Analysing the Impact of Coaching on Teachers' and Students' Performance

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Abstract

The expansion of coaching in firms reflects its potential use as a tool to improve human capital and the firm itself. Nevertheless, coaching in secondary school students is lagging some way behind the practice, and there is a need to expand this kind of research of explaining how the coaching process proceeds and its outcomes. The objective of the paper is to report the pre-post programme result before the coaching process has begun. The sample consists of 47 form-six students and 26 teachers in one public school in Kuala Terengganu as a pilot project. Our results show that the students and teachers expect different expectations of the programme. These include obtaining good results in the exam, increasing students' motivation and confidence level, guiding the students in problem solving, and gaining various learning skills. We hope coaching will help the students improve their academic performance and help them self-coach to find the solutions.

Keywords
Coaching, employee performance, competitive advantage, organisation, managerial, Malaysia context

1. Introduction

In a business setting, an increasing movement of change in the business environment with new competitors entering the market and struggling faces by current organisations in the market forced managers to make an additional effort to keep competitive advantages in response to the complexity of the business environment (Jones et al., 2015). From the pressure, more managers aim to develop employees' capability, behaviours and self-regulation through achieving a higher level of performance (Kim et al., 2014; Jones et al., 2015; Pousa and Mathieu, 2015). Coaching has gained special attention in private and public sector organisations as a very popular method of developing employee performance, hence, serve as a method to overcome employees and organisational challenges (Kim et al., 2014; Ozduran and Tanova, 2017).

Gan and Chong (2015) reported that coaching is a practice that has become widely adopted, variously applied and generally accepted in the management community, besides in various industries such as telecommunication, airlines, financial and food service. The need to distinguish between coaching and mentoring is required to ease people' understanding of these two terms. Huang and Hsieh (2015) outlined in their study, mentoring (instructional) describe a relationship between professional, elder, and experienced protégé to help and provide psychological support, social

resources, emotional support and information to younger and less experienced protégé to accomplish his or her goals, as opposed to coaching (non-directive), manager or supervisor not necessarily from an expert but may guide and assist employees in gaining outstanding capabilities and overcoming challenges to performance. In response to the competitive business dynamics, many organisations are inclined towards building strategy that is fully promoting the organisational performance of which coaching method becomes an essential part, besides maintaining good practices on the compensation package, working condition or career developmental initiative (Maltbia et al., 2014). Human resource development (HRD) practitioners viewed literature on coaching identifies executive coaching, managerial coaching and peer coaching uses in the organisation with a different approach and focus but in the same direction to improve performance (Hagen and Peterson, 2014). Vast interest in coaching created a diversification in coaching genres of which managerial coaching used by manager or supervisor as a coach, executive coaching mainly given by the external coach and peer coaching involving two individuals in a subsequent organisational rank (Kim and Kuo, 2015).

Coaching is a useful organisational intervention. Hagen and Peterson (2014) proved that the interest in coaching has been increasing due to individual, organisational performance, work team, role clarity and job satisfaction. Further, the organisation's coaching investment proved to have a significant positive impact on the individual level in terms of learning and performance (Jones et al., 2015). To get back to the point, Ministry of Human Resources through 11th Malaysian Plan addressed in Human Capital' chapter five, the development of highly skilled human capital is vital for Malaysia's success to emerge as an inclusive nation in 2020 (MHOR, 2015). This focus on the flexibility of human capital that offers the supply of talent that suits industry demand, sustaining Malaysia' growth, supporting nation' transition from all economic sectors towards knowledge-intensive activities, driving human capital productivity gains and attracting a foreign investor. Of these, this article focuses on the deliberation on coaching as in general, including the definition, types, process, and outcomes of coaching. The article starts with a literature review on coaching definition, the process involved in coaching, types of coaching and outcomes. Next, the methodology is presented, followed by the result of the study. Last part is a conclusion as to concludes the study.

