

A STUDY TO STUDYING THE IMPACT OF COACHING ON SCHOOL LEADERS' LEADERSHIP, PROFESSIONAL DEVELOPMENT, AND SENSE OF AGENCY IN CHINA.

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ABSTRACT

The lives of teachers who are also coaches in various sports are investigated. This research looks at how coaching affects school leaders' abilities to lead, learn, feel confident in their own abilities, and take charge of their own careers, both at home and abroad. Bandura's theory of autonomous functioning serves as the theoretical foundation for this study, which seeks to conduct a critical analysis of coaching experiences among school leaders and a subset of leaders in adult learning contexts. Twenty-one informal conversations and a twenty-item online survey make up the fieldwork. Coaching school leaders improves their awareness, knowledge, and talents in coaching and administration, as well as their levels of creativity, as shown by the outcomes. Leaders also develop the skills of active listening, introspective question-asking, empathic trust-building, and the provision of supportive conditions in which their subordinates may thrive. Coaching seems to aid in the development of leaders' sense of self-efficacy, which in turn serves as both an impetus and reinforcement for the leaders' own initiative. By considering the viewpoint of school coaches, this article fills a need in literature. Based on data collected from a representative sample, it seems that school leaders who use coaching have an experience profile similar to that of leaders in adult learning settings. The findings of this research provide credence to the claim that educational leaders should cultivate and use coaching skills in their professional interactions with peers. Leaders who employ coaching to aid the development of their subordinates seem to be more resilient to the pressures and challenges of their own positions of authority. At the conclusion of the thesis, suggestions are made for increasing school administrators' exposure to and usage of coaching.

Keywords: Leadership, Learning, Self-Efficiency, Professional Agency.

INTRODUCTION

This article offers a fresh viewpoint on the approaches that principals in the United Kingdom and other countries choose to use while they are teaching their personnel. This study builds upon the author's previous work as well as the surprising results of an Institutions Focussing Study (IFS) that focused on the topics of coaching, leadership, and competency in K-12 educational institutions. The book that was published in 1997 may serve as a lens through which school administrators and other

leaders in adult learning environments can analyse the coaching policies and procedures that they have in place (Ardley, 2019).

It is clear from the outcomes of the research that coaching is an effective teaching method. An examination of survey answers from 42 school administrators and transcripts from 21 semi-structured interviews were included in the research. The analysis was conducted using a set of mixed techniques. For each of the seventeen available positions, interviews were conducted with either the principal of the school or another member of the administrative team. Additional interviews were conducted with the leaders of organisations who provide coaching as a component of their adult professional development programs. These interviews were conducted four times. Those who work at the school use the term "school leader" with a lowercase "s" to refer to any and all leaders in the school, regardless of their rank. On the other hand, the term "School Leader" with a capital "S" identifies the official head of the school or the person who is legally liable for it. The investigation makes it possible to exchange a great deal of vocabulary. The attached paper contains information on each school that took part in the survey and/or interviews over the course of the research (Adom et al., 2018).

BACKGROUND OF THE STUDY

The coaching process, which may be thought of as a kind of professional development, is focused on communication and self-determination. The purpose of engaging school leaders in focused development talks is to promote collaborative decision making, teacher leadership behaviours, and classroom practice. This is accomplished by coaches in educational leadership. The use of coaching as a form of leadership development can transform educators into visionary leaders and systems thinkers who are dedicated to the success of their pupils and who have trust in the innate goodness that exists within human beings. It is not enough for school administrators to set aside a few days at the beginning of the school year for teachers to participate in professional development; they need more than that. In addition, staff meetings could be an excellent venue for presenting a novel idea; nevertheless, a weekly check-in does not provide the kind of time and support that is required to implement big changes. It is possible that providing coaching to school administrators and other school leaders may assist in resolving this dilemma. School administrators can begin coaching their professors, team leaders, and campus improvement teams by engaging in frequent, focused conversations. This will ultimately result in the development of a culture that encourages continual professional development. It is no longer a one-time occurrence but rather a continuing, habitual action that constitutes the process of professional advancement. Every single day, school leaders are presented with hundreds of opportunities for positive change via brief interactions with a variety of individuals, including staff members, students, parents, colleagues, superiors, and members of the community. A shift away from theories of leadership focused on traits and

personality and towards situational viewpoints has been seen in the modern political and economic climate. Currently, all theories may be fit into one of three broad frameworks: the process view, the characteristic viewpoint, or the skill perspective. Leadership, it would seem, is a means of persuading a group or organisation to accomplish its goals. Around the beginning of the twentieth century, leadership became an increasingly popular subject in academic circles. According to this authority, there are eight different ways to look at leadership. Newer theories of leadership have expanded the scope of investigation beyond the characteristics that distinguish leaders from followers. The "Great Man" theory is one of them, along with situational theory, behavioural theory, participation theory, transactional theory, management theory, relationship theory, transformation theory, and skills theory. Many characteristics of effective leaders are believed to stem from innate character quirks or behavioural tendencies. But many have begun to doubt and challenge this idea, posing the issue of how they can explain the presence of individuals who display traits typical of leaders but who do not really possess leadership qualities (Skinner & Rothi, 2019).

