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## Development of Personality and Coaching Style Plan Through Conditional Approach of selected Deans and Program Chair of Arellano University-Malabon Campus

**Herbert D. Vertucio, Sheila L. Gabriel, Eric L. Malabanan**

### Abstract

Developing a coaching style as a leader delivers better engagement, communication and bottom-line results that improve performances and major process of organizational change that recognize in achieving long lasting performance through identified coaching leadership style into transformed culture in sense of directing to coaching and the culture of the organization.

This study used descriptive-quantitative in order to illustrate and explain the assessments of the respondents regarding the Personality and Coaching Styles of the Deans and Program Chair in Arellano University as to Thinker, Doer, Socializer and Relator. There are four Deans/Program Chairs, thirty-two Faculty, and five staff of the AU – Malabon Campus. Five experts validated survey questionnaire. The statistical instruments are frequency, percentage, ranking, weighted mean and chi-square. Majority of the respondents are male with age bracket of 25-30 that are Masters' Level who rendered 6 -10 as the maximum length of teaching experiences. The Deans and Program Chair of AU-Malabon campus are thinker, doer, socializer, and relater in managing the subordinates in educational leadership approach. It has no significant difference regarding to the Personality and Coaching Styles as to Thinker, Doer, Socializer, and Relater, Furthermore, the Development of Personality and Coaching Style Plan was conceptualizes in order to retain or improve the Educational Leadership of the Deans and Program Chair in facilitating the continuous organizational development of quality education.

**Keywords:** Personality, Coaching Styles, Thinker, Doer, Socializer, Relater

### Introduction

Coaching is the formation of individual association or connections for the determination of specialized educational instruction and supervision management. In instruction, the importance assessment of coaching has been documented and accepted in the use of educators and other experts as a relationship between an experienced and a less experienced person in which the coach provides guidance, advice, support, and feedback to the protégé (Haney, 2014). Additionally, it is a way to help new staff learn about governmental background, facilitate individual and career growth and development, and increase opportunities for those customarily hampered by organizational barriers.

The following were identified by both Faculty and Academic Heads as indicators for effective coaching: building the relationship, strong collaboration, providing assessment, support and encouraging, and school culture are factors to consider as the most areas to focus in improving the coaching process. Successful coaching requires trusting relationships among all participants, academic heads to recognize the need to improvement and formal learning for measuring the outcomes for experience to train the faculty and academic heads for effective coaching program.

Considering that there are also hindering factor to look into in order to direct and develop the coaching process, some of them were mentioned in this paper, lack of commitment, teacher collaboration, information and training, selection of individual, engaging staff commitment. An academic heads greatest essential role is coaching. There is appreciation and

acknowledgement of the prominence working with teachers, allocating as a guided mentor and instructional coach.

In order that this paper may contribute on the further development of coaching practices in the school, a coaching program was developed by the researcher to guide the administrators of each school to fully trained and equip academic heads to properly guide and coach all their faculty. In seeking to enhance the performance of teachers by engaging coaching, mentoring or networking activities, management teams will need to carefully identify the teacher learning needs which truly need to be met in order to raise standards and attainment within their schools.

For example, an accurate diagnosis of the causes of any poor performance would enable better targeting of support offered and thus provide the potential for a more effective and efficient remediation to take place. This is perhaps best illustrated by the work of Wragg (2010), who found that where poorly performing teachers did improve their performance, it was frequently for the reason that they had been assumed in-house support and a fellow teacher as mentor, which in turn had made an impact on their classroom teaching.

Importantly, head teachers who had successfully pursued such a support strategy were able to make precise judgements about the nature of help needed. Time Constraints in schools due to teacher workload (Bacon, 2013), management teams in schools will need to consider the creation of sufficient time to allow the coach-mentor to undertake their role. This may be particularly problematic in some primary schools where staff is already engaged in full-time class contact.

It is reasonable to assume that staff in some schools may be reluctant to yield with the additional responsibilities inherent in coaching and mentoring. Management teams may wish to train coach-mentors drawn from their own staff or alternatively consider the use of a consultant such as an LEA officer to fulfil this role.

Harris (2010) has already highlighted the importance of a coaching or mentoring role for LEA advisers in their work with educators to recover the worth of schooling through teaching and learning. In this view, this study used the Personality and Coaching Styles propagated by the ThriVestry which includes as a Thinker, Relater, Socializer and Relater.

Furthermore, the Development of Personality and Coaching Style Plan may be conceptualizing through the evident findings based on the assessment of the selected Deans/Program Chairman, Faculty and Staff. However, this study aims to: (1) Identify the profile of the selected respondents as to gender, Educational Attainment, age, and years of teaching, (2) classify the assessments of selected Deans/Program Chairs, Faculty and Staff regarding the Personality and Coaching Styles in Arellano University-

Malabon Campus, (3) Identify how significantly different the assessments of selected Deans/Program Chairs, Faculty and Staff regarding the Personality and Coaching Styles in Arellano University-Malabon Campus, and (4) Based on evident findings, what Development of Personality and Coaching Style Plan may be conceptualize?

