

Impact of Instructional Coaching on Teaching-Learning Process

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Abstract

The study aims to evaluate the impact of 'Instructional Coaching' on teaching-learning process. The study highlights the significance of instructional coaching for supporting both teachers and students. It emphasizes the need for effective instructional coaching programs, aligned with individual teacher needs, to foster a culture of Continuous Professional Development (CPD). It also explores the implementation of instructional coaching and its influence on student learning outcomes. The study follows descriptive quantitative research design. A sample of 340 secondary school teachers of District Muzaffargarh was selected using simple random sampling. A self-structured questionnaire was developed. The findings display a positive view of instructional coaching, recognizing its potential to enhance teaching practices and improve student outcomes. Instructional coaching positively impacts student engagement, academic achievement, and critical thinking skills. Additionally, instructional coaching is seen as a valuable continuous professional development opportunity for teachers, fostering a collaborative learning environment and improving job satisfaction and motivation.

Keywords: *Instructional Coaching, Continuous Professional Development (CPD), Teaching-learning process.*

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Introduction

The instructional coaching strategy has gained immense popularity as an effective approach to support teacher growth and enhance student achievement (Smith & Gillespie, 2023). Instructional coaches are in charge of a variety of tasks, including assisting teachers in determining and addressing their own professional development needs in the classroom, connecting teachers with resources to help them become more effective teachers, and preparing teachers to act as informational hubs for their own teams and colleagues (Reddy et al., 2021). Instructional coaches have the potential to help close the achievement gap by guiding teachers through the processes of observation, modelling, planning, reflection, and feedback (Ludvik, 2023). This is one-way instructional coaches can help with the effort. To accomplish this goal, instructional coaches work to implement new strategies, modify ineffective existing strategies, and maintain effective strategies (Kho et al., 2019).

As Boss and Krauss (2022) claimed that instructional coaching is frequently regarded as one of the most important aspects of teacher continuing education by both school districts and individual schools. In-depth research has revealed that the effects of instructional coaching extend far beyond simple improvements in student performance on standardized tests. The identification of this phenomenon occurred subsequent to an investigation on the impacts of instructional coaching. Culturally relevant coaching is a kind of professional development that focuses on addressing the unique requirements of individual teachers within their cultural context (Mok & Staub, 2021).

Furthermore, understanding the influence of instructional coaching on student progress is crucial for teachers, administrators, and policymakers to make informed decisions about implementing and sustaining coaching

initiatives (Carstens et al., 2021). Instructional coaching involves a collaborative partnership between an instructional coach and a teacher, aimed at improving instructional practices. Coaches provide personalized support, feedback, and professional development to teachers, focusing on enhancing pedagogical strategies and refining instruction. The primary goal is to optimize student learning experiences and progress by empowering teachers to implement evidence-based practices (Alam, 2012). Coaches collaborate with teachers to develop engaging lesson plans, incorporate technology and multimedia resources, and implement student-centered instructional approaches. By promoting student engagement, instructional coaching contributes to increased motivation, participation, and learning outcomes. Numerous studies have explored the impact of instructional coaching on student learning outcomes. Researches consistently indicate a positive association between instructional coaching and student progress (Yu et al., 2021).

Coaches help teachers develop and implement effective instructional strategies, differentiate instruction, and engage students actively in the learning process. By aligning coaching with research-based practices, instructional coaching positively influences student achievement across various subjects, grade levels, and diverse student populations (Lim & Richardson, 2021). Student engagement is a critical factor in promoting academic progress. Instructional coaching plays a vital role in fostering student engagement by supporting teachers in creating dynamic and interactive learning experiences (Faiqotuzzulfa & Putra, 2022).

Students have diverse learning needs, abilities, and backgrounds. Instructional coaching assists teachers in implementing differentiated instruction to address these individual differences (Karimi & Nazari, 2021).

Coaches provide guidance on designing personalized learning plans, adapting instructional strategies, and leveraging resources to meet students' unique needs. Differentiated instruction enhances student progress by ensuring that all learners receive targeted support and opportunities to reach their full potential (Idrus et al., 2021). Teacher efficacy, or the belief in one's ability to positively impact student learning, is a crucial factor in student progress. Instructional coaching plays a significant role in building teacher efficacy by providing ongoing support, feedback, and professional development (Porta & Todd, 2022). Coaches empower teachers, strengthen their instructional skills, and enhance their confidence in addressing diverse student needs. This increased teacher efficacy translates into improved instructional practices and, consequently, better student progress (Aslam & Kingdon, 2011).

