



## INVESTIGATING THE IMPACT OF COACHING ON DAILY LEADERSHIP, CAREER PROGRAMS, AND EMPOWERMENT: A CASE STUDY OF CHINA EDUCATIONAL ADVISORS

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### Abstract

Teachers who also coach other sports have their lives analysed. This study investigates the effects of coaching on school leaders' capacities for leadership and learning as well as their self-confidence and ability to direct their own professional trajectories domestically and internationally. This research aims to critically analyse coaching experiences among school leaders and a subset of leaders in adult learning environments, using Bandura's theory of autonomous functioning as a theoretical framework. An online survey consisting of twenty-one items and twenty-one in-person interviews make up the fieldwork. The results demonstrate that coaching school leaders increases their creativity, awareness, knowledge, and abilities in management and coaching. Leaders also learn to listen attentively, ask reflective questions, establish trust with others in an empathetic way, and create an environment where their subordinates may succeed. It seems that coaching helps leaders create a belief in their own abilities, which acts as a catalyst and a reinforcer for their own initiative. This article contributes to the existing literature by considering the perspective of school coaches. The experience profile of school leaders who employ coaching seems to be comparable to that of leaders in adult learning settings, according to data obtained from a representative sample. The results of this study provide support to the idea that school administrators would do well to develop and use coaching abilities in their dealings with colleagues. To a greater extent, leaders can weather the storms of power when they use coaching to help their subordinates grow professionally. To help school administrators become more familiar with and make use of coaching, the thesis concludes with some recommendations.

**Keywords:** *Leadership, Learning, Self-efficiency, Professional agency.*

### Introduction

Once anyone wants to take charge of their education and solve these issues, they need professional expertise, intellectual understanding, dynamic energy, and inner strength. Low teacher and principal retention rates and declining recruitment are some of the issues that this study examined in China's public sector. They found that instructors in this field have unique pedagogical challenges. School administrators throughout the globe have comparable challenges. School administrators face many challenges, including a lack of professional feedback, inconsistent coaching, insufficient mentoring, and an environment that does not promote reflective practice, according to the study's authors. After a National Framework for Coaching and Mentoring was established in 2005, a critical inquiry method was devised in 2011 to study the topic of school mentoring and coaching. Also found to be useful as a CPD strategy was coaching, which promotes a healthy work environment via teamwork and mutual support (Etolicky, 2016).

However, it is to be noted that the implementation of coaching: One reason local leaders go is because they aren't given enough opportunities for ongoing professional development, which hinders their capacity to acquire new skills and advance in their careers. There are no differences in the difficulties faced by school directors in China and other countries. The long-term consequences of persistent stress caused by overburdening work expectations on cognitive functions are unclear. Chronic stress, if left untreated, may impair a person's attention, memory, and ability to make sound decisions. Additional symptoms include an inability to relax,



hyperfocus, and a lack of self-control. This tendency is making it more and more difficult for individuals to be present in the moment. Providing school leaders with the tools they need to increase their confidence in their abilities and cultivate they were to lead presents both a problem and an opportunity for the sector. Having worked my way up the administrative ladder, they find the role of principal or headteacher to be utterly fascinating. However, the researcher argues that researching leadership at all levels of educational institutions is necessary, but examining the leadership of school administrators is even more crucial. It is anticipated that the present group of school administrators were not able to develop into the capable and resilient people required by the teaching profession. It is common practice for school leaders to operate as a team and divide up leadership responsibilities among their members. Having said that, the researcher's background as a headmaster and principal lends credence to the idea that the one entrusted with the responsibility of running a school should not shirk from the task. The effectiveness of collective leadership in a school setting is significantly impacted by the ability, willingness, and self-assurance of the school leader to assign and distribute leadership responsibilities within the institution. One way of looking at this is as a restricted kind of collectivism. Thus, despite the prevalence of hierarchical leadership systems in educational institutions, all levels of leadership take personal responsibility for the accomplishments of the school. Finding a reliable source of finance is an ongoing struggle for school administrators throughout the globe, including in China. This is a problem regardless of whether the school is run for the benefit of stakeholders, receiving government support, or is exempt from paying taxes. When it comes to staff expenditure, some schools have even set aside 85 percent of their budgets. A school's ability to remain financially stable is significantly impacted by student enrolment, since tuition accounts for a significant portion of a school's budget. Spending cuts are essential for preserving financial stability when income is falling. Keeping or even improving academic standards in the face of current budget cuts is a formidable issue for educational managers. School administrators at all levels are under increasing pressure to improve student success, according to Robinson, who cites a substantial amount of empirical data (Ravitch & Riggan, 2017).