### Theoretical Framework

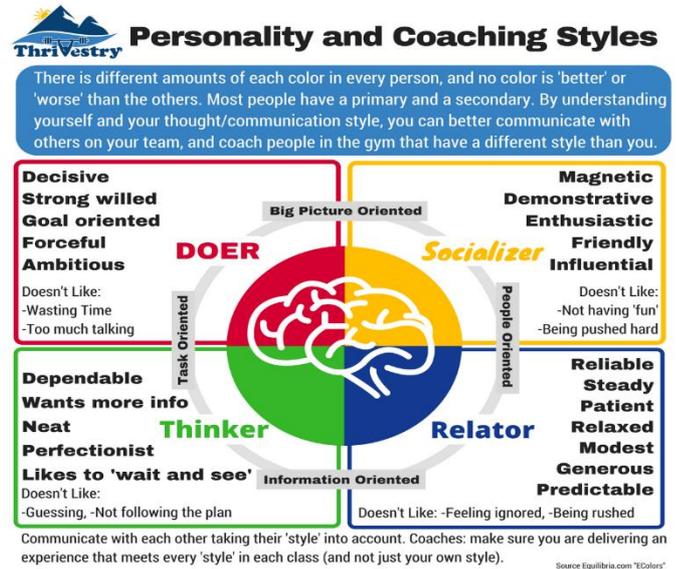


Fig. 1: Personality and Coaching Style

Figure 1 projected that the Personality and Coaching Styles propagated by the ThriVestry is the collaboration of leaders that possess as Thinker, Doer, Socializer, and Relator. In view of leader as a thinker, the manager's shows dependable manner, wants more information, neat, perfectionist and like to wait and see in the sense of being information oriented and task oriented. As such, this managers avoid guessing which is not in the path of the plan.

Using Doer, the managers' are task oriented and futuristic as to be big picture oriented that possess decisive, strong will, goal oriented, forceful, and ambitious. Indeed, the managers don't waste time and avoid too much talking. The managers' as Socializer are big people oriented and people oriented in the sense of being magnetic, demonstrative, enthusiastic, friendly, and influential.

Furthermore, they are not having fun or being pushed hard in any kind of works. The relator managers' are people oriented and information oriented which relate as reliable, steady, patient, relaxed, modest, generous, and predictable. Consequently, they are leaders that are not in the capacity rushed or ignored.

### Conceptual Framework



**Fig. 2:** Development of Personality and Coaching Style Plan.

It manifested to figure 2 about the conceptual paradigm of the study which focuses to the Input phase regarding the observed Personality and Coaching Style of selected Deans and Program Chair align with the concept of TriVestry that incorporate leaders as Thinker, Doer, Socializer and Relator that will be assessed by the selected Deans and Program Chair, Faculty, and staffs in Arellano University-Malabon Campus.

However, the process phase incorporates the validation of the survey questionnaire rendered and testified by the selected experts which will be evaluated by the Dean/Program Chair, Faculty, and Staff of the Arellano University-Malabon Campus. Furthermore, the distribution process of the validated questionnaire occur upon the endorsement and technical support of the Assistant Vice President of the University.

Indeed, thru evident findings, the researcher will be able to conceptualize the Development of the Personality and Coaching Style Plan.

**Methodology**

This study used descriptive-quantitative in the sense that the researchers enable to illustrate and explain the assessments of the respondents (Deans/Program Chair, Faculty, Staff) regarding the Personality and Coaching Styles of the Deans and Program Chair in Arellano University as to Thinker, Doer, Socializer and Relator in the University.

Moreover, quantitative approach intensified through statistical occurrence in describing the Personality and Coaching Styles of the Deans and Program Chair in Arellano University using the validated questionnaires. Indeed, with the used of random sampling, it is second handed in order to intensify the number of respondents in

finding the possible outcome of the results of the study. For instance, convenience sampling also used in order to pursuit a positive outcome or result of the study based on the selected and reliable respondents. Those professors, staffs, and program chairs that are conveniently available are the one who answers the validated survey questionnaires. The respondents of the study are four (4) Deans/Program Chairs, thirty-two (32) Faculty, and five (5) staff of the AU – Malabon Campus.

The validated survey questionnaire was used in this research study which strongly intensified scholarly by the five (5) experts. The statistical instruments used are the combination of descriptive as well as the inferential statistics including, frequency, percentage, ranking, arithmetic weighted mean and chi-square in order to find the significant differences of the assessments of the respondents regarding the Personality and Coaching Styles of Deans/Program Chair of Arellano University.