2. Literature Review

Coaching is an effective tool for organisational and individual development. The emerging of coaching back in 1970s gained popularity when coaching concept on athletic and sports have been translated into organisational and managerial contexts (Ellinger and Kim, 2014). Definition of coaching received many conceptual perception in large areas of studies to suit with the topic of study such as paediatric health (Schwellnus et al., 2015), industrial manufacturer and financial banking (Pousa and Mathieu, 2014, 2015), hospitality (Ozduran and Tanova, 2017), service companies (Huang and Hsieh, 2015) and life insurance (Kim and Kuo, 2015; Lin et al., 2016), of which research to date has centred to focus on the well-being of individual and personal development. However, the definition of coaching does not have any boundaries limitation and the identity of coaching (Bachkirova et al., 2015). Coaching is designated to enhance existing skills, abilities, competence, and personal effectiveness; somehow, a specific definition of coaching has been characterised as a business, life and executive coaching typically in a short time period and task-oriented (Ellinger and Kim, 2014).

An early effort made by Krazmien and Berger (1997) expanded the understanding of academics, and practitioners on the concept of coaching critically proposed as on-going process of appraising employees' performance in the act of improving their job competence' level as well as providing constructive evaluation on their performance to monitor and support their effort to back on track in achieving goals. In same perspective, other studies considered coaching as the collaborative relationship between the person who is being coached (called as coachee) by well-experienced person (called as coach) who is an active querist and instrument to change (Ozduran and Tanova, 2017), or designated as a 'result-oriented' with systematic process in attainment of goals by enhancing clients' personal and/or professional lives (Dahling et al., 2015). According to Ellinger and Kim (2014), they suggested that coaching should be distinguished from counselling and therapy, whereby, coaching aims at specific work associated developmental result and focus on future goals, as opposed to counselling which focus on one's historic past with the purposes of psychological recovery conducted by licensed therapist or educated counsellor, whereas, therapy related with recovering and uncovering (example someone with serious illness).

Applicability of term coach practitioner is wider and spread to many roles including expert coach, internal/external coach, career coach, behavioural coach and role model coach, and these coaches have different focus to fulfil client' concerns (Robins, 2017). The author added that coaches should clarify themselves in which they are in between informal conversations or counselling sessions that require them to be equipped with knowledge, skills, and coaching experience. The main intention of coach is helping coachee learn rather than teaching on how to do it by the means that coach asks effective questions during session to reveal coachee' current vision and reality (Passmore et al.,

2013). Ultimately, coaches can be someone who work as line manager or HR professionals (regarded as internal coaches) in the organisation or by professional coaches (external coaches) that are hired by organisation with the objective to improve something in person being coached (Ellinger and Kim, 2014).

2.1 Coaching Model

Extensively, models are used in delivering coaching. A model can ensure people follow right direction and contains all stages involved in the process. Coaching models practically can help coach to recognise a structure for the reason of developing interaction between coach and coachee and, thus, help coach comprehending more on coaching intervention from the view of system perspective whereby implicit models in practice usually emerged from what coaches do as well as the outcomes they will achieve (Robins, 2017). Structure and process of coaching models are recommended for beginner qualified coach as it provides structured format and outcomes can be accomplished. For example, Support for the Improvement of Practices through Intensive Coaching (SIPIC) model of coaching used in the study by Sailors and Price (2015) on classroom teachers proved useful and efficient in upgrading teachers' comprehension instruction and students' reading achievement including students that have difficulty in reading through directive coaching (target on comprehension instruction) and responsive coaching (collaborating with teachers who self-selected to learn, or in ways how the teacher wanted to learn). Also, the result found that coaches' behaviours do influenced teachers' professional practices, by which teachers also need comprehensive support and time directed towards improving their practices by highly qualified coach that using extensive coaching model.