### **Background of the study**

As a kind of professional development, coaching places a focus on open dialogue and individual agency. Incorporating school leaders into focused professional development sessions aims to improve collaborative decision-making, leadership behaviours among educators, and classroom practice. This is something that educational leadership coaches can do. Through coaching, educators may cultivate leadership qualities such as optimism in their students' potential, competence in addressing complicated challenges, belief in the goodness of people, and dedication to their students' academic success (Perkbox, 2018).

To guarantee that educators have time for professional development, more is required than a brief period at the beginning of the academic year. The researchers won't get the focus and funding required to make substantial changes during a weekly check-in, but staff meetings are a fantastic venue for sharing new ideas. Providing coaching to school administrators and leaders might be one way to address this issue. Principals may begin teaching their teachers, team captains, and members of the campus improvement teams via consistent, productive communication. This, in turn, paved the way for a culture that values and rewards lifelong learning. In the past, that would have been a one-and-done transaction; now, it is just another step in their professional progression process. Every day, school leaders interact with a diverse group of individuals, including students, parents, colleagues, supervisors, and members of the community. These interactions provide several opportunities for positive influence. Situational theories of leadership are starting to replace trait-and personality-based theories in today's



political and economic climate. The process view, the characteristic view, and the skill perspective are the three major theoretical frameworks that can today explain all theories. Leadership is a method for rallying people around a shared goal and inspiring them to work together to get it. Scholarly interest in leadership studies skyrocketed in the beginning of the twentieth century. According to this expert, there are eight ways to look at leadership. Newer theories of leadership have widened the scope of studies examining the characteristics that distinguish a leader from a follower. The "Great Man" thesis is one of many among them, along with ideas focused on situations, behaviours, participation, transactions, management, relationships, transformation, and skills. Good leadership, according to one school of thought, is based on a set of defining characteristics and practices. But many have begun to mistrust and challenge this idea, and the topic of how to explain the presence of individuals who display traits often associated with leaders but lack genuine leadership skills has arisen as a result (Riley, 2017).

### **Purpose of the study**

The primary objective of this study is to investigate the ways in which coaching influences the effectiveness of school leaders in terms of their leadership abilities, areas of professional development, and levels of autonomy. The purpose of this study is to deepen their knowledge of the revolutionary capabilities of mentoring for school leaders and its repercussions for bettering educational practices and results. This was accomplished by examining these characteristics within the specific context of China's educational system. This endeavour is geared at empowering leaders by enhancing their skills, fostering their professional advancement, and supplying them with the resources they need to accomplish their goals. Within the framework of China's educational system, the primary objective of this study is to investigate the relationships that exist between the decision-making skills of school administrators, the management of schools, and the level of academic achievement shown by students. Additionally, the results led to the development of student leadership in China's educational policies and practices (Munby, 2019).

### **Literature review**

Although literature reviews help researchers discover relevant concepts to pursue, they can introduce bias into the research process due to the influence of researchers' choices about which sources to include and which to leave out. The researcher looked unfocussed literature and tried to take a theoretical attitude when building the conceptual framework to focus down on and examine the study themes further. While delving into theory, the researcher's biases were apparent, coloured by his upbringing as a white, heterosexual, Christian guy in the field of education. Researchers should be cognisant that their own experiences may influence the results, as stated by the researchers themselves (Redman & James, 2017).

A researcher's own biases should be considered when exploring the IOE database for relevant material. The researchers' search phrases, the sources they utilised, and how much their material matched their professional expertise were all factors in this. This study takes done in a complicated context that includes educational institutions both in China and overseas. While every school operates inside a framework, the details of that framework might vary substantially. As a result, thoughts on educational institutions and their administrators take center stage. Principals and other school officials with coaching duties were the primary interviewees for this study. The impacts of coaching on school administrators, the likelihood of increased self-reflection because of coaching, and the prospects for enhanced learning, self-efficacy, and personal agency are some of the conceptual factors considered in this study. The study relies heavily on the interconnections between the ideas shown in the conceptual picture.