Instructional coaching promotes reflective practice among teachers, encouraging them to critically analyze their instructional decisions and make informed adjustments. Coaches facilitate reflective conversations, assist in self-assessment, and support teachers in setting goals for continuous improvement (Alsalhi et al., 2021). Through this reflective process, teachers gain insights into their teaching practices, identify areas of growth, and refine their instructional approaches to better meet student needs. The reflective nature of instructional coaching contributes to ongoing professional development and supports student progress (Ali, 2014). Instructional coaching fosters the development of collaborative professional learning communities within schools. Coaches facilitate opportunities for teachers to engage in collaborative planning, reflection, and professional dialogue. By creating a supportive and collaborative culture, instructional coaching promotes the sharing of ideas, expertise, and best practices among teachers. These

collaborative interactions strengthen instructional practices, enable peer learning, and ultimately contribute to student progress (Khan et al., 2012).

Geesa et al., (2022) were of the view that instructional coaches support teachers in differentiating instruction to meet the diverse needs of students. Coaches help teachers develop strategies and resources to adapt instruction for students with varying abilities, learning styles, and backgrounds. Through targeted guidance, coaches empower teachers to create inclusive and engaging learning experiences that cater to individual student needs. Instructional coaching fosters the development of collaborative learning communities within schools. Coaches facilitate opportunities for teachers to engage in collaborative planning, reflection, and professional dialogue. By creating a supportive and collaborative culture, instructional coaching promotes the sharing of ideas, expertise, and best practices among teachers, leading to a collective improvement in instructional practices (Ali et al., 2018). Effective classroom management and a positive classroom climate are vital for optimizing student learning. Instructional coaching supports teachers in developing strategies to create a safe, inclusive, and engaging learning environment (Markey et al., 2021).

Instructional coaching has a complex history that showcases both its potential and challenges within the realm of education. Historically, instructional coaching has been rooted in mentorship and guidance, elements deeply ingrained in the fabric of education. However, it is critical to recognize that while instructional coaches hold a considerable promise, their efficacy hinges on careful implementation. As a means to drive the adoption of high-quality curricula and evidence-based practices, state and local educational leaders must deliberate upon a set of fundamental considerations (Rodriguez et al., 2022).

Equally crucial is the selection of qualified individuals for the role of instructional coaches. As education evolves, the role of instructional coaches becomes increasingly nuanced. Hence, it is imperative to deliberate upon whether those entrusted with the responsibility of coaching are the most qualified individuals for the task. The qualifications and competencies of coaches inevitably influence the depth and breadth of their impact on educators' professional growth and students' learning trajectories (Suarez, 2022). The provision of adequate training for instructional coaches emerges as a cornerstone in realizing their potential. A fundamental consideration rests on whether these coaches have received comprehensive training that aligns with the dynamic educational landscape. The adoption of new curricula or innovative teaching practices necessitates a cohesive understanding among coaches, enabling them to effectively guide teachers through these pedagogical shifts (Galey-Horn & Woulfin, 2021).

Furthermore, the sheer number of available instructional coaches is a relevant consideration. A scarcity of coaching resources can dilute the potential benefits that instructional coaching offers. The ratio of coaches to teachers plays a crucial role in determining the personalized attention and support that educators receive. Striking a balance between the number of coaches and the teaching cohort is essential for optimizing the impact of instructional coaching on learning outcomes (Thomas et al., 2022).

Beyond the realm of practical implementation, the cultivation of a system to capture the insights and perspectives of instructional coaches is paramount. This entails a mechanism for recording the observations and suggestions of coaches, thereby facilitating the integration of their valuable input into subsequent iterations of curricula or programs. A feedback loop that

integrates coaches' experiences can substantially enhance the adaptability and efficacy of coaching interventions (Wong, 2021).