On the other hand, the frequency, percentage, and ranking are used in finding the respondents’ profile which states in aim number one (1) of the research study. Meanwhile, the arithmetic weighted mean was used in research aim number two (2) which state that classify the assessments of selected Deans/Program Chairs, Faculty and Staff regarding the Personality and Coaching Styles in Arellano University-Malabon Campus. As such, the Chi- square was used in determining the significant difference of the assessments of selected Deans/Program Chairs, Faculty and Staff regarding the Personality and Coaching Styles in Arellano University-Malabon Campus through observed and expected frequencies regarding the Personality and Coaching Style of the Deans and Program Chair.

**Results and Discussion of the Study**

**Table 1:** Respondents’ Profile.

| Profile       | Deans/<br>Program Chair | Faculty | Staff | Total | (%) | Rank |
|---------------|-------------------------|---------|-------|-------|-----|------|
| <b>GENDER</b> |                         |         |       |       |     |      |
| Male          | 2                       | 21      | 1     | 24    | 59  | 1    |
| Female        | 2                       | 11      | 4     | 17    | 41  | 2    |
| <b>AGE</b>    |                         |         |       |       |     |      |
| 25-30         | 0                       | 10      | 2     | 12    | 29  | 1    |

|                            |   |    |   |    |    |     |
|----------------------------|---|----|---|----|----|-----|
| 31-35                      | 0 | 6  | 1 | 7  | 17 | 3   |
| 36-40                      | 1 | 2  | 2 | 5  | 13 | 4.5 |
| 41-45                      | 1 | 7  | 0 | 8  | 19 | 2   |
| 46-50                      | 1 | 3  | 0 | 4  | 9  | 6   |
| 51-55                      | 1 | 4  | 0 | 5  | 13 | 4.5 |
| <b>EDUCATION</b>           |   |    |   |    |    |     |
| College Level              | 0 | 0  | 4 | 4  | 10 | 3   |
| Masters' Level             | 1 | 22 | 1 | 24 | 58 | 1   |
| Doctorate Level            | 3 | 10 | 0 | 13 | 32 | 2   |
| <b>TEACHING EXPERIENCE</b> |   |    |   |    |    |     |
| 1-5                        | 0 | 6  | 3 | 9  | 22 | 3   |
| 6-10                       | 0 | 14 | 2 | 16 | 39 | 1   |
| 11-15                      | 0 | 6  | 0 | 6  | 15 | 4   |
| 16-20                      | 4 | 6  | 0 | 10 | 24 | 2   |

It projected to table 1 that majority of the respondents are male having fifty-nine (59) with age bracket of 25-30 that are in the Masters' Level who rendered 6 -10 as the maximum length of teaching experiences. Indeed, it generates the most of the Deans/Program Chair, Faculty and Staff of Arellano University are able to

continuous their education as sustainable criterion of becoming fully professional and well-educated. As such, this criterion engage both professionals to interconnect with each other as a methodological way of technical coaching as professionals.

**Table 2:** Respondents response to the Personality and Coaching Styles of Deans/Program Chair as a Thinker

| AS THINKER   | Dean/Program Chair<br>N=4 |          | Faculty<br>N=32 |          | Staff<br>N=5 |          | Total<br>N=41 |          |
|--|---------------------------|----------|-----------------|----------|--------------|----------|---------------|----------|
|  | WM                        | DI       | WM              | DI       | WM           | DI       | WM            | DI       |
| Allow his/her staff to suggest how he or she may achieve her goals.  | 4                         | A        | 3.88            | A        | 3.8          | A        | <b>3.9</b>    | A        |
| Look at the good balance between work and personal of his/her staff. | 3.8                       | A        | 3.88            | A        | 3.8          | A        | <b>3.8</b>    | A        |
| Clarify staff about the vision and mission of the institution.       | 4                         | A        | 3.78            | A        | 3.6          | A        | <b>3.8</b>    | A        |
| Adopt at cultivating peoples abilities                               | 4                         | A        | 3.84            | A        | 3.8          | A        | <b>3.9</b>    | A        |
| Allow his/her staff to take control of their career path.            | 4                         | A        | 3.78            | A        | 3.8          | A        | <b>3.9</b>    | A        |
| <b>Total</b>   | <b>3.95</b>               | <b>A</b> | <b>3.83</b>     | <b>A</b> | <b>3.76</b>  | <b>A</b> | <b>3.84</b>   | <b>A</b> |

The table 2 shows that the Deans and Program Chair of Arellano University are **THINKER** having a weighted mean of 3.84 that Strongly Agree by the Deans/Program Chair, Faculty and Staff.

This result generate supports through the evaluation of the three (3) group of respondents such as Permit his/her staff to recommend how he or she may attain her goals (WM=3.90), Look at the good equilibrium concerning work and personal of his/her staff (WM=3.80), Clarify staff about the institutional vision and mission (WM=3.80), Adopt at cultivating peoples abilities (WM=3.90), and Allow his/her staff to take mechanism of their professional path (WM=3.90).