The number of principals who double as coaches is the independent variable since not all principals do so. The perpetrators' autonomy is enhanced by isolating them. The institution's head coach is represented by the top-left box in the design. There seems to be a domino effect between the "reflection," "learning," "self-efficacy," and "agency" boxes, with learning influencing the beliefs in one's own abilities to do tasks, which in turn are impacted by contemplation. The full picture is shown by the weighted arrow that connects the third box with the agency box, which combines the effects of the first two. These factors might be referred to as dependent variables since they are influenced by the actions of the coaching leader. A moderator variable quantifies the extent to which a coach's proficiency in coaching techniques and approaches affects the correlation between two independent variables. The chances for clients to reflect, learn, develop self-efficacy, and exercise agency increase when their coach has a thorough understanding of coaching and is an expert in the subject. There is a mediating function for the coaching paradigms used, the duration and breadth of sessions, and the depth of coaching. They are essential for comprehending the connection between the two variables since they reveal the impact of the independent variable on the dependent ones (Ratiu et al., 2017).

Next to the box containing the moderator variable, the researchers could see it. Interactions between coaches (how often, with whom, and what types of coaches) and coaches' competency, comprehension, and familiarity with the coaching process modify the effect of coaching on school leaders' ability for self-reflection and development. Rather than trying to pin down an exact number for this "latent" variable, this research aims to show that, despite all the ups and downs, being a school leader is a fulfilling experience. In all, four arrows have penetrated the agency box. A three-pronged change takes place in the classroom environment bins. This is because school leaders are fully responsible for their own outcomes in terms of making the most of opportunities, conquering obstacles, and coping with the many demands placed on them. The bottom arrow points back to the moderator variable box, demonstrating how school leaders' agentic activities affect their coaching abilities, knowledge, and understanding. Even though coaching is a relatively new discipline, there are already several varied perspectives on adult education within it. Research on coaching does not yet have a unifying theoretical framework. Consider a comprehensive coaching handbook that details twelve distinct coaching genres and thirteen distinct theoretical frameworks. According to it, "coaching draws from theories of psychology, psychotherapy, organisational development, leadership theory, adult learning, and so on." Each one might serve as a starting point for further investigation. At least in the literature produced by practitioners or academics, there is a lack of a common understanding of coaching and its place in theory. This is unfortunate because it would be beneficial for practitioner researchers to have this information. Having said that, the consensus is that coaching is an excellent method for inspiring individuals to further their education. Consequently, their examination may be theoretically supported by a theory of learning. However, they would look for a realistic description of coaching before deciding on one. The study's authors agree that coaching may help leaders grow in their roles (OECD, 2018).

### Research question

How mentoring and coaching may impact management and leadership development?

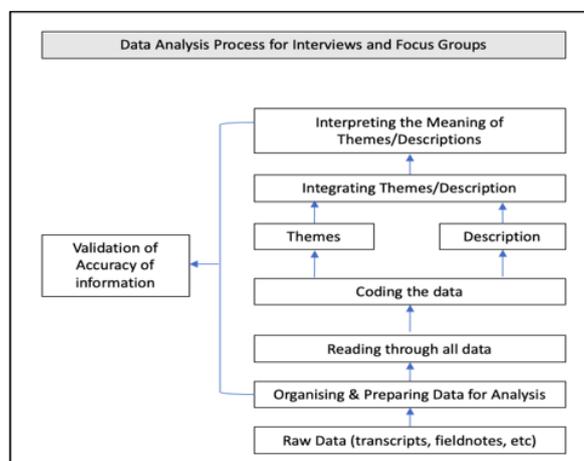
### Methodology

The major method that was used was conducting in-depth, semi-structured interviews. Following the guidelines provided, the researcher recognises that the interviewees and the researcher collaborated to construct and synchronise meaning during the interview. Similarly, the researcher tried to not judge the interviewer based on their previous experiences. The