The historical trajectory of instructional coaching presents a dynamic interplay between its potential and the requisite considerations for its successful implementation. While instructional coaching's historical roots are entwined with mentorship and guidance, its modern manifestation necessitates a meticulous appraisal of its various facets. By introspecting on the proficiency of teachers in leveraging coaching, the qualifications of coaches, the adequacy of their training, the balance of coaching resources, and the integration of coaches' insights, educational leaders can harness the transformative potential of instructional coaching to elevate students' learning outcomes (Rizzo & Whitman, 2023).

Problem Statement

Instructional coaching, a professional development approach aimed at improving teachers' instructional practices, has gained significant attention in recent years as a potential means to enhance students' learning outcomes. While there is a growing body of research on instructional coaching, there is still a need for comprehensive investigation specifically focused on the effects of instructional coaching on teachers' teaching and students' learning outcomes. There is a need to delve deeper into the mechanisms and processes through which instructional coaching influences teaching performance of teachers and students' learning.

Objectives of Research

The current study aimed to accomplish the following goals:

1. To investigate the perception of teachers about instructional coaching in teaching learning process.
2. To explore the purposes and goals of instructional coaching for students.

3. To assess the effect of instructional coaching on students' achievements.

Literature Review

Coaches provide guidance on behavior management techniques, establishing routines, and fostering positive relationships with students. By enhancing classroom management and climate, instructional coaching contributes to a conducive learning environment. Instructional coaching promotes reflective practice among teachers (Geesa et al., 2022). The words of Knight (2007), a well-known authority in the field of instructional coaching, that "most people don't know what it looks like when they do what they do," are ones I frequently hear. They are so preoccupied with guiding others and conversing with others that they fail to anticipate or recognize their own blind spots. As a result, having instructional coaches on hand for teachers is extremely beneficial (Brigman et al., 2021).

The value of instructional coaches can be seen in a variety of ways:

Focus on Best Practices

It is critical that teachers receive guidance on how to make the best use of the resources at their disposal. They have a lot on their plates, and as a result of the constant onslaught of new challenges, they frequently suffer from initiative fatigue. Instructional coaches can help teachers in a variety of ways, including increasing opportunities for teachers to collaborate and share successful strategies, expanding access to professional development opportunities, and paying more attention to the unique needs of individual students (Westmoreland, 2021).

Connect Colleagues with one another

Teachers from different grade levels rarely have the opportunity to learn from one another because the only time they get together is for curriculum meetings or faculty meetings. However, there are many excellent

examples of teaching and learning that are taking place in classrooms across an entire school. It is possible to bridge the gap with the assistance of instructional coaches. Despite working in different grade levels, they are able to facilitate communication between teachers who have similar philosophies and practices because they get a glimpse of classroom life and because they themselves get a glimpse of classroom life (Michelson et al., 2021).

Provide an important & fresh outside perspective

To put it another way, we do not see everything in the classroom that we need to see in our roles as teachers and leaders. Both having a critical friend like an instructional coach and recording our practices on video can help us develop and become better practitioners because they expose our blind spots. Recording our practices on video can also help us become better practitioners (Inman, 2023).

Provide Personal Learning

Instructors seek coaching because they want help achieving a specific goal related to their professional development. It is the best example of teachers having a voice in their professional development because teachers choose the goals they work towards with the help of coaches. As a result, it is the best example of teachers having a say in their professional development. It is not the role of a coach to direct the actions of those they are assisting; however, coaches can assist teachers in identifying areas in which they have blind spots. In order for the collaboration to be successful, the two adults involved must communicate openly and honestly with one another (Hilderbrand, 2023).

Non-Evaluative

Despite popular belief, classroom teachers are perfectly capable of conducting observations that do not lead to a numerical rating. To achieve their

common objective, two adults work closely together, with guidance and direction from an instructional coach. It's not a game of "gotcha," but rather a chance to improve as a teacher without worrying about getting caught (van Driel, 2021).

Instructional Coaching as an Instructional Intervention

In recent years, instructional coaching has grown in popularity as a strategy for fostering teachers' professional development and improving classroom instruction quality. Instructional coaches frequently observe, model, and provide feedback to teachers to help them adopt new practices, modify existing practices, and maintain their effectiveness (Joyce & Showers, 2020). A school's instructional coach is typically a teacher who has already established themselves as a recognized leader or expert in the classroom. Furthermore, coaching is used in classrooms to help with the introduction of new teachers, the professional development of veteran teachers, the launch of innovative programs, and, most recently, the adaptation of instruction to meet the requirements of revised state content standards (Anderson & Wallin, 2018).