Coaching was also related to teachers' growth in using statistical data to update and notify educational practices. The effective coaching programs react to specific requirements recommended by data, permitting

development efforts to objective issues such as ultimate achievement openings and promoting for impartiality. The Annenberg report found that coaching programs serve as channeled data that facilitated to generate consistency within a school by concentrating and directing on tactical areas of need that were proposed by substantiation evidences, rather than by distinct and occasionally contradictory opinions. An additional significant finding was that coaching stimulates promotion of the operation and application of learning and communal responsibility. Coaching is an implanted support that intensifies to respond to student and teacher needs in continuing, stable, and enthusiastic ways. The prospect of using innovative learning and involvement responsibility increases when colleagues, guided by a coach, work together and hold each other accountable for better-quality of instruction through teaching category and learning capacity.

**Table 3:** Respondents response to the Personality and Coaching Styles of Deans/Program Chair as a Doer.

| AS DOER   | Dean/Program Chair<br>N=4 |          | Faculty<br>N=32 |          | Staff<br>N=5 |          | Total<br>N=41 |          |
|---|---------------------------|----------|-----------------|----------|--------------|----------|---------------|----------|
|   | WM                        | DI       | WM              | DI       | WM           | DI       | WM            | DI       |
| Serve as a role model.  | 4                         | A        | 3.91            | A        | 3.80         | A        | <b>4</b>      | A        |
| Address all issues immediately.   | 4                         | A        | 3.84            | A        | 3.60         | A        | <b>3.8</b>    | A        |
| See to it that he/she leads and staff will follow.                        | 4                         | A        | 3.84            | A        | 3.80         | A        | <b>3.9</b>    | A        |
| Record all incidence as it happened immediately                           | 4                         | A        | 3.78            | A        | 3.60         | A        | <b>3.8</b>    | A        |
| Create resonance and move people with impelling vision or shared mission. | 4                         | A        | 3.84            | A        | 3.60         | A        | <b>3.8</b>    | A        |
| <b>Total</b>  | <b>4</b>                  | <b>A</b> | <b>3.84</b>     | <b>A</b> | <b>3.68</b>  | <b>A</b> | <b>3.84</b>   | <b>A</b> |

It portrayed to table 3 that the Deans and the university Program Chairs are **DOER** ranging a mean value of 3.84 which is strongly agree as unified response of the three (3) group of respondents.

However, the results was revealed through support of the response of the Deans/Program Chair, Faculty and Staff to the projected sub-variables such as Functional role model (WM=4.0), Address all issues immediately (WM=3.80),

See to it that he/she leads and staff will follow (WM=3.90), Record all incidence as it happened immediately (WM=3.80), and Create resonance and move people with impelling vision or shared mission.

No administrators, no matter how powerful he considers himself superior to the combined potentialities of his teaching staff, a leader he is meant to be, but never an autocrat who constantly imposes his will and judgment upon his subordinates regardless of all human considerations. He leads, guides and encourages his subordinates that may develop a personality distinctly her own. (FlorentinoCayco, 2010).

The important concerns of teachers and supervisors are to channel connections with the educational cavity between general offices and teaching fields. For some supervisors on their rounds of inspection, assert to look into a conglomerate of school affairs ranging from students fund accounting up to the teaching of theorems and equations in high school mathematics. (Tariman, 2017).

Meanwhile, for the teachers, their goal is to be able to teach the lessons very well, conduct a class efficiently where the students will learn the lessons. Coaching is not to teach or infuse wisdom but to bring forth the skills, strengths, goals, and passions already present in the person being coached of which he or she is unaware.

Institutions of higher education with a growing number of administrators employing executive, writing, and instructional coaches to support their faculty and administrators in developing their strengths in leadership, teaching, academic writing, and career planning. (Cruz 2016). Peer coaching is a staff development model faculty can use to help themselves and their partners develop and try new strategies and determine what does and does not work by critically evaluating their own beliefs about teaching and learning.

Peer coaching is built upon trusting relationships that develop between teachers. It is based on mutually working together to improve teaching skills in mandate to advance student learning. The roles of the coach is to facilitate investigation of essential requirements, incentives, skills, thought processes, facilitate real, lasting positive change, observe, listen, ask questions, practice interrogative procedures to identify solutions, support goal setting and assessment, encourage commitment to action, maintain positive, supportive, non-judgemental point of view, ensure mentees develop/improve personal competences and not become dependent on mentor, work within your area of personal competence, manage the team/project relationships, support each other.