2.2 Coaching approach

The use of coaching continues to flourish over time in wider range of contexts including in social sciences, management, psychology, education and philosophy with the purpose to support individuals at distinct level in their personal life or to encourage employees in their careers. There is various type of approaches in coaching that have their own presumptions about human being and how peoples aged and transform while have particular internal logic within knowledge' paradigm to assist coachees accomplish their coaching target (Cox et al., 2014). Accordingly, several approaches highlighted by Cox et al. (2010) in Complete Handbook Of Coaching to provides comprehensive understanding for readers on the differences approaches of coaching or, and perhaps able identify the differences and able to make a comparison with theoretical approaches. Different types of coaching approaches are as follows:

Psychodynamic approach to coaching is rich influential body of ideas can inform coaches in their pursuit for deepening their practice by contributing to awareness about the working of the unconscious. This approach best suits when the coachees' interest inclined to explore the essence of their patterns of meaning-making or whenever they grounded and ready to undertake whatever solution to accomplish an abiding shift. Coaching contexts that effectively result in positive outcome using this approach are team, leadership and developmental coaching.

Cognitive behavioural coaching (CBC) refers to as an integrative approach that merges behavioural, cognitive, imaginal and problem-solving interventions and plan of actions uses in the framework of cognitive behavioural to allow achievement of realistic targets by coachees. CBC focuses on to equip individuals with effective set of skills of thinking and behavioural, to develop internal resources, self-acceptance and balance to ensure individuals mobilise their choices of response and to encourage individuals to turn into their own self-coach. Wide range of cognitive models, techniques, and tools such as recognising performance improvement thought, describing customer' cognition, teaching a new technique of thinking and also a variety of behavioural-focused techniques, for instance in health coaching. Nevertheless, whoever with disturbance or limitation by purposeless thinking or engaging in debilitate behaviours that weaken their achievement; hence CBC could be the influential coaching medium.

Solution-focused approach to coaching refers to an approach that basically based on an argument that knowing one's problems occur does not certainly inform them on how to correct it. As a different action it targets at helping clients to determine their desire of future situation and to build a construct route both in action and thinking that helps clients in accomplishing that situation. Apart from that, coaches who use this approach infrequently offer generic theory-based solutions, rather they are drive by 'what work'. In Useful questions that is framed by coach led to the solutions, collaborative thinking resulting the questions and expertise of the coach in the process. The heart of this approach is to support client in developing their skills in handling every concerns and targets that has been explored using this approach. From the perspective of coachees, this approach truly appealing and stimulating strengths-based techniques.

Person-centred approach to coaching is based on the vital assumption that is about tendency of actualising (described as growth, development, and autonomy of the person that resulted from universal human motivation) which related with the tendency for people to develop positively and in a constructive way when the right situations are exists/present. In addition, it is all related with tendency of biological and not moral imperative. Six conditions outlined as require coaches to provide exclusively in this type of coaching approach to be person-centred. First, the presence

of psychological contact between two persons, second clients should in state of incongruence or anxiously or vulnerably, third coach/therapist should congruent or joined or integrated relationship with clients, forth the therapist experiences unconditional positive view for the client, fifth the therapist should experiences a feeling of empathy understanding towards client' internal frame of reference and efforts in order to interact those experiences with client and last but not least, the conversation between client and therapist' empathy understanding and unconditionally positive regard are to achieve minimal degree. Many coaches combine this approach with different approaches meanwhile others emphasising the significance of the relationship (coach-coachee) rather fully appreciate the extent of the philosophical underlying in this approach.

