8 Trainings and Seminars Attended

More than half of the respondents (53.13%) had attended only one to two trainings, while 28.13% had attended none. Only 12.50% had attended three to four trainings and 6.25% had attended five or more. Thus, 81.25% had either attended only one to two trainings or none. The findings indicate limited exposure to sustained formal professional development. The OECD (2025) emphasized that effective professional learning should be sustained, relevant, classroom-connected, collaborative, and supported by feedback. UNESCO and the International Task Force on Teachers for Education 2030 (2024) similarly emphasized lifelong professional learning. School-based coaching, mentoring, Learning Action Cells, peer observation, and collaborative learning may therefore supplement occasional external training.

3.2 Professional Development Needs of Secondary School Teachers

3.2.1 Content Knowledge and Pedagogy

Content knowledge and pedagogy obtained an overall mean of 2.75 (SD = 0.73), interpreted as High Need. The highest need involved simplifying complex concepts for secondary learners (WM = 2.93, SD = 0.70), while contextualizing lessons obtained the lowest mean (WM = 2.60, SD = 0.83), although it remained a High Need. The findings indicate that teachers need support in connecting subject mastery with effective pedagogy. She et al. (2025) emphasized the role of pedagogical content knowledge in making subject matter accessible to learners, while Prudente et al. (2024) stressed context-responsive professional development based on teachers' needs. Ventista and Brown (2023) further found that sustained coaching and collaborative professional development can strengthen teacher competencies and student learning.

3.2.2 Instructional Strategies and Learner Engagement

Instructional strategies and learner engagement recorded an overall mean of 2.61 (SD = 0.64), interpreted as High Need. Learner-centered instructional strategies received the highest mean of 2.73 (SD = 0.70), while increasing student participation obtained the lowest at 2.53 (SD = 0.64), also interpreted as High Need. The results indicate continued need for strategies promoting active participation, collaboration, motivation, and critical thinking. Bhardwaj et al. (2025) explained that student-centered approaches promote learner agency, participation, collaboration, creativity, and critical thinking. Stuhlman et al. (2022) associated coaching and feedback with stronger classroom interactions and engagement. Prudente et al. (2024) and Ramdani et al. (2022) likewise support collaborative and needs-based professional learning.

3.2.3 Classroom Management and Positive Discipline

Classroom management and positive discipline obtained an overall mean of 2.47 (SD = 0.67), interpreted as High Need. Handling disruptive or unmotivated learners received the highest rating (WM = 2.60, SD = 0.63), while establishing classroom routines received the lowest (WM = 2.33, SD = 0.82). These findings demonstrate continued need for behavior-management and positive-discipline strategies. Wilkins et al. (2022) emphasized that effective classroom management promotes participation, positive behavior, and supportive learning environments. AERO (2023) likewise emphasized that clear routines and behavioral expectations provide structure, reduce interruptions, and improve readiness to learn.

3.2.4 Assessment, Feedback, and Reporting Practices

Assessment, feedback, and reporting obtained an overall mean of 2.61 (SD = 0.66), interpreted as High Need. Giving timely, specific, and meaningful feedback received the highest mean of 2.80 (SD = 0.68), while preparing valid and reliable assessment tools obtained the lowest at 2.47 (SD = 0.64). The findings highlight the need to strengthen teachers' assessment literacy. Mandouit and Hattie (2023) emphasized feedback that is understandable, actionable, and connected with learning goals. Pastore (2023) identified sound, fair, and trustworthy assessment as an important component of teacher assessment literacy, while Wylie and Heritage (2024) emphasized gathering and interpreting evidence of learning to guide instructional decisions.

3.2.5 Differentiated Instruction and Inclusive Education

Differentiated instruction and inclusive education recorded an overall mean of 2.59 (SD = 0.65), interpreted as High Need. Addressing students' diverse learning needs obtained the highest mean of 2.67 (SD = 0.72), while modifying activities, implementing inclusive strategies, and ensuring active participation each obtained 2.53 (SD = 0.64). The results indicate that teachers require additional support in responding to learner diversity. Langelan et al. (2024) emphasized adapting instruction to learners' varied educational needs, while Goyibova et al. (2025) maintained that differentiation supports motivation, relevance, participation, and engagement. Professional development should therefore strengthen teachers' capacity to provide responsive and inclusive instruction.