**Table 4:** Respondents response to the Personality and Coaching Styles of Deans/Program Chair as a Socializer

| AS SOCIALIZER  | Dean/Program Chair<br>N=4 |          | Faculty<br>N=32 |          | Staff<br>N=5 |          | Total<br>N=41 |          |
|--|---------------------------|----------|-----------------|----------|--------------|----------|---------------|----------|
|  | WM                        | DI       | WM              | DI       | WM           | DI       | WM            | DI       |
| Listen attentively and grasps other persons perspective.       | 4                         | A        | 3.84            | A        | 3.60         | A        | <b>3.8</b>    | A        |
| Treat all staff in his/her team fairly                         | 4                         | A        | 3.88            | A        | 3.40         | A        | <b>3.8</b>    | A        |
| Promote interpersonal communication and relationship.          | 4                         | A        | 3.97            | A        | 3.80         | A        | <b>3.9</b>    | A        |
| Give opinion on issues presented in positive criteria          | 4                         | A        | 3.81            | A        | 3.80         | A        | <b>3.9</b>    | A        |
| Communicate persuasively and engaging when addressing a group. | 4                         | A        | 3.87            | A        | 3.80         | A        | <b>3.9</b>    | A        |
| <b>Total</b>   | <b>4</b>                  | <b>A</b> | <b>3.87</b>     | <b>A</b> | <b>3.68</b>  | <b>A</b> | <b>3.84</b>   | <b>A</b> |

Table 4 viewed that the Deans and Program Chair of the University are **SOCIALIZER** ranging a mean value of 3.84 which is strongly agree by the three (3) group of respondents, Deans/Program Chair, Faculty and Staff.

Moreover, the results are intensified by the respondents through assessing the sub-variables such as Listen attentively and grasps other persons perspective (WM=3.80), Treat all staff in his/her team fairly (WM=3.80), Promote interpersonal communication and relationship (WM=3.90), Give opinion on issues presented in positive criteria (WM=3.90), and Communicate persuasively and engaging when addressing a group (WM=3.90).

There is actual little investigational coaching links openly

to student learning although a limited researchers have been able to certify that coaching interventions is a main way to better-quality student learning through measurement and evaluation of student behaviors, such as on-task discussion and commitment, and improved the complexity of verbal linguistic as stately by a behavior specification. The authors didn't find some scholastic studies that sought to connection with coaching actions and accomplishments to student learning as measured by enriched achievement marks on standardized assessments. (Danielson 2015).

**Table 5:** Respondents response to the Personality and Coaching Styles of Deans/Program Chair as a Relater

| AS RELATER   | Dean/Program Chair<br>N=4 |          | Faculty<br>N=32 |          | Staff<br>N=5 |          | Total<br>N=41 |          |
|--|---------------------------|----------|-----------------|----------|--------------|----------|---------------|----------|
|  | WM                        | DI       | WM              | DI       | WM           | DI       | WM            | DI       |
| Take full control of all situation                             | 3.8                       | A        | 3.69            | A        | 3.6          | A        | <b>3.7</b>    | A        |
| Speak up and challenge the way things are done.                | 4                         | A        | 3.72            | A        | 3.6          | A        | <b>3.8</b>    | A        |
| Give his/her staff direction to achieve specific goals.        | 4                         | A        | 3.84            | A        | 3.8          | A        | <b>3.9</b>    | A        |
| Ensure a way in making staff take part in decision making.     | 4                         | A        | 3.75            | A        | 3.6          | A        | <b>3.8</b>    | A        |
| Integrate high morale in the organization in a patient manner. | 4                         | A        | 3.77            | A        | 3.6          | A        | <b>3.8</b>    | A        |
| <b>Total</b>   | <b>3.95</b>               | <b>A</b> | <b>3.75</b>     | <b>A</b> | <b>3.64</b>  | <b>A</b> | <b>3.78</b>   | <b>A</b> |

Table 5 structured information that the Deans and Program Chair of the Arellano University are **RELATER** ranging a

mean value of 3.78 which is strongly agree by the three (3) group of respondents, Deans/Program Chair, Faculty and

Staff.

Meanwhile, the results were finalized through evident response of the respondents to the sub-variables such as Take full control of all situation (WM=3.70), Express active and experimental way things are done (WM=3.80), Give his/her staff direction to achieve specific goals (WM=3.90), Ensure a way in making staff with a portion of decision building (WM=3.80), and Integrate high morale in the organization in a patient manner (WM=3.80).

There is generally an agreement that educators need more knowledge, skills, practice, and support after they enter the profession. Malcolm Gladwell, the author of *Outliers: The Story of Success* (2012), computing ten thousand hours of deliberate practices is necessary -- preparation for educative encourages will be nonstop in creating improvement or development to master a multifaceted proficiency. This interprets into about seven years for those employed and functional in schools.

The majority of teachers and principals want professional development; they want to improve their craft, be more effective, implement new skills, and see students learn more.

Coaching is an important section of an effective

professional development package. Coaching can craft a dimensions about will, skill, knowledge, and capacity for professional development for the intellect, behaviors, practices, beliefs, values, and feelings of an educator.

Coaching produces a connection in which a customer touches favored for and is therefore competent to access and apply the new academic understanding. A coach can shows adoptive conditions in which profound image and knowledge can take place, where educator can take hazards to modification of educational practices, where influential discussions can take place and where development is acknowledged and renowned.