Gestalt approach to coaching has significant contributions to the understanding and practice of coaching are an adjustment in creativity to a changing environment and theory of paradoxical change. The uses of this approach in the coaching process, it is emphasising the need for awareness of client' time-to-time in relation to owns experiences, external world, and block to consciousness. Underlying philosophy in Gestalt approach implies individuals' high responsibility in their behaviours in promoting active experimentation with the truth/real world to accomplish their targets. It also invites clients to explore more on 'unfinished business' that could cause blocks to continue to grow, reduce motivation level, and focus. The coaching relationship in this approach emphasises by coach is be more loyal and respect client' words, meanings and subjective experience, plus, using coach' own subjective experience when necessary and appropriate as part of an original dialogue. Moreover, developmental coaching, executive/leadership coaching, life coaching, and team coaching are best fit contexts to apply Gestalt approach. The reason is coaches that usually operating in these types of coaching often equipped with previous relevancy of training and development that such preparation makes them able to work in this approach and these coaching' types tend to allow coaches work longer with coaches or team. Some of executive coaches and life coaches basically come from counselling, psychotherapeutic or psychological backgrounds whereby they may already undergo Gestalt education either in primary or secondary level. Based on the reasons, it is imperative for Gestalt' coaches as it offers the opportunity to deepen their understanding on coachee' process, attain a better sense of habitual behavioural and ideational patterns of coachee, explore more on how these serve coachee well and how coaches intervene with the accomplishment of their targets.

Existential coaching focuses on the exploring primary concerns of coaching that those related to the development of managerial, professional and leadership and performance, from the perspective givens as stated and complied by the individual customers, whether they are or organisation. In general, it deals with the dilemmas of life that arise as a result of circumstances and changes in the context of a broad organisational and effect interpersonal and personal relationship within the context and over it. Such that, this approach primarily focuses on the exploration of descriptive of the coachees' worldview from the context of their presence concerns. This suggests that coaches' main task is to support their coachees in concentrating on their presence concerns which contextualise them more sufficiently in their worldview including their assumption, values, beliefs, attitudes, behaviours, and influences that shape, sustain and determine how they became or in simply words, such existential inquiries can assist coaches and coachees to have their own approach, values, experiences and beliefs to ensure both parties concerns can be more sufficiently explored.

However, the existential theory does not have any founder who set forth the theory. Hence, several manifestations agreed on three principles to illustrate this theory's existence on the condition of human according to training' existential construction. Three principles of the human condition or key assumptions of the existential theory lie in this approach which are relatedness: all individuals or human being express themselves through and are formed on the basis of an interrelation context or grounding which all human being are always beings in connection, uncertainty: everything is reflective to one's knowledge and experience, others and the world as in general that emerges through and in relatedness, so something that revealed is an unavoidable uncertainty or imperfection in some and all of individual' reflections. Nonetheless, uncertainty is not only on the realisation of the unexpected can and does happen within individual' life, but rather, uncertainty seemingly can be predicted or individual' habitual in lives, and lastly, anxiety: an anxious experiences that accompany awareness regards to the ultimate imperfection or openness to one's meanings including meanings that deliver to determine and retain oneself, besides, the existence of anxiety also refers to the inevitable anxiety and unease that emerges when peoples either attempt to refuse or prosecute to have solved.

Ontological coaching - The way the coach and individual working within their involvement in three spheres of interrelated human relations whereby languages, emotions, and physiology is body posture. The role of the coach is trying to be the impetus for the changes by triggerely shifting the way of being of coahees to allow them to establish behaviours and perceptions that were not recognised previously. Mainly, it starts with developing a common understanding of the problems that are bring up by the coachees and desired result of coaching. Then, it moves as result of the coach' translation of coahees' way of being through three spheres which focus on language, emotion and physiology, which assures that learning is integrated and fortified. Several benefits of this approach are coachees able

to experience the shifting process of one's way of being, allow coachees to feel the changes as become different, stronger observers of oneself, other peoples and how coachees can put themselves in the world and engage with. Meanwhile, coachees not only receive support from coaches in terms of dealing with puzzling problems that presented in the coaching process yet positioning coachees to become more resilient and able to adapt with forthcoming problems. This approach is applicable to other coaching genres by reason of it concerns on the fundamental of how peoples comprehend oneself, the world, and what is possibility for peoples in life.