There exists a wide array of coaches and coaching methodologies. There exist several methodologies that may be used, and contingent upon the particularities of the educational setting, each strategy has its own array of advantages and disadvantages that want careful evaluation (Knight & Skrtic, 2021).

Facilitative Coach

It is not the facilitative coach's responsibility to impart their own knowledge, but rather to act as a sounding board for the instructors. The teacher has decision-making authority in this configuration (Dolot, 2018). Facilitative coaches help teachers speak openly and freely about their ideas by carefully listening to what they have to say, paraphrasing what they hear, and asking

thought-provoking questions. It can fix problems that other coaching cycles haven't even noticed yet, which other coaching cycles can't do (Knight et al., 2018). According to studies, the most effective type of coaching is facilitative coaching, in which the coached teachers share their own insights on a topic of mutual interest. On the other hand, its effectiveness is diminished when teachers are either unprepared or unaware of how to handle problems in the classroom (Polzer, 2022).

Directive Coach

According to Knight (2018), the role of the directive coach is to help teachers advance their knowledge in a specific subject area. The directive coach provides detailed information that may be useful in moving things forward in the right direction. When a coach and teacher collaborate defectively, the coach is viewed as the subject matter expert, and it is the teacher's responsibility to learn from the coach. The relationship between the coach and the student is mutually beneficial, but the coach and the student are not always on equal footing. Because of the partnerships they build on trust and respect, instructional coaches are able to demonstrate respect for teachers' expertise (Thomson, 2009).

Directive vs. Non-directive Coaching

A coach can help, assist, and cultivate teachers in a variety of ways. According to Hanaway (2020), a significant proportion of instructional coaches use a combination of directive and non-directive coaching strategies. In the context of directing coaching, the coach uses the "show and tell" approach.

Dialogical Coach

Those who specialize in logical argumentation, as opposed to facilitative coaches, are eager to share their knowledge with the students under

their tutelage. Dialogic coaches believe that the most effective coaching occurs when teachers have access to the most recent research on what works in the classroom and an understanding of the research's findings (Terblanche, 2023). Coaches trained in dialogue pedagogy are regarded as educational experts. They apply their knowledge to help teachers improve the methods and techniques they employ in the classroom. Dialogical coaches, as opposed to directive coaches, respect teachers' autonomy by allowing them to decide what is best for their students (Knight, 2018).

Cognitive Coaching

The experience of working with a coach can drastically alter one's life. Cognitive coaching stands out in the field of education as a type of instructional coaching that prioritizes the personal information and safety of its participants, who are teachers (Rogers et al., 2016). Elena Aguilar, the owner of Elena Aguilar Consulting, refers to cognitive coaching as a model. Her argument was that it was critical to work on improving teachers' emotional quotient, nonverbal communication, and worldview (Aguilar, 2020).

Components of Instructional Coaching

One-to-one Interviews

One-on-one interviews provide instructional coaches with a powerful tool for enrolling teachers and achieving at least three goals. The first step in achieving these goals is to collect data on the specific challenges faced by teachers, the specific needs of students, and the specific cultural norms of a given school (Toll, 2018). One-on-one coaching programs have been shown to be effective in improving teachers' instructional practices and, as a result, students' academic achievement (Moody et al., 2019).

One-to-one Informal Conversations

Instructional coaches can conduct more casual conversations with prospective teachers. Instructional leaders are masters of the delicate balancing act that is coaching teachers to collaborate. To win over a core group of teachers, it is recommended that a professional development strategy that prioritizes providing high-quality instructional coaching from the start be implemented. Priority should be given to assisting teachers by collaborating on finding high-quality solutions to a problem. Teachers are more likely to commit to working with instructional coaches when instructional coaches respond to actual problems teachers are experiencing with actual solutions that are shared throughout the school (Ørjasæter & Mueser, 2023).