Finally, a coach embraces a limits where remedial can take place and where resilient, joyful societies can be constructed. As coaches, it is their accountability to distinguish what can be projected. They cannot go into schools asserting to raise test scores by 50 percent in the first year. They must clear what they need to project and accomplish. Fortunately, there is a increasing form of research representing that coaching can assist to create the situations necessary for instructional practices to modification and transformation of student outcomes to expand the academic improvement.(Larsen 2011)

**Table 6:** Significant Differences of the assessment of respondents to the Personality and Coaching Styles of Deans/Program Chair

| Variables  | Computed x <sup>2</sup> - value | Critical x <sup>2</sup> - value | Df | Decision  | Interpretation |
|------------|---------------------------------|---------------------------------|----|-----------|----------------|
| Thinker    | 0.75                            | 12.592                          | 6  | Accept Ho | No Significant |
| Doer       | 0.54                            | 12.592                          | 6  | Accept Ho | No Significant |
| Socializer | 0.54                            | 12.592                          | 6  | Accept Ho | No Significant |
| Relater    | 0.75                            | 12.592                          | 6  | Accept Ho | No Significant |

Legend:

@ = 0.05 Level of Significance

Df = Degree of Freedom

Table 6 shows that the there is no significant difference to the assessment of the respondents regarding the Personality and Coaching Styles of the Deans/Program Chair of the Arellano Malabon campus as to Thinker, Doer, Socializer, and Relater.

Since, it observed that the computed values are less than the critical values with six (6) as the degree of freedom, the decision rely to accept the null hypothesis which intensified as no significant difference. However, it means that the three group of respondents (Deans/Program Chair, Faculty, and Staff) manifest that their evaluation to the Personality and Coaching Styles of the Deans/Program Chairs of the University pleasant as to be a great administrator in terms of becoming Thinker, Doer, Socializer, and Relater.

The research of (Ganser 2013) evidence suggests that strong instructional leaders greatly can impact teaching and learning. There is collective acknowledgement that instructional coaches can serve as an effective part or platform in improving classroom-level practices. A normal or usual way for school leaders in showing the role of instructional leader is to figure out as a "chief" coach for educators by scheming and assisting strong classroom level instructional coaching criterion. As discovered in the aforementioned issue brief, it is significant to sensibly select proficient coaches and afford them with proper and suitable training.

But no component of an instructional coaching program is more essential than its design and appropriate with the specific needs of each school, its faculty, and its students.

Likeable in the processes outlined previously will set goals and needs, selecting a coaching approach that sees these needs, and nourishing the platform with time and support — will help to guarantee that a coaching program improves classroom instruction and, ultimately, student learning.

It also give dimensions for the principal's instructional leadership capacity by means of facilitating the principal comprehensions with the needs of students and teachers and the greatest approaches to light these educational essentials. In other words the coach is a teacher, resource, problem-solver, advocate, facilitator, collaborator, learner, assessor, and trusted listener. In his book (Ganser, 2014) enumerated the following coaching style: Democratic coaching urges the educational consumers to actively join in the coaching process by positively inspiring them in order to adopt a 'self-coaching' attitude.

The coach's portions in the democratic approach is to intensify framework for the overall objectives but permit the educational client to propose how he or she might influence them. Although a democratic coach made a final decisions, he or she will refer to these assessments on the client's own views and thoughts and feelings. The democratic coaching style inspires, reflects a sense of accountability, a way of self-control, a logical freedom, and good decision-making skills that can be practical and functional to daily life .There are several areas that democratic coaching can be useful for.

Career coaching for example often assistances from this approach as it reassures the respondents to take mechanism

of their career path. Finance coaching is another example as it prompts the educational client to have an intellectual way of responsibility. With this, developing decision making skills is essential on the part of coaches that working on personal development and personal advantage.

Holistic coaching determine the totality of the respondents as a whole. This approach and mechanisms intensify the address one issue, all issues surrounding it or linked or associated to it in any way. This is because, according to holistic coaching theory, everything rests in a web of interconnectedness, i.e. everything has a cause and everything has an effect.

When peoples find transformation in one aspect of their lives, all others consistently shift too. Life coaches specialising in the holistic coaching style often express at their clients' whole lives - from their physical fitness, to the state of their social lives in order to assist and support them in attaining a passive stability or balances.

The holistic coaching style reassures better considerations of how our actions affect the world, the sense of greater purpose, a healthier body, a calmer disposition, better fulfilment from the small things in life. This approach is mainly advantageous when speak to work/life equilibrium. This is because it looks at all essentials and fundamentals of the respondents' life, assisting them to discovery means to maintain balances.

Holistic coaching is regularly addressing with health and stress too. As well as studying physical changes the client can make to improve health, a holistic coach will also look at existence factors, associations and tension levels to see how these may be influential their health. Vision coaching is a coaching style with an importance in highlighting on future-thinking.

It rests on the basis that the supremacy of thought can be yoked to figure or outline the forthcoming. According to vision coaching theory, the more individuals give emphasis on their minds on a vision of an ending product they aspire, the more likely it is that its end effect will happen. Vision coaching is used by sports coaches to comfort athletes visualise the methodological ways of winning - e.g. urging them to picture themselves overpass the finish line and getting their gold medal or trophy on the podium.