PURPOSE OF THE STUDY

The study's overarching goal is to learn how school leaders' leadership abilities, professional development, and autonomy are impacted by coaching and how it impacts their effectiveness. The study's overarching goal is to shed light on the revolutionary capabilities of mentoring for school leaders and the consequences for bettering educational practices and results by examining these aspects within the unique setting of China's educational environment. Developing leaders' capacities, encouraging their professional growth, and helping them feel more empowered are all goals of this initiative. The study's overarching goal is to find out how school leaders can be better equipped to make decisions, lead to better school management, and help students succeed by examining these relationships within the specific framework of China's educational system. The results were also help shape educational policies and practices in China that foster leadership development among students (Eastman, 2019).

LITERATURE REVIEW

Establish, using the theoretical lens that researchers have chosen, how it contributes to the researchers' improved understanding. In the context of the researchers' study with coaches who are also school leaders, leadership, coaching, a feeling of agency, and self-efficacy in the classroom are all relevant concepts. Even if this is the case, it is important to discuss the functions that theoretical and conceptual frameworks play in the research process. In the scientific method, they claim that theoretical and conceptual frameworks serve roles that are comparable to one another but distinct from one another. Comparatively, the conceptual framework describes "the connection that exists between the primary variables" or ideas in the study, but the

theoretical framework specifies the theoretical viewpoint through which the researcher perceives the issue that is being investigated. This is according to the perspective of the researcher. After conducting interviews with school administrators, researchers built a framework to theories what it means to be a coach from their perspective on the significance of self-awareness, personal growth, confidence in one's own skills, and initiative. This framework was based on the perspectives of the school administrators. Within the scope of this investigation, the conceptual framework fulfils three functions. The first objective is to illustrate the significance of the topic and the challenges that are encountered in practice (Boysen, 2018).

The second motivation for doing this research is to fill up the informational gaps that were brought to light in the introduction. The third purpose, which is to define and comprehend the study's theoretical, philosophical, and critical underpinnings, is investigated in this section. Because "experienced professionals" are those who want to "extend their professional understanding," "evaluate and high-level reflect on practice," and "engage in research," this statement is very noteworthy. This researcher is a seasoned expert, practitioner-researcher, and passionate coach, and they are all in complete agreement with the IOE's mission for the year 2020. Literature reviews, as stated, are helpful in discovering relevant hypotheses that may be studied further; but they also add bias because of the researcher's thinking is impacted by the judgements made on which sources to include and which to ignore. For successful leadership, it is necessary to blend the welcoming style with the constructivist approach, which both have their advantages and disadvantages. Another argument in favour of strong school leadership is the following: "in the current environment of dramatically shifting educational policies and divisive, competing theories, the role of the school leader is more important than ever." As shown in his study on educational reform, school leaders need a theory and practice that incorporates existing knowledge and understanding of organisations. This is due to the fact that companies have complex systems with several components. One of the most effective ways a leader can make a difference is by challenging their own deeply held beliefs and behaviours. The study's authors argue that school administrators can make a bigger difference if they take the time to improve their knowledge of leadership and organisational theory in addition to their self-awareness. Leadership through the prism of inclusiveness and belonging. According to him, leadership is creating and sustaining a perfect work atmosphere where everyone involved, including instructors and students, may thrive. Further, she made the point that "the well-being of children and adults" depends on "how leaders think, decide, act, reflect, and rely on their experience to develop a roadmap of alternatives". From this vantage point, leadership—beautifully outlined is about preparing the next generation to thrive in an unpredictable environment. Who, having resigned from her role as a school principal, shares this opinion. According to her, students may benefit from good leadership if it helps them reach their

objectives, but they may suffer from bad leadership if it hinders their education. Unless there is an obvious exception, this holds true. Without knowing whether leadership styles help or hurt kids' academic performance, it's hard to focus school leaders' professional development on what really matters: school success. Their analysis of several school leadership models led them to this conclusion; the models that prioritised professional development, capacity building, and continuous growth had the best results. As a result, they arrived at the desired outcome. All three of these things were seen to be crucial for good leadership and to the organization's ability to keep running in the long term. According to this assessment, school administrators should work towards creating inclusive and welcoming learning environments for all students, regardless of their background, gender, race, or socioeconomic status. Reason being, according to this synopsis, principals should strive to make their schools inclusive and welcoming environments for all students (Greene, 2018).