Individual Instructional Coaching

There aren't many randomized controlled trials to back up claims about coaching's effectiveness. When comparing coaching to other types of interventions, even fewer studies have been conducted (Asako & Walson, 2022). One-on-one and small-group coaching was discovered to be the most effective method for bringing teachers on board with the process of setting goals and progressing towards them (Junker et al., 2021). An increasing number of public-school districts are adopting the practice of instructional coaching. Individualized, intensive, sustained, context-specific, and focused coaching programs have been proposed as essential for success (Kraft et al., 2018).

Small-group Presentations

One-on-one conversations aren't always the most productive option, either due to time constraints or because they're unnecessary. Presentations to smaller groups can be used in place of one-on-one interviews (Lee et al., 2021).

A conversation between an instructional coach and a teacher or teachers is usually held as part of a larger group or paired meeting (Knight, 2007).

Large-group Presentations

To meet enrolment requirements, instructional coaches can enrol an entire faculty with just one presentation to a large group of people. In most cases, the presentation for the small group comes first, followed by the presentation for the large group. This is the most effective way to introduce the concept of instructional coaching to a school's teaching staff for the first time (Moody et al., 2019). As a result of this, all of the teachers will receive the same information. Moreover, when there is reason to be concerned about teachers' unwillingness to collaborate with instructional coaches, one-on-one interviews are suggested as a possible solution (Tondreau & Johnston, 2023).

Administrator Referrals

Referrals from administrators at the respective schools can significantly improve the effectiveness of instructional coaching. A principal may recommend that a teacher work with an instructional coach, or the teacher may express interest in receiving such assistance. It is common practice for an instructional coach and a principal to work together to make referrals to administration. The teacher is more likely to accept coaching if it is presented to them in a way that benefits their professional development (Green et al., 2020). The coach should not be viewed as a means of discipline by the principal, but rather as a tool for the growth and development of the students at the school based on what reported Knight (2007).

Types of Instructional Coaching Models

Different models can be employed in instructional coaching depending on the area of emphasis and preferred coaching methods. Examples of such are provided below:

Student-Centred Coaching (Diane Sweeney, 2003)

The goal of this model of instructional coaching is to improve student achievement through the teacher's refined use of assessments, instruction, and planning based on data collected from the students themselves rather than on the teacher's own performance (Delgado et al., 2022).

Research-Led Coaching (Jim Knight, 2007).

Here, we put an emphasis on guiding coaching with research-based strategies, so that teachers acquire the most efficient and cutting-edge methods available. When it comes to video coaching, Jim Knight is a pioneer in the field as well.

Cognitive Coaching (Elena Aguilar, 2013)

Instructional coaches in this model focus on conversations, helping teachers figure out what they should do through paraphrasing and strategic questioning.

Bambrick-Santoyo's Six Step Model, (2016)

Because instructional coaches can use these six steps, each coaching session will have a solid foundation. These six steps are: praising, probing (by asking targeted questions), identifying problem areas and an action step to take, practicing, planning ahead for when the teacher should implement this step in a lesson, and reviewing.

My Teaching Partner (MTP) Program (Gregory, 2017)

Instructional coaches use video to help improve classroom communication, which should lead to higher levels of student engagement and academic success as well as fewer negative social and behavioral consequences.

Content-Focused Coaching (CFC) Program

This strategy provides teachers with targeted professional development in order to improve both their teaching practices and the learning outcomes achieved by their students. The model was originally used in mathematics, but it has since been modified for use in a variety of other domains, including literacy. One component of this initiative is the Targeted Reading Intervention (TRI) Model, which aims to empower teachers by allowing them to tailor reading-skills instruction for students who are struggling to make progress in a traditional classroom setting. The initiative's goal is to raise the achievement level of students who are struggling to make progress in traditional classroom settings (Burggraaf, 2020).

The Big Four Model

Big Four Model provides a comprehensive approach to achieving high-quality education. The model is made up of simple instructional practices that are not only capable of producing significant improvements in students' academic performance but are also simple for teachers to implement (Corr & Plagnol, 2023). The Big Four Framework is underpinned by four essential components, including classroom management pertaining to behavior, content preparation, direct teaching, and formative evaluation for learning. Because they serve as anchor points for teachers, instructional coaches can provide assistance in these areas. As Knight emphasized, instructional coaches work with classroom teachers to provide students with guidance and assistance (Bose & Camerer, 2021).