The idea is that the process of visualisation prepares the body for the task it is about to undertake, erasing feelings of self-doubt that might otherwise hinder progress by carving a path towards the desired outcome. This approach is ultimate when there is a definite objective or outcome goal to achieve.

Sports coaching identify visualisation techniques in which athletes say they actually processing on it by practical procedural technique before competing. Vision coaching can also work well when working with confidence and public speaking. Autocratic coaching is a stylishness category about coaching that takes a 'telling' rather than an 'asking'.

This coaching strategy have a tendency to be used in situations where a respondents requires to learn a precise and definite technique to achieve development. As an alternative of administering the pedals to the educational respondents, the coach will take full mechanism of the

session control by explaining precisely and accurately of the needs to be done and encouraging the client to follow their lead.

This coaching style is universally implemented in sports, military and business situations as divergent to general life situations, which usually entail a softer coaching approach. Autocratic coaching emboldens good discipline, authoritarian respect, and high-extensive organizational levels. Autocratic coaching is valuable and suitable for respondents who have need of structure or learning technique quickly.

It is applicable in staff coaching, for the most part in highly demanding environments such as restaurants, sales and the military. In sports coaching, it is pre-dominant to push the client further in their training. As Conditional Avenue on the circumstances, early stages coaches may also incorporate the autocratic style.

The paper aims to assess the coaching style of administrators and its relationship with faculty. It was stated by Cruz (2016) coaching is not to teach or infuse wisdom but to bring forth the skills, strengths, goals, and passions already present among teachers person being coached. Montgomery (2015) said that effective academic heads concentrate on cultivating classroom instruction, not just administrative or management tasks.

A usual approach for school administrators to take on the role of a coach. In an interview an academic head said, *“As an academic head I develop a strong climate and culture with symbolic acts, such as open houses, regular communications welcoming teachers, and laying out the vision for the year while ensuring all school stakeholders understand their critical role in accomplishing the vision, I ensure to create friendly atmosphere and move teachers with impelling vision or shared mission”*.

Another academic head uttered, *I walk through the years by helping teachers determine which priorities and tasks must be paid attention to during each month. This not only help teachers prioritize, maintain focus, and anticipate where extra time may be needed, but this exercise can also be used as a mechanism for providing differentiated levels of support to teachers during specific times of the year.”*

An academic head revealed, *“Being the academic head I ensure to lead a team and how to distribute roles and responsibilities among teachers. I see to it that I lead and the staff follow. This includes putting in place systematic management practices (e.g. schedules, meeting procedures, clear goals, and accountability and support structures).”*

Through the evident findings, the researcher conceptualizes the Development of Personality and Coaching Style Plan. The vision statement is *“To be a university model institution that upgrades the Personality and Coaching Style between and among Deans/Program Chair, Faculty, Staff through effective approach of the Deans and Program Chair within the University.*

On the other hand, the mission is *“Produce competitive and scholastic Educational Leaders (Dean/Program Chair/Faculty, and staff) that integrate the virtue of leadership in academic institution in Developing Personality and Coaching Style as to THINKER, DOER, SOCIALIZER, and RELATER”*.

**Table 7:** Personality and Coaching Style Plan of Arellano University as Thinker

| Key Result Areas  | Objectives   | Activities   | Assessments   |
|-------------------|--|--|---|
| <b>As Thinker</b> |  |  |   |
|                   | Allow his/her staff to suggest how he or she may attain her goals.     | Panel and group discussion<br>Consultation               | 90% of Dean/Program Chair, Faculty, Staff will allow his/her staff to suggest how he or she may achieve her goals.  |
|                   | Look at the good stability between work and personal of his/her staff. | Panel and group discussion<br>Evaluation<br>Consultation | 90% of Dean/Program Chair, Faculty, Staff will look at the good balance between work and personal of his/her staff. |
|                   | Clarify staff about the institutional vision and mission.              | Panel and group discussion<br>Evaluation<br>Consultation | 90% of Dean/Program Chair, Faculty, Staff will clarify staff about the vision and mission of the institution.       |
|                   | Adopt at cultivating peoples abilities                                 | Seminar/ Workshop<br>Consultation                        | 90% of Dean/Program Chair, Faculty, Staff will adopt at cultivating peoples abilities                               |
|                   | Allow his/her staff controlling mechanisms with their career path.     | Seminar/Workshop<br>Consultation                         | 90% of Dean/Program Chair, Faculty, Staff will allow his/her staff to take control of their career path.            |

