

AREA COORDINATORS IN EDUCATION: ROLES, LEADERSHIP, AND IMPACT ON TEACHING AND LEARNING

by:

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Area coordinators in education serve as frontline instructional leaders who bridge policy and practice within school systems. Olondriz-Valverde et al., (2025) examined education cycle coordinators as middle leaders in the Catalan education system, finding that coordinators play different roles, including curriculum implementation, team organization, and staff development. Their quantitative analysis of primary education coordinators highlights key leadership functions that enhance instructional quality and organizational cohesion, suggesting that coordinators are essential agents of change in educational organizations.

Research examining area or instructional coordinators' leadership skills further supports this view. A descriptive study conducted in the Philippines found that area coordinators were rated highly in leadership competencies such as communication, mentoring, technical assistance, and management styles, although variations existed based on teachers' length of service and perceptions of leadership communication. While the Philippine literature on area coordinators remains sparse, related research on school leaders reveals the broader impacts of leadership on teacher development. Esguerra and Quinito (2025) study on teachers' professional development and school leadership management shows that professional development opportunities and leadership practices significantly influence instructional practices, job satisfaction, and teacher growth factors that coordinators are often tasked to facilitate. This suggests that area coordinators' leadership extends beyond administrative duties to shaping professional development and instructional support structures in schools.

Finally, studies on leadership practices in educational settings consistently link leadership behaviors with teacher effectiveness and school outcomes. Kwao et al. (2025) found that leadership behaviors perceived by teachers positively impact teaching effectiveness, a finding consistent with international research on distributed leadership and its positive effects on innovativeness and teacher collaboration. Although not specific to DepEd, these findings highlight that area coordinators as part of the leadership infrastructure are likely to play a similar role in enhancing teacher performance, collaboration, and school improvement.

References:

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