Classroom management

When students are actively engaged in their education and making progress, instructional coordinators and cooperating teachers are free to focus on other aspects of the classroom environment that may affect the students' overall performance (Coate & Hoffmann, 2022). Questioning, a useful tool for instructional coaches, can be used to discover the origins of coaching. The questions would focus on the specific requirements of effective classroom management, with the goal of making it easier to identify and treat problematic student behaviors early on. When classroom management issues make coaching impossible, it can be difficult for a teacher who collaborates with another teacher to implement any of the forty practices that the two of them have identified as effective in enhancing student learning (Knight, 2007).

Content planning.

To be an effective coach, you must have a thorough understanding of the material as well as group management experience. A detailed lesson plan is required, and the teacher must be familiar enough with the material to effectively communicate it to the students. Once again, questions have the potential to serve as conversational guides and improve student learning outcomes (Bickley & Torgler, 2023).

Instruction.

The teacher is assigned with the responsibility of implementing strategies that will result in each and every student mastering the material. One aspect to think about is whether or not teachers are able to pass on this information to their pupils, presuming that they have a solid understanding of the subject matter and the skills necessary to effectively manage their classrooms (Ross, 2023).

Formative assessment for learning.

Both the teacher and the students are interested in whether or not the material is being retained. If the classroom already has established rituals and routines, the teacher trainer will have more time to focus on teaching practices and other classroom nuances. As soon as this is completed, the emphasis in the classroom should shift to high-quality education for both the instructor and the students (Ruggeri, 2021). Two of the Big Four Framework's guiding components are assisting coaches in developing an emotional connection with the teachers they work with and assisting coaches in the implementation of research-based practices and strategies. Collaboration among teachers and the implementation of change-promoting interventions are facilitated by instructional coaches assigned to each classroom. The coaches collaborate not only with the teachers in the classroom, but also with the school administration (Knight, 2018).

Research Methodology

The study employed descriptive quantitative research design. The population of the study encompassed all teachers employed in secondary schools in Muzaffargarh. A sample of 340 teachers was selected using simple random sampling. The research tool was developed based on a literature review and expert opinions. The reliability of the tool was determined using Cronbach's alpha coefficient, with a value of 0.78. Descriptive statistics, such as frequencies and percentages, were employed to describe sample characteristics and variables of interest. Inferential statistics, including t-tests and one-way ANOVA, were also used.

Findings

Findings at the Basis of Demographics of Sample

The frequency distribution of gender shows that out of 340 respondents, 153 (45.0%) were male, and 187 (55.0%) were female. The

distribution of school locations indicates that 49.7% of respondents were posted in urban areas, and 50.3% were posted in rural areas. Regarding experience, 59.7% of respondents had 6-10 years of experience, while 12.4% had 0-5 years, 26.5% had 11-15 years, and only 1.5% had 16 years or more. The academic qualifications of respondents showed that 47.6% had a Master's degree, while 52.4% possessed an M.Phil/MS degree.

Findings at the basis of Objective1: the perception of teachers about instructional coaching in teaching learning process.

- Respondents generally have a positive perception of instructional coaching, with 38.5% strongly agreeing and 54.1% agreeing that it provides valuable support and guidance in enhancing teachers' instructional practices.
- Instructional coaching is perceived to have a positive impact on improving teachers' ability to effectively implement new teaching strategies and techniques, with 39.1% strongly agreeing and 41.5% agreeing.
- A significant proportion of respondents (37.4% strongly agree, 40.0% agree) believe that instructional coaching promotes reflective practices among teachers, encouraging critical analysis and evaluation of teaching methods.
- Instructional coaching is seen as helpful in enabling teachers to personalize instruction for diverse student learning needs, with 30.3% strongly agreeing and 48.8% agreeing .
- Respondents have a positive perception of instructional coaching's impact on enhancing teachers' confidence in their instructional abilities, with 25.0% strongly agreeing and 52.6% agreeing.
- Instructional coaching is perceived to have a positive influence on improving student engagement in the learning process, with 17.6% strongly agreeing and 58.8% agreeing.