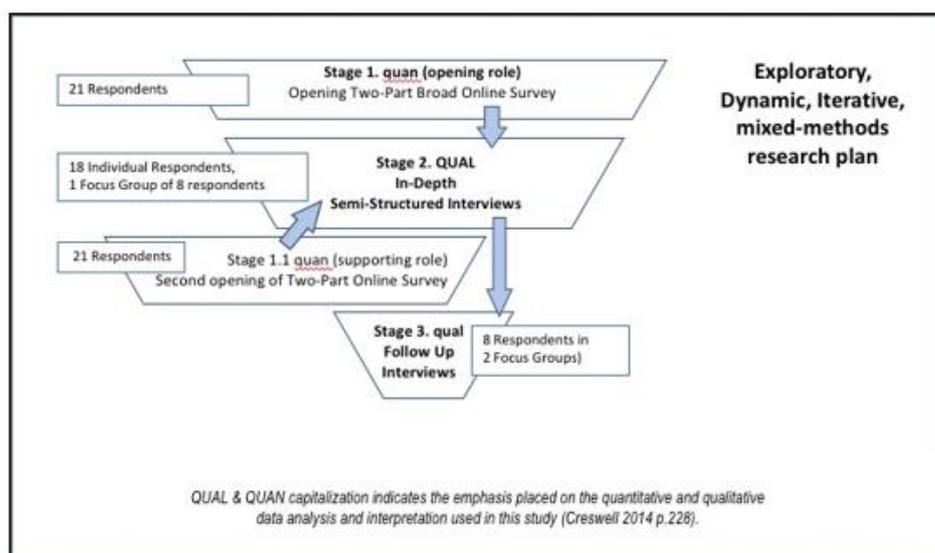
RESEARCH QUESTIONS

What is the impact of professional coaching on emerging leaders?

METHODOLOGY

The researcher discovered that the data collecting, analysis, and hypothesis testing process was more fluid, iterative, and cumulative than the three-stage mixed-methods strategy stated, even though that was the original plan for this practitioner study. The researcher read through the fifteen remaining transcripts of interviews in one sitting after taking a break from work. One of the researcher's doctorate advisers was informed about the concerns about the small sample size while the researcher was around halfway through arranging interviews and analysing the first survey data for the dissertation. They saw a rise in answers after consenting to re-open the online poll. Afterwards, compared the revised survey with the first findings after examining it with the new data. This occurred as the researchers were during doing the final interview, and they were already aware that the method they ultimately used would differ somewhat from the one proposed for the research since they had anticipated finishing the survey data before beginning the interviews. Nonetheless, they were able to hone my agile, iterative skills throughout the process. It shown that the findings of the second survey opening agree with the first by presenting them. Different sized trapezoids in this graphic indicate different stages of the survey, the number of participants, and the range of questions asked. To show where the survey was resumed, the trapezium form at the top is repeated halfway down the picture. Data collection and filtering occur in a sequential fashion, as shown by the center arrow.

Figure 1: Exploratory, dynamic, iterative, mixed-methods research plan.