3.2.6 Integration of Technology in Teaching and Learning

Technology integration obtained an overall mean of 2.69 (SD = 0.64), interpreted as High Need. Using online platforms for assessment and feedback received the highest mean of 2.80 (SD = 0.68), while integrating multimedia resources received the lowest at 2.60 (SD = 0.63). The results show that teachers require support not merely in using technology but in applying it meaningfully to instruction and assessment. Vattøy (2025) demonstrated the value of sustained professional development in digitally supported formative assessment, while Huang et al. (2024) emphasized purposeful alignment between digital resources and pedagogy. Consoli et al. (2024) similarly found that the quality of technology integration is more important than frequency of use, while Amemasor et al. (2025) emphasized hands-on training, mentorship, collaboration, and sustained institutional support.

3.2.7 Reflective Teaching and Professional Growth

Reflective teaching and professional growth obtained an overall mean of 2.63 (SD = 0.67), interpreted as High Need. Preparing an individual professional development plan received the highest mean of 2.73 (SD = 0.59),

while identifying professional strengths and areas for improvement obtained the lowest at 2.53 (SD = 0.64). The findings indicate a need for structured reflection and professional planning. Bühner et al. (2024) emphasized individualized goal setting and self-regulation in translating professional intentions into practice. Chen et al. (2022) associated reflective practice with sustainable professional learning, while Ventista and Brown (2023) and Gudeta (2022) emphasized sustained coaching, collaboration, and reflection as important mechanisms for professional improvement.

3.2.8 Overall Professional Development Needs

Across all domains, professional development needs obtained an overall mean of 2.62 (SD = 0.67), interpreted as High Need. Content knowledge and pedagogy had the highest domain mean at 2.75, followed by technology integration at 2.69 and reflective teaching and professional growth at 2.63. Classroom management and positive discipline had the lowest mean at 2.47, but it remained within the study's High Need interpretation. The results demonstrate that professional development needs are multidimensional rather than confined to a single competency. Ventista and Brown (2023) concluded that professional learning is more likely to strengthen teaching and student outcomes when it involves sustained coaching, collaboration, continuing training, and frequent professional-learning opportunities. A comprehensive and needs-based school program is therefore supported by the overall findings.

3.3 Extent of Implementation of Instructional Coaching Practices

3.3.1 Pre-Observation Conference and Goal Setting

Pre-observation conference and goal setting obtained an overall mean of 4.13 (SD = 0.52), interpreted as Great Extent. Helping teachers become prepared and confident received the highest mean of 4.27 (SD = 0.46), while discussing lesson objectives, strategies, and expected outcomes obtained the lowest at 3.93 (SD = 0.46). The results show that pre-observation conferences were substantially implemented but had room for improvement. Olsen et al. (2022) emphasized formative and evidence-based observation, while Atkinson et al. (2022) highlighted trust and jointly established goals in coaching. Stuhlman et al. (2022), Reddy et al. (2021), Woulfin (2024), and Collins et al. (2025) likewise support observation, personalized goals, reflection, and contextualized coaching as mechanisms for professional improvement.

3.3.2 Classroom Observation and Instructional Monitoring

Classroom observation and instructional monitoring obtained an overall mean of 4.35 (SD = 0.54), interpreted as Very Great Extent. Observation of lesson delivery, learner engagement, and classroom management received the highest rating of 4.47 (SD = 0.52), while gathering evidence of actual teaching practices received 4.27 (SD = 0.59). The findings indicate that classroom observation was extensively used as part of instructional coaching. Observation allows coaches to ground feedback in classroom evidence and connect professional support directly with instructional practice. Sustaining evidence-based and developmental observation is therefore important for ensuring that monitoring contributes to teacher growth rather than functioning only as a compliance mechanism.