**Table 8:** Personality and Coaching Style Plan of Arellano University as Doer.

| Key Result Areas | Objectives  | Activities   | Assessments  |
|------------------|---|--|--|
| <b>As Doer</b>   |   |  |  |
|                  | Shows as a role model.  | Panel and group discussion<br>Consultation               | 90% of Dean/Program Chair, Faculty, Staff will shows as a role model.  |
|                  | Address all issues immediately.   | Panel and group discussion<br>Evaluation<br>Consultation | 90% of Dean/Program Chair, Faculty, Staff will address all issues immediately.   |
|                  | See to it that he/she leads and staff will follow.                        | Panel and group discussion<br>Evaluation<br>Consultation | 90% of Dean/Program Chair, Faculty, Staff will see to it that he/she leads and staff will follow.                        |
|                  | Record all incidence as it happened immediately                           | Panel and group discussion<br>Evaluation<br>Consultation | 90% of Dean/Program Chair, Faculty, Staff will record all incidence as it happened immediately                           |
|                  | Create resonance and move people with impelling vision or shared mission. | Panel and group discussion<br>Evaluation<br>Consultation | 90% of Dean/Program Chair, Faculty, Staff will create resonance and move people with impelling vision or shared mission. |

**Table 9:** Personality and Coaching Style Plan of Arellano University as Socializer.

| Key Result Areas     | Objectives   | Activities                               | Assessments   |
|----------------------|--|--|---|
| <b>As Socializer</b> |  |  |   |
|                      | Listen attentively and grasps other persons perspective. | Panel and group discussion<br>Evaluation | 90% of Dean/Program Chair, Faculty, Staff will listen attentively and grasps other persons perspective. |

|  |  |  |   |
|--|--|--|---|
|  |  | Consultation   |   |
| Treat all staff in his/her team fairly                         |  | Panel and group discussion<br>Evaluation<br>Consultation                     | 90% of Dean/Program Chair, Faculty, Staff will treat all staff in his/her team fairly                         |
| Promote interpersonal communication and relationship.          |  | Panel and group discussion<br>Evaluation<br>Consultation<br>Seminar/Workshop | 90% of Dean/Program Chair, Faculty, Staff will promote interpersonal communication and relationship.          |
| Give opinion on issues presented in positive criteria          |  | Panel and group discussion<br>Evaluation<br>Consultation                     | 90% of Dean/Program Chair, Faculty, Staff will give opinion on issues presented in positive criteria          |
| Communicate persuasively and engaging when addressing a group. |  | Panel and group discussion<br>Evaluation<br>Consultation                     | 90% of Dean/Program Chair, Faculty, Staff will communicate persuasively and engaging when addressing a group. |

**Table 10:** Personality and Coaching Style Plan of Arellano University as Relater

| Key Result Areas  | Objectives   | Activities  | Assessments   |
|-------------------|--|---|---|
| <b>As Relater</b> |  |   |   |
|                   | Sensible in controlling all possible situation                 | Panel and group discussion<br>Evaluation<br>Consultation                  | 90% of Dean/Program Chair, Faculty, Staff will take full control of all situation                             |
|                   | Expressing and experimenting the way things are done.          | Team building<br>Consultation   | 90% of Dean/Program Chair, Faculty, Staff will speak up and challenge the way things are done.                |
|                   | Give his/her staff direction to achieve specific goals.        | Team building<br>Consultation   | 90% of Dean/Program Chair, Faculty, Staff will give his/her staff direction to achieve specific goals.        |
|                   | Ensure a way in making staff decision making criterion.        | Panel and group discussion<br>Evaluation<br>Consultation                  | 90% of Dean/Program Chair, Faculty, Staff will ensure a way in making staff take part in decision making.     |
|                   | Integrate high morale in the organization in a patient manner. | Panel and group discussion<br>Evaluation<br>Consultation<br>Team building | 90% of Dean/Program Chair, Faculty, Staff will integrate high morale in the organization in a patient manner. |

**Conclusions:**

- Majority of the respondents are male having fifty-nine (59) with age bracket of 25-30 that are Masters’ Level who rendered 6 -10 as the maximum length of teaching experiences.
- The Deans and Program Chair of Arellano University- Malabon campus are **THINKER, DOER, SOCIALIZER,** and **RELATER** in managing the subordinates in educational leadership approach.
- The Deans and Program Chairs of Arellano University-Malabon has no significant difference regarding to the Personality and Coaching Styles as to Thinker, Doer, Socializer, and Relater as assessed by the respondents (Dean/Program Chair, Faculty, and Staff).
- The Development of Personality and Coaching Style Plan was conceptualizes in order to retain or improve the Educational Leadership of the Deans and

University Program Chair in facilitating the continuous organizational development of quality education.

**Recommendations:**

1. The administration through the initiative of the Deans and Program Chair shall encourage the teachers in enrolling with the different fields of Continuing Professional Development (CPD) or post graduate levels.
2. The Deans and Program Chair shall retain the images of being educational leader with thinker ability, Doer ability, Socializer ability, and Relater ability.
3. The Deans and Program Chair shall manifest time and instruction to cope with the target population of the research study.
4. The conceptualized Personality and Coaching Style shall be able to revise in accordance with the realistic and practical applications of Educational Leadership in Arellano University-Malabon.

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