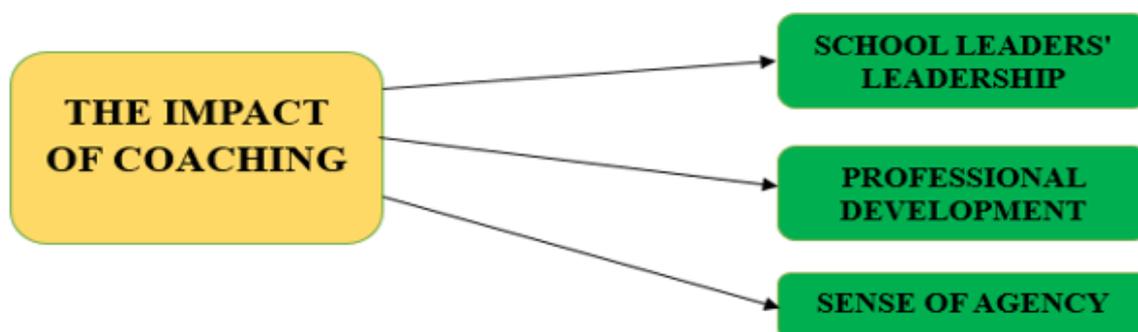


The first section of the survey consisted of basic demographic questions about the respondents and their workplaces, such as their occupation and the nation of origin of their employer. The following questions were included in the survey: how well the participants knew coaching models and theories; how often they interacted with coaches; how many coaches they worked with in total; and how thoroughly they were trained to use coaching abilities. Additionally, individuals were requested to independently disclose the overall quantity of coaches they worked with. In this part, the researchers looked at how the participants felt about their own agency and self-efficacy. In the first case, 25 people, or 12.5% of the total, provided a response. With nine replies out of twenty-five total, the response rate for Part 2 was 4.50%. Given that the usual response rate for a separate survey is just 10 to 15%, the researcher decided to broaden the survey's scope after consulting with their superiors about the sample size. In addition to schools in China, the researcher also emailed other schools in other nations that she knew used coaching. With the additional week, 21 more respondents had completed the first part of the poll, and 12 had completed both sections. Because of this, a total of 42 people filled out the survey, with 21 of those participants providing full responses.

Some of the findings from these interviews are presented in the analysis and discussion section by the researcher. The researcher ensured that all interviewees gave their approval before their digital images were taken. After reviewing the work, researchers used an interview guide to ask participants two broad questions. The coaches were asked to think back on their experiences and identify the key variables that shaped those interactions in the first series of questions. To have a better understanding, questions were posed. Consequently, people were more forthcoming with their opinions. According to the researchers, one effective way to get detailed information from the field is to conduct in-depth semi-structured interviews. Stating that in-depth semi-structured interviews provide the best opportunity to hear the participant's point of view during research. Because of their conversational nature,

semi-structured in-depth interviews as suggested allowed me to go more thoroughly into the interviewee's both professional and private opinions.

CONCEPTUAL FRAMEWORK



RESULTS

Finding statistically significant correlations between variables is the objective of both qualitative and quantitative research. This is achieved by gathering numerical data on the variables in question and then putting it into statistical models. A deeper knowledge of society is the goal of quantitative studies. When studying issues that have an impact on individuals, researchers often turn to quantitative methodologies. Data presented in tabular and graphical formats is a byproduct of quantitative research. Due to the numerical nature of quantitative data, a systematic approach to data collection and analysis is required. Data averaging, forecasting, investigating relationships, and extending findings to larger populations are just a few of its many possible applications. The opposite of qualitative research, which makes extensive use of participant observation and in-depth interviews, is quantitative research. Countless academic fields rely on quantitative research methods. This includes fields as diverse as marketing, sociology, chemistry, psychology, economics, and biology.

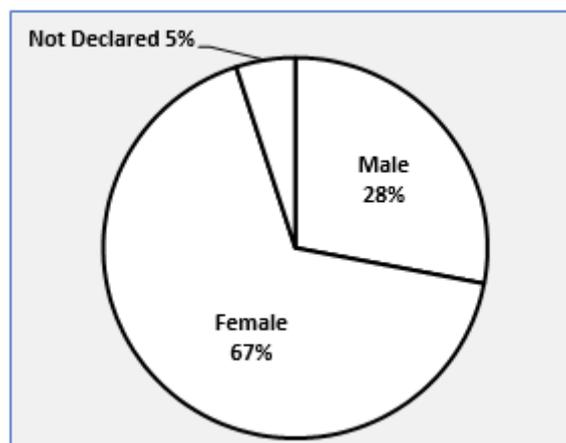
Of the 42 respondents who took the online survey, 11 filled out the researcher's area. The results of the survey are presented in this chapter. Both the introduction to the fieldwork and the analysis of the interviews contained in the last chapter relied on the online survey, which had a dual role in the study. These two positions were crucial. Hence, the first part of this chapter does double duty: it delves into the online survey results and "opens" the analysis by situating the data within the broader study framework. You may do this by adding the term "open" before "place the data within the larger context of the study." And that's it! They should also note that the discussion chapter includes the 'supporting role' utilisation of survey data. Remember that studies with small samples could not represent the population at large when drawing conclusions. This is crucial for both readers and researchers. Mixed-methods research benefits from using quantitative methodologies as a springboard for an analysis that points "towards new themes that aid to develop ideas" and provides direction for both the interview and data analysis phases. This is since in mixed methods study, analysis serves to bring attention "towards fresh

issues that aid to produce ideas." The first section of the survey enquired about the respondent's setting, gender, age, and level of leadership to get a sense of the sample's demographics. To gather information, this part was included. The purpose of the survey was to gather data from participants on their background in counselling, their coaching experience, how often they guided coworkers, and how they felt about their own coaching abilities. They wanted to see how well-versed respondents were in coaching theory, different coaching genres, and coaching models, so They asked them these questions. As part of the survey's second component, They asked participants to rate how much they agreed or disagreed with 16 statements about their coaching experiences using the Likert scale. Each of the underlying questions sought respondents' thoughts on how coaching may have influenced their sense of agency.