3.3.3 Post-Observation Conference and Feedback-Giving

Post-observation conference and feedback-giving was the strongest coaching domain, with an overall mean of 4.47 (SD = 0.55), interpreted as Very Great Extent. Conducting a post-observation conference obtained the highest indicator mean of 4.60 (SD = 0.51), while the remaining indicators also demonstrated extensive feedback and reflection. The findings indicate that feedback was a central component of the coaching process. Reddy, Lekwa, and Shernoff (2021) found that coaching incorporating observation, goal setting, action planning, and performance feedback improved instructional and behavior-management practices. Heron, Donaghue, and Balloo (2024) further emphasized shared interpretation of observation evidence between teachers and observers. Post-observation feedback should therefore remain timely, evidence-based, reflective, and developmental.

3.3.4 Peer Coaching and Collaborative Professional Learning

Peer coaching and collaborative professional learning obtained an overall mean of 4.28 (SD = 0.50), interpreted as Very Great Extent. Sharing instructional strategies obtained the highest mean of 4.33 (SD = 0.62), while collaboration, peer feedback, observation of colleagues, and collaborative learning each received similarly high ratings. The results indicate a strong culture of professional collaboration. Khasawneh et al. (2023) reported that professional learning communities allow teachers to share knowledge, plan lessons, examine learner data, reflect on practice, and improve professional competence. Structured peer learning can therefore complement formal instructional coaching.

3.3.5 Learning Action Cell Participation and Coaching Support

Learning Action Cell participation and coaching support obtained an overall mean of 4.27 (SD = 0.48), interpreted as Very Great Extent. Opportunities to discuss teaching challenges and solutions obtained the highest mean of 4.33 (SD = 0.49), while the conduct of LAC sessions addressing instructional needs obtained 4.20 (SD = 0.56). The findings indicate that LAC sessions functioned as important collaborative professional-learning mechanisms. They provided opportunities for discussing classroom concerns, integrating coaching support, and improving

instructional planning, assessment, and teaching strategies. Their effectiveness depends on maintaining relevance to teachers' identified instructional needs and providing opportunities for meaningful professional dialogue.

3.3.6 Monitoring, Follow-Through, and Documentation of Teacher Progress

Monitoring, follow-through, and documentation obtained an overall mean of 4.27 (SD = 0.50), interpreted as Very Great Extent. All indicators obtained a weighted mean of 4.27, indicating consistently extensive implementation of monitoring, additional support, documentation, and use of records for future professional development. The findings suggest that coaching continued beyond observation and feedback. The Institute of Education Sciences (2023) emphasized that structured observation and documentation can make coaching measurable and provide evidence for improving instructional support. Systematic monitoring can therefore help identify individual and school-wide professional-development priorities.

3.3.7 Overall Implementation of Instructional Coaching

Instructional coaching obtained an overall mean of 4.30 (SD = 0.52), interpreted as Very Great Extent. Post-observation conference and feedback-giving had the highest mean of 4.47, followed by classroom observation and instructional monitoring at 4.35, peer coaching at 4.28, LAC participation and monitoring at 4.27, and pre-observation conferencing at 4.13. Overall, instructional coaching was implemented as a connected process involving preparation, observation, feedback, collaboration, professional learning, and follow-through. Khasawneh et al. (2023) emphasized the benefits of collaborative professional learning while also identifying time, workload, differing perspectives, and resources as possible barriers. Christensen and Jerrim (2025) further showed that outcomes of professional learning communities vary according to educational context. Thus, high implementation should be accompanied by continued evaluation of actual changes in teaching practice.