researcher always made sure to either put the interviews aside or publicly announce them while they were happening so that participants may provide their comments as needed. Similarly, in reviewing the survey and interview transcripts, the researcher tried to limit the amount of speculation. The researcher spared no effort to put aside any biases that may have coloured their findings. The researcher achieved this by becoming more self-aware of the viewpoints and by going back to them several times to examine the themes that developed. Interviews with thirteen student leaders were carried out during the second stage of the research project. Twelve of these interviews took place via Skype, while the last one took place face-to-face. Sixty minutes was the typical length of the interview. One of the participants was a head teacher, while the other twelve held various administrative positions inside the schools. The timings for the interviews have already been set. On top of that, the researcher spoke with four people she knows who educators are not but hold positions of authority in adult learning settings. Out of the four, three were conducted via Skype and one was held face-to-face. This gave me the chance to learn more about these habits outside of class and see how they stack up against others like them. The researcher has shared some of the results from these interviews in the section under "Analysis and Discussion." It was imperative that the researcher get consent from all prospective participants before digitally recording them. Using an interview format, participants are led through two broad questions derived from their work. The first set of questions prompted the coaches to reflect on their past encounters and the factors that greatly impacted on them. To have a better grasp of the subject matter, questions were sent out to the audience. The result was that the participants were more open and honest. One method for gathering comprehensive and detailed field data is to conduct in-depth semi-structured interviews. The viewpoint of the participant may be given the utmost consideration throughout the study procedure by means of thorough semi-structured interviews. The interviewee's professional and personal viewpoints might be explored more thoroughly thanks to the conversational style of semi-structured in-depth interviews. This could only have happened if these interviews had taken place. The researcher found that asking participants as many open-ended questions as possible during in-depth, semi-structured interviews yielded the best results. Within interpretative research, this approach is highly recommended. To grasp the significance of contexts, connections, and interactions, it was advised that the researcher pay close attention to the participants' ideas and explanations of their activities. By talking to each participant one-on-one, the researcher gained a deeper understanding of the coaching process and its effects on participants' sense of agency and self-efficacy. On top of that, the researcher might check the participants' interpretations.

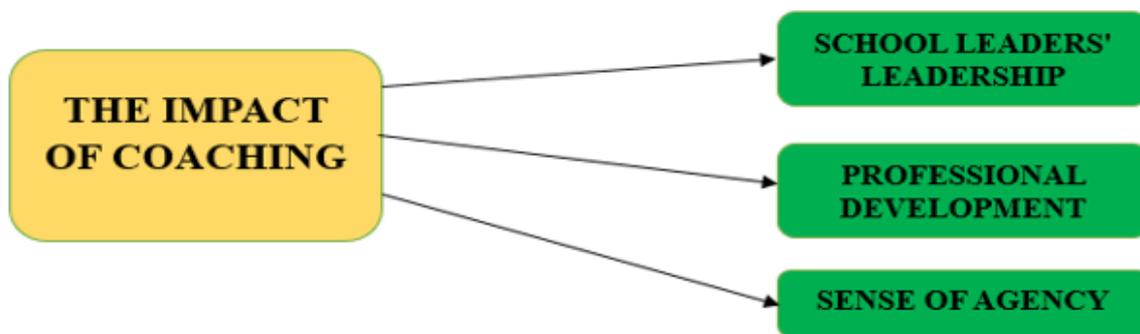
**Figure 1: Data analysis process for semi-structured in-depth interviews**





The researcher should allocate a certain amount of time to listen to and transcribe each interview after the researchers have stored the remaining fifteen on a safe hard drive. To cut down on prep time, an AI program was used that was accessible over the web. An automatic transcript is generated for an interview after its recording and submission to the program. Following the transcript, the researchers may listen to the interview and make any necessary adjustments. Due to the data validation gained by listening back to the whole interview, the researcher was able to keep their interest in the fieldwork for a longer period. Throughout the data transcription and analysis process, the researcher-maintained focus on the four sources of self-efficacy beliefs that served as the study's framework. Additionally, the researcher documented any emerging relationships throughout this phase.

- **Conceptual Framework**

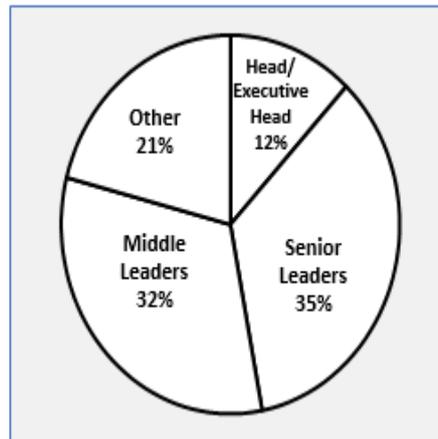


## Results

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. The researchers may do this by adding the term "open" before "place the data within the larger context of the study." And that's it! Also, the discussion chapter includes the "supporting role" use 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 the researchers asked them these questions. As part of the survey's second component, the researchers 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.