Survey Part One - Findings

Forty-two school leaders were surveyed; 95% of them were foreign educators who made use of coaching skills in their jobs.

Figure 2: Gender Profile.



Just 28% identified as male, while 67% identified as female. Most of the participants are female, since one respondent failed to indicate their gender. On a global scale, the ratio of female to male teachers is 4:1 in elementary schools, 3:2 in lower secondary schools, and 1:1 in high schools.

Here the researcher presents the findings from the second half of the online survey. Here, using 16 Likert scales, the poll uncovered how respondents felt about their coaching experiences. Using a five-point scale that ranges from "Strongly Disagree" to "Strongly Agree," each of these questions asked respondents to rate the likelihood that coaching coworkers impacted their confidence, self-efficacy, learning, leadership influence, and agency. From "Strongly Disagree" to "Strongly Agree," the sliders might be adjusted. The researcher combines quantitative and qualitative data in the following sections to shed light on potential meanings expressed by

respondents and provide clarity to the broader context of the research. This is done even though the survey's main purpose was to guide interview questions.

DISCUSSION

The twenty-one in-depth interviews, some of which were semi-structured, are presented in this chapter. Four adult leaders in professional development and 17 school coaches were among the 21 individuals interviewed for the research. Coaches can help school administrators succeed, according to the results. There is evidence that the four learning sources identified by researchers learning, Mastery Life experiences, Verbal Argumentation, and Emotional Cognitive States help coaches grow in self-awareness, expertise, and self-assurance. Chapters are structured in a way that mirrors the framework's main points. At first, five ideas were recognised. Reflection, learning, self-efficacy beliefs, agency, and school leaders' previous knowledge, understanding, and coaching skills are all aspects covered in this research. Furthermore, the pupils' belief in their own abilities is also considered. According to the study's findings, leaders may improve their skills as leaders by reflecting on and studying their own and other leaders' leadership styles and methods. Thus, They were go on to address the five issues indicated earlier: There is no data in the user's text. Controlling the expertise, understanding, and knowledge of the school's coaches. There are blanks in the user's text. The whole piece of content that requires revising should be sent to you. There are several ways in which meditation and introspection might benefit the educational sector. There is no academically sound material in the user's text to rewrite. To improve one's leadership abilities, reflection is a must. There is no need to rewrite the user's content since it is already scholarly. In the context of reaching one's goals, self-confidence is a psychological notion that refers to the conviction that one can accomplish one's aspirations. When people talk about "Agency 5" they're referring to a cluster of five influential publishing houses. "Participants" are defined as those who were interviewed and who subsequently filled out an online survey. To ensure the participants' privacy, researchers used a gender switch and anonymous identities for certain comments.

CONCLUSION

The researcher restates the main points and arguments presented in the article and highlights the amount of new material uncovered for each study subject in the conclusion. The study's essential results were concisely summed up by the researcher. Here the researcher considers the relevance and influence of the sources used to arrive at the results. This section included the researcher's explanation of the method's shortcomings. The researcher has drawn findings and offered suggestions to improve the day-to-day work and continuing education of school leaders based on the data analysis that was conducted. This section presents the researcher's recommendations for additional studies in two primary areas: (1)

determining what needs further investigation, and (2) delving into the work of educational administrators who practise coaching, which has not been thoroughly investigated but may have surprising connections with results or be worth investigating. The researchers set out to find out if school leaders may benefit from coaching in terms of increased learning capacity, self-efficacy, and control over their own professional development. According to their interactions with coaching, school leaders reported significantly higher levels of self-confidence in their roles as coaches and leaders. The research shows that school leaders are more effective coaches when they help their colleagues deal with difficult personal and professional issues, overcome roadblocks, and advance in difficult professional endeavours and situations. Participating in coaching provides chances to improve effectiveness, which adds to a leader's skill in self-management in circumstances where ineffectiveness has been linked to burnout non the workplace.

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