3.4 Relationship Between Professional Development Needs and Instructional Coaching Practices

A strong positive and statistically significant relationship was found between professional development needs and instructional coaching practices ($r = 0.746$, $p = 0.003$). Since the p -value was below the 0.05 significance level, the null hypothesis was rejected. Higher instructional-coaching ratings were therefore associated with higher reported professional-development needs. The positive association may indicate that coaching helped teachers identify and articulate areas requiring further professional support or that teachers with greater needs received more coaching. However, the relationship does not establish causation. The findings support aligning coaching activities with identified teacher needs and using observation results, reflections, professional-development assessments, and learner-performance information to plan targeted interventions.

3.5 Issues and Concerns in Instructional Coaching and Professional Development

Limited time for instructional coaching due to teaching loads and other responsibilities was the most frequently reported concern at 58%, followed by heavy workload and documentation requirements at 34%. Irregular coaching or follow-through and limited peer-coaching opportunities were each reported by 32%. Insufficient feedback, unclear coaching goals, and limited resources were each reported by 16%, while difficulty applying training to classroom teaching was reported by 15%. Limited Revised K–10 Curriculum training and the need for more sustained school-based professional development were reported by 9% and 8%, respectively. The findings indicate that organizational conditions were major barriers to sustained professional development. The OECD (2025) similarly identified lack of time and competing duties as barriers to professional learning, while the OECD (2020) emphasized that time constraints can restrict participation in formal and informal professional development. Glover et al. (2023) demonstrated the importance of repeated modeling, practice, and feedback, while Khasawneh et al. (2023) emphasized collaborative professional learning. The Asian Development Bank (2021) likewise highlighted continuing professional development with practice, feedback, and follow-up, and Nĩmante et al. (2025) associated successful transfer of professional learning with relevant content, workplace support, application, feedback, collaboration, and sustained follow-through. The EDCOM II systematic review (2024) further emphasized Learning Action Cells that respond to teachers' professional needs. Overall, the findings support a systematic school-based approach that provides adequate time, manageable documentation, regular coaching, meaningful feedback, peer collaboration, classroom application, and continuing monitoring.

4. Conclusion & Recommendations

The study concluded that secondary school teachers had varied personal and professional backgrounds and demonstrated high professional development needs, particularly in content knowledge and pedagogy, technology integration, and reflective teaching and professional growth. Instructional coaching practices were implemented to a very great extent, particularly through classroom observation, post-observation feedback, peer collaboration, Learning Action Cell activities, monitoring, and follow-through. A strong and statistically significant relationship was found between teachers' professional development needs and instructional coaching practices, indicating the importance of coaching in addressing teachers' instructional and professional needs. However, limited time, heavy workload and documentation requirements, inconsistent follow-through, and limited peer-coaching opportunities affected the consistent implementation of coaching and professional development activities.

School heads should implement a structured and needs-based instructional coaching program aligned with teachers' individual development plans and school priorities, with protected time for classroom observation, feedback conferences, mentoring, peer coaching, and Learning Action Cell sessions. Professional development should prioritize content knowledge and pedagogy, technology integration, assessment, differentiated instruction, classroom management, and reflective teaching. Beginning teachers should receive systematic mentoring, while experienced teachers and Master Teachers should serve as coaches, mentors, and resource persons. Coaching cycles should include clear goals, action plans, classroom application, follow-through, and evaluation, while teachers attending external training should conduct echo sessions and share instructional resources. Future studies may include more schools, larger samples, classroom observations, and learner performance data to further examine instructional coaching.

The study was limited to teacher-respondents from selected secondary schools in Carmen, Bohol, and relied primarily on data gathered through a structured survey questionnaire concerning professional development needs, instructional coaching practices, and related issues and concerns. Consequently, the findings were based mainly on teachers' reported perceptions and experiences within the participating schools. The study did not incorporate broader samples from additional schools, direct classroom observations, or learner performance data, which were identified as areas that may be considered in future research.

5. Compliance with ethical standards

The author declares no conflict of interest. This study received no external funding. The researchers acknowledge the participating secondary school teachers and selected secondary schools in Carmen, Bohol, for their participation and institutional support. Participation was voluntary, informed consent was obtained, and data were collected through non-invasive methods while maintaining confidentiality and ensuring that no identifying information was disclosed.

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