Narrative coaching - Main assumption of narrative coaching is about the intimacy of connection between how peoples view themselves, how they are narrating about daily life and how they act. Stories lies a perfect medium for seeking the connections as images bring up by them to the top/surface offer development of inner and external attitudes. The purpose is to improve coachees' capacity level in the engagement of interpersonal and transpersonal power and surpass them at a greater level. Other than that, coaches will assist coachees to step into the centre of their problems in order to recognise what are actually the things they want and extensively use their strength to accomplish it, hence, it is imperative because individuals' real character is expressed in the decision they decide under tension. Inviting peoples to view their stories in different perspectives is done by narrative coaches. The coaches may assist coachees to acknowledge how their stories are assembled and the facts associated with on how the stories are assembled. Through stories, it can disclose coachees limits but still can help explore other probabilities about their wishes on who they wanted to be in the reality world. Coaches work with coachees mainly in three primary levels. First is to draw narrative psychology to comprehend and link to the narrator, second is draw narrative framework to comprehend and gather materials in the story telling and third is draft narrative practices to comprehend and derive dynamics of narrative field. These levels are to assist coachees to link new connections between their stories, attitudes, and identities to produce and integrate new preferences in these three. This suits in developmental, team and managerial coaching contexts.

Cognitive developmental approach to coaching - Peoples are distinguished from one person that based on their preferences, styles of learning and personalities. The changes occur in a lifelong logical sequence of stages of individuals which affect the intensity and intricacy of what they can observe and hence perform on and make changes. The development starts at pre-conventional level (focus on the needs of ego), then move to conventional (focus on ones' environment and others who have close relationship with them), and then proceed to another level which is post-conventional level (more complicated and involves whole universe' concerns). From this view of perspective, adult development resulted from internal processes, yet possible to further arouse and aided by suitable supports and disputes that offered in the coaching. By comprehending the developmental trajectory gives the coach much better armed to comprehend coachees' various needs.

In order for this to be successful, several steps can be taken such as it is beneficial to determine the most significant of developmental lines of an individual (including values, needs, cognitive, morals, self, spirituals, and emotions) by the coach as part of coaching task and which of those lines the coachees could be, the coaches also have to well-equipped and adequately aware the changes' mechanism and transition between stages to ensure coahees are provided with suitable challenge and support, and last but not least the coaches also need to have awareness on their own developmental stages to ensure they can reflect theirs on their role as coach in the process of coaching and coaching relationship' dynamics. Cognitive-developmental has close connection with developmental coaching which both of them are concerning on the holistic changes in the individuals.

Transpersonal approach to coaching - This relates with the consciousness' level of human being with spiritual beings (soul and spirit). This can be distinguished between pre-personal which the process that occur before in the process of pre-natal and development of child, personal is a common daily day consciousness that peoples all familiar with, and transpersonal is something that goes surpass personal into the dimension of divine, holy, sacred and pure. Coaches' role is to be a companion throughout the process and journey whose are not arguing about the way, not criticising the errors, encouraging the fatigued, witnessing the fight to win and not offering anything at all but give coachees a warm with their presence. The relationship between coach and coachee should be realistic, supportive, rational, reliable and continuously contributing to move into distinct dimensions which the relationship becomes open up and both parties coexist in deepen spiritual context.

In this case, coaches also need to detach from all kinds of beliefs that blocking coachees back from their profound potentialities. However, there is not any research evidence that supported the application of this approach in other genres of coaching, but some argued career, performance, and life coaching could have transpersonal dimension but only if the coach has the mindset about the transpersonal dimension. Peoples who are open to new ideas, creative, and willing to see the above imaginations and have developmental psychospiritual suits are suited to this approach.