- Respondents generally believe that instructional coaching has a positive impact on students' academic achievement, with 18.2% strongly agreeing and 57.6% agreeing.
- Instructional coaching is seen as playing a positive role in fostering a culture of continuous professional growth and development among teachers, with 24.1% strongly agreeing and 47.6% agreeing.
- Respondents generally believe that instructional coaching has a positive impact on improving the overall learning outcomes of students, with 32.4% strongly agreeing and 46.5% agreeing.
- Respondents view instructional coaching as a valuable professional development opportunity for teachers, with 30.9% strongly agreeing and 43.5% agreeing.
- Instructional coaching is perceived to have a positive impact on helping teachers improve their instructional practices and pedagogical skills, as 25.6% strongly agree and 45.3% agree.
- A significant proportion of respondents (32.9% strongly agree, 52.1% agree) believe that instructional coaching enhances teachers' ability to differentiate instruction based on students' individual needs.
- Instructional coaching is seen as supporting teachers in implementing innovative teaching strategies, with 30.9% strongly agreeing and 42.9% agreeing.
- Instructional coaching is perceived to positively impact teachers' confidence in their ability to meet the diverse needs of their students, as 30.3% strongly agree and 43.2% agree.
- Respondents believe that instructional coaching plays a positive role in fostering a collaborative learning environment among teachers, with 31.5% strongly agreeing and 42.9% agreeing.

- Instructional coaching is seen as having a positive impact on teachers' job satisfaction and motivation, with 35.0% strongly agreeing and 33.5% agreeing.
- A significant proportion of respondents (28.5% strongly agree, 46.8% agree) believe that instructional coaching encourages teachers to reflect on and refine their teaching methods.
- Instructional coaching is perceived to promote a culture of continuous professional growth and development among teachers, as 21.8% strongly agree and 51.2% agree.
- Respondents consider instructional coaching essential for improving overall student learning outcomes, with 35.3% strongly agreeing and 46.5% agreeing.

Findings at the basis of Objective 2: the purposes and goals of instructional coaching for students.

- Instructional coaching is perceived to play a significant role in helping teachers align their instructional practices with students' learning needs, as 37.9% strongly agree and 47.1% agree.
- Respondents believe that instructional coaching provides valuable support to teachers in implementing effective instructional strategies, as 25.9% strongly agree and 46.5% agree.
- Instructional coaching is perceived to play a positive role in promoting student engagement and active participation in the learning process, with 17.1% strongly agreeing and 44.7% agreeing.
- Instructional coaching is seen as valuable assistance to teachers in assessing student progress and adjusting instruction accordingly, as 26.2% strongly agree and 55.3% agree.

- Instructional coaching has a positive impact on enhancing teachers' ability to provide timely and constructive feedback to students, with 22.4% strongly agreeing and 52.4% agreeing.
- Instructional coaching is perceived to play a role in fostering a positive classroom climate conducive to learning, with 30.0% strongly agreeing and 49.1% agreeing.
- Instructional coaching is seen as playing a positive role in facilitating the implementation of differentiated instruction to meet students' diverse needs, as 25.9% strongly agree and 47.1% agree.
- Instructional coaching is perceived to have a positive impact on improving students' motivation and self-efficacy in their learning, as 30.6% strongly agree and 51.8% agree.
- Instructional coaching is perceived to play a supportive role in helping teachers utilize data-driven decision-making to enhance student outcomes, with 35.3% strongly agreeing and 42.6% agreeing.
- Instructional coaching is perceived to play a positive role in promoting the development of critical thinking and problem-solving skills in students, as 33.5% strongly agree and 40.9% agree.

Findings at the Basis of Objective 3: Effect of Instructional Coaching on Student Achievement

- Instructional coaching is perceived to have a positive impact on students' academic achievement, with 28.8% strongly agreeing and 48.2% agreeing.
- Instructional coaching is perceived to play a role in helping students acquire a deeper understanding of the subject matter, as 28.2% strongly agree and 45.6% agree.