**Figure 2: School Leaders' Roles**



Respondents listed fourteen distinct types of leadership positions. Twelve percent of the respondents identified themselves as principals or executive principals. More over a third (35%) of the respondents held positions of senior leadership (deputy head, assistant head, or vice principal). The percentage of middle-level administrators (Heads of Department/Year/Curriculum/Achievement and Progress Leaders) was 32%. Twenty-one percent of the sample identified themselves as coaches who use positive psychology, educational consultants, directors of educational technology, or teaching and learning assistants. As a result, 67% of the respondents are employed in positions of moderate to high school leadership. Given that many of these heads of state have lived through a wide range of It's not surprising that this would be the case given the prevalence of formal leadership development programmes, some of which may include fundamentals of coaching skills, and the abundance of colleagues available across teams, departments, and academic years.

**Survey Part One - Findings**

Educators from different nations who used coaching strategies in their job made up 95 percent of the 42 school leaders surveyed.

**Discussion**

Including both scheduled and unstructured interviews, this section details the 21 in-depth discussions that took place. A total of twenty-one individuals, including seventeen school coaches and four adult leaders in professional development, were interviewed for this research. The results suggest that coaches may pave the way for school administrators to succeed. Learning, Mastery Life Experiences, Verbal Argumentation, and Emotional Cognitive States are four learning sources that researchers have identified. They are all helpful for coaches to gain self-awareness, expertise, and confidence. The major areas of focus of the framework are reflected in the organisation of the chapters. The first step was to establish five key ideas. School leaders past knowledge, understanding, and coaching skills are among the many areas explored in this research, along with their views on their own talents, agency, self-reflection, and learning. Students' belief in their own talents is also considered. Leaders may improve their leadership skills by reflecting on their own leadership practices and by learning from the experiences of other leaders, according to the study's findings. So, they went on and fixed the five problems the researchers discussed before, specifically: The user-provided text is devoid of any data. Making sure the school's coaches are competent, insightful, and well-versed. There are many empty spaces in the user's content. Please be informed that it is highly advised that the researchers get the whole piece of information that requires revisions. There are several contexts in which the practice of meditation and contemplation could be useful to the educational sector. There should be no rewriting of the user's material that might be deemed



academically sound. The idea of self-confidence is pertinent when thinking about the context of accomplishing one's objectives. When the researchers hear the phrase "Agency 5" used, it usually means that there are five major publishing companies in question. The term "participants" is used to describe the people who were interviewed and then asked to fill out an online survey. A gender flip and anonymous comments were used by the researchers to ensure the participants' anonymity.

## Conclusion

At the end of the article, the researcher provides a summary of the most significant points and arguments that were presented, and in the conclusion, they highlight the amount of new information that was found for each of the individuals who participated in the study. The researcher was able to present a condensed overview of the results that were deemed to be the most significant from the examination. At this stage, the researcher is required to take into consideration the relevance and influence of the sources that were used to arrive at conclusions. This section of the report was where the researcher presented an explanation of the shortcomings of the methodology. The researcher has arrived at the findings and made suggestions to improve the day-to-day work and continuing education of school administrators. These conclusions and recommendations are based on the data analysis that was carried out. This section presents the recommendations that the researcher has for additional research 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. Both recommendations are presented in this section. In this part, both topics are investigated and explored. This research was conducted with the intention of determining whether school leaders may potentially gain advantages from coaching in terms of enhanced learning capacity, increased self-efficacy, and more control over their own professional development. In accordance with the interactions that they had with coaching, school leaders and coaches reported significantly higher levels of self-confidence in their respective roles as leaders and coaches. According to the results of the research, school leaders are more successful coaches when they aid their colleagues in overcoming hurdles, progressing in demanding professional pursuits and situations, and coping with difficult personal and professional issues by aiding their colleagues. Because involvement in coaching provides chances to promote effectiveness, a leader's capacity to self-manage in circumstances where ineffectiveness has been linked to burnout outside of the office is strengthened. This is because coaching provides opportunities to develop effectiveness.

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