Positive psychology approach to coaching - Mainly, a shift occurs when to get away from difficulties and weaknesses to opportunities and strengths. This approach is a scientifically rooted approach that helps coachees to enhance their well-being, improve and use their strengths, boost up performance and accomplish valued targets. The

main centre in the belief of positive psychology coaching (PPC) is the power of science to explain in detail the better approaches for effectively shifting coachees' lives. Other than that, PPC argues that the coaches see their coahees as 'whole' and hence the coaches concentrate on coachees' positive attitudes, strengths and aim. Coaches who are keen in this approach will find a good reason to be selective on what to concern on and empower peoples to move forward. Positive psychology theories are applicable and useful for some of the coaching genres such as performance, executive, life and team coaching. For example, in the team coaching, it produces extraordinary outcomes when the process positively relies on the contagious of positive emotions and extend peoples attitudes and thoughts. Consequently, results a desirable outcome for organisational such as transformational leadership, creativity and patience of failing. Hence, PPC able can be applied to support teams exploit on the outcomes of dynamics' positive team. Practically, high quality of relations and rapports, kindness' deed and another plan of actions have resulted from the coaches who have positive psychology will assist teams in determining and developing on positive emotions.

Transactional analysis and coaching - Interactional approach describes as coaching, which basically relies on several beliefs including ego conditions, scripts of life and pattern of interactional. The significant transactional analysis (TA) presumptions are individuals make present choices and choose targets and interventions of their accomplishment based on previous premises which not any more applicable or relevant for their needs and no longer valid. Peoples have known to be viewed as having capabilities to change and identify their actions and thus can re-decide. TA' philosophy is about how individuals can relate to oneself, other peoples as well as the world, as it can be referred to as colloquial tradition (I am OK, you are OK, they are OK) which these simple words combine with the awareness of living in the world with other people's independently but still attached as human beings to show respect and honesty to others and self.

Furthermore, TA' model, concept, and diagram can offer autonomy by reassuring individuals to change old intervention or strategies by acquiring new for problem-solving, interacting and accomplishing targets. Hence, these provide individuals with a method to conceptualise ones' experience in life, such as emotion, crises, and motivation. Coaches and coachees can determine their patterns of thought, attitude and emotion and thus use it into the coaching to see how it affects the process or work of both parties and how it brightens dilemmas of professional and personal. TA is a powerful and useful analytic tool that accurately works with an expert coach and is a precious tool in developing shared language with coachees. Furthermore, the usefulness of TA is based on several main features lies that are TA mainly relies on behaviour' patterns, feeling and thinking which called as observable proof that relate with internal dynamics that imperative for coaches and/or coachees and concentration on positive problem solving arise when giving attention to the contract.

2.3 Effectiveness of Coaching

How to achieve the effectiveness of coaching as expected by a coach or a coachee, or even beyond the coaching sessions' expectations? Coaching effectiveness has been widely measured through a survey instrument, self-report data from coaching counterparts, or qualitative method (e.g., interview) to evaluated satisfaction with the experiences (Sonesh et al., 2015; Albizu, 2016). Coaches should be aware of how they want to measure coaching effectiveness and when to do so. For instance, data on long-term goals should be collected precisely by executive coaches to determine how far the coach's goals (Sonesh et al., 2015).

Effectiveness in executive coaching can be defined as encompassing significant variables of individual that are being grouped into two outcomes; proximal is related to individual' behaviours and cognitive changes including learning and self-awareness advancement after going through the coaching session, and, distal is referred to as implementation processes that intended to achieve which consisting of enhancing well-being and functioning that benefited to organisational and individual (Bozer et al., 2014). Based on the author's study, coaches' academic background in psychology and coach credibility was significantly related to executive coaching effectiveness which indicated the advancement of coachee' self-awareness and performance. Parallel with this findings, Robins (2017) stressed out that coaching relationship is more imperative than others such as intervention, tools, or models used in coaching practices that one may increase the effectiveness of coaching, by which, three key aspects of coaching relationship involved are enhancing coachee' awareness, trust in making decision, and hence increasing the possibility to make further choices. Apart from that, as reported by Lin et al. (2016), return on investment (ROI) has become popular measurement to measure effectiveness of coaching which authors argued that leadership coaching recorded high percentage on ROI, thus increase productivity in managers.