- Instructional coaching is perceived to have a positive impact on improving students' mastery of key concepts and skills, as 30.9% strongly agree and 44.4% agree.
- Instructional coaching is perceived to play a role in enhancing students' ability to apply knowledge and solve complex problems, with 28.2% strongly agreeing and 50.9% agreeing.
- Instructional coaching is perceived to have a positive impact on increasing students' motivation and engagement in their learning, with 30.6% strongly agreeing and 45.9% agreeing.
- Instructional coaching is perceived to play a supportive role in helping students set and achieve academic goals, with 29.4% strongly agreeing and 44.7% agreeing.
- Instructional coaching is perceived to play a role in promoting a growth mindset and resilience in students, with 22.1% strongly agreeing and 52.1% agreeing.
- Instructional coaching is perceived to have a positive impact on higher overall student performance and grades, with 18.2% strongly agreeing and 52.9% agreeing.

Findings at the Basis of Inferential Statistics

- There is a significant difference in opinions between male and female respondents ($p < .05$), with male respondents having a higher mean opinion score compared to female respondents.
- There is no significant difference in opinions between respondents from urban and rural schools ($p > .05$).
- There is a significant difference in opinions based on respondents' experiences ($p < .05$). Respondents with different levels of experience show varying mean opinion scores.

- There is a significant difference in opinions based on respondents' qualification ($p < .05$). Respondents with different qualifications exhibit varying mean opinion scores.

Discussion

The findings of this research provide valuable insights into the perceptions and beliefs of teachers regarding the effectiveness and importance of instructional coaching. Overall, respondents hold a positive view of instructional coaching and recognize its potential to enhance teachers' instructional practices. A substantial proportion of respondents strongly agreed or agreed that instructional coaching provides valuable support and guidance in improving teaching strategies and techniques, promoting reflective practices among teachers, and enabling personalized instruction for diverse student learning needs. The findings correspond with research of Ismail and Al Allaq (2019) which underscores the positive perception of instructional coaching among teachers and its vital role in enhancing teaching practices and student learning outcomes.

Furthermore, respondents believe that instructional coaching positively impacts student learning outcomes as perceived by Walsh et al. (2020) who considered instructional coaching as a catalyst for promoting student engagement, improving academic achievement, and enhancing students' mastery of key concepts and skills. Additionally, instructional coaching is seen as contributing to the development of critical thinking and problem-solving skills in students, indicating its potential to foster deeper and more meaningful learning experiences.

The research findings also shed light on the importance of instructional coaching for teachers. Respondents consider instructional coaching as a

valuable professional development opportunity that enhances their instructional practices and pedagogical skills. Peterson-Ahmad (2018) also reached the same findings in their research. It is viewed as a means of fostering a collaborative learning environment among teachers, encouraging continuous professional growth, and improving overall job satisfaction and motivation. The results suggest that instructional coaching is instrumental in empowering teachers to meet the diverse needs of their students and implement innovative teaching strategies effectively.

Furthermore, the findings emphasize the importance of providing teachers with access to effective instructional coaching programs, as it can serve as a powerful tool for professional growth and ultimately lead to improved student achievement. This agreed with the findings of Kilag and Sasan (2023) who claimed that instructional coaching plays a crucial role in supporting teachers' continuous professional development (CPD).

Conclusion

Overall, this research provides substantial evidence that instructional coaching is a powerful and effective approach to elevate both teaching practices and student learning outcomes. It holds immense potential for educational institutions seeking to foster excellence in education. The findings urge educational policymakers and administrators to prioritize and invest in effective instructional coaching programs to empower teachers and ultimately enhance student achievement. By incorporating instructional coaching into professional development frameworks, schools can cultivate a culture of continuous improvement, resulting in a positive and sustainable impact on the quality of education.

Recommendations

At the basis of conclusion of the study, recommendation made are listed below;

- 1) Based on the research findings, it is recommended that by investing in comprehensive and well-structured instructional coaching initiatives, schools can enhance the professional growth of their teachers and create a positive impact on student learning outcomes.
- 2) Building a culture of collaboration and reflective practice within educational institutions is critical to maximizing the benefits of instructional coaching. Encouraging a culture of reflection and continuous improvement will empower teachers to embrace instructional coaching as a means to enhance their teaching practices and positively impact student learning.
- 3) Future researchers should conduct longitudinal studies to assess the sustained impact of instructional coaching on both teachers and students.

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