Somewhat, effective coach is someone who can provide greatest encouragement and opportunities in learning to a coachee who in needs and also to those who needs an intrapersonal and interpersonal knowledge and skills, instead, if a coach lacked in interpersonal skills, then it seems a problematic situation for him/her (Jacobs et al., 2016). Authors added, coaching education (CE) provide opportunity for coach to aid improving coaching practices and thus bolstering desired social impact. (Jacobs et al., 2016). Similarly, the effectiveness of managerial coaching yet can be achieved

when manager-subordinate' relationship emerge firmly with high mutual trust, high intention to change, and share common values (Ye et al., 2015).

Mainly, five factors associated with the effectiveness of executive coaching conducted on three perspectives (executive coach, leader perspectives and HR manager represented the organisation) were discovered in the study by Albizu (2016). The factors have been ranked accordingly to their impacts that attributed by professionals. First, action and characteristics of the coach involved the ability to develop and transfers trustworthiness in the coachee of which coach has competencies in communication skills, knowledge on human nature and commitment towards organisation and coachee. Second, attitudes of the coachee which coachee may have motivation to learn and change to become better, involving process of self-development and thus committed to the process. Third, relationship between coach-coaches pertaining to the set of emotions such as trustworthiness, empathy, confidentiality, and mutual respect. Forth, coaching process which promptly feedback given to the coachee is important with the reason that coachee can focus more on how to correct performance and achieving objectives and Fifth, organisational context whereby the coaching process is unfolding to ensure confidentiality and receive high commitment and support from top management throughout/after the process. Upon of those studies, the factors involve in the effectiveness of coaching are likely resulted in coaching as in general, not only focusing on executive coaching. Nevertheless, coaching relationship prominently displayed as primary mechanism in evaluating the effectiveness, regardless, the number of coaching sessions does not necessarily impact on the effectiveness, perhaps quality session and complexity of goals are important than numbers (Sonesh et al., 2015).

2.5 Coaching Outcomes

A considerable amount of studies has been published on coaching, and yet received countless positive outcomes. The relationship established between a coach and a coachee is of great relevance to the coaching outcomes. This can be proved from the study by Theeboom et al. (2014). Through meta-analytic findings, coaching is positively significant in developing skills, correcting performance, enhancing employee' well-being, work behaviours, and goal orientation self-regulated both relevant for organisational and individuals. To conclude from all past studies that have been conducted, mainly, the outcomes of the coaching are numberless which it can help enhances self-awareness, focusing on individual' strengths, questioning self-defeating thoughts and beliefs, drawing new perspectives of the client, and perhaps aligning personal values of clients their current professional duties whichever preferred by the client or otherwise (Passmore et al., 2013; Ellinger and Kim, 2014; Blackman et al., 2016; Lin et al., 2016; Robins, 2017; Lee et al., 2018). Moreover, many organisations recognise the potential benefits of workplace coaching that are valued by the coachee such as improve leadership and communication skills, boost up motivation level along with job performance, reinforce work well-being (can manage stress) and self-efficacy.

Several studies have identified the relationship between coaching and other variables. Huang and Hsieh (2015) revealed that coaching positively related to employees' in-role behaviours (IRB) and employees' proactive career behaviours (PCBs) which psychological empowerment fully mediated relationship between coaching and IRB while partially mediated relationship between coaching and PCBs. Relationship between managerial coaching and employee' in-role performance, organisational citizenship behaviour–individual (OCBI), and organisational citizenship behaviour–organisation (OCBO) with mediation effect of the manager' trustworthiness perceived by employees examined in the study by Kim and Kuo (2015) found managerial coaching had direct impact on employee performance (OCBI and OCBO) along with employee' perception on manager' trustworthiness. It has resulted in that way whenever manager as a coach, numberless actions was taken, including prompt feedback for correcting performance, supportive, sufficient instruction and giving clear paths are perceived as generosity by employees. A link was found between transformational leadership style and job resources (supervisory coaching' level and performance feedback) which relationship between transformational leadership and work engagement was mediated by job resources (Lee et al., 2018). Authors proved that supervisory coaching and employees' feedback on performance imperative in marking down the turnover intention and invigorating work engagement

3. Methodology

In this study, respondents were students from one secondary school in Kuala Terengganu, Malaysia mainly from upper six students who participated in the coaching programme. Respondents were given an open-ended question to give an opinion and expectation of Coaching for Performance programme outcome. The respondents also including the teachers and coaches. In the total of 47 students involved, eight from teachers and six coaches responding to the questions. Twelve aspects emerged from the analyses. Besides that, students' demographic profile also included in the survey. The questionnaire comprises two sections, first section focused on the student's demographic profile, and the second section focused on the student's family background.

4. Results

4.1 Demographic profile of students

Before embarking on the main objective, in the first part, we present the students' demographic profile.

Table 1. Profile of the Respondents

Demography	Frequency	Percentage
Gender		
Male	11	23.4
Female	36	76.6
Age		
19 years old	47	100.0
Race		
Malay	47	100.0
Stay with		
Parents	43	91.5
Others	4	8.5
Students' status		
Orphans	7	14.9
Not related	40	85.1
Number of siblings		
2-4 persons	15	31.9
5-7 persons	20	42.6
8-10 persons	11	23.4
11-12 persons	1	2.1
Parents status		
Married	43	91.5
Divorced	4	8.5
Father' occupation		
Government	8	17.0
Private	8	17.0
Self-employed	24	51.1
Unemployed	7	14.9
Mother' occupation		
Government	9	19.2
Private	2	4.3
Self-employed	8	17.0
Unemployed	28	59.5

Table 1 reports the demography profile of respondents. From the table, this study identified that majority of respondents are female (Freq = 36) or 76.6 percent. Only 11 respondents are male or 23.4 percent. All of respondents aged are 19 years old, and their races are Malay. 43 respondents stay with parent or 91.5 percent and only 7 respondents categorised as orphans. The respondent's number of siblings is 5-7 persons as much as 20 or 42.6 percent, and 4 respondents' parents' status is divorced. For father occupation, most respondents answered self-employed as much as 24 or 51.1 percent, and respondents' mother occupation is unemployed with 28 or 59.5 percent.

4.2 Expectations towards 'Coaching for Performance' programme

In this study, students were asked to answer a question 'What do you want to accomplish after completing six sessions of the "Coaching for Performance" program with Coach from UMT?', meanwhile, teachers and coaches shared the same question on 'What is your expectation that student will benefit and implements from "Coaching for Performance" program?' Table 2 depicts the frequency of the answers. In totals, 60 response were received which 46 from students, 8 from teachers and 6 from coaches. From the table, the top 5 highest aspects evaluated by the students are building motivation and confidence to become more visionary and excellent (32 responses), followed by get excellent results in STPM (23 responses), gain various skills in study, knowledge, and experience with coach (19 responses), guide in problem-solving (18 responses) and enhance academic performance and stay motivated in learning (16 responses).

Table 2. Expectations towards 'Coaching for Performance' programme

Aspect	Frequency (%)		
	Student	**Teacher**	**Coach**
Get excellent results in Malaysian Higher School Certificate	23 (50)	3 (38)	-
Build motivation and confidence to become more visionary and excellent	32 (70)	7 (88)	2 (33)
Enhance academic performance and stay motivated in learning	16 (35)	4 (50)	2 (33)
Uncovering student' talent and ability	8 (17)	2 (25)	4 (67)
Guide in problem solving (e.g.; academic challenges or stress)	18 (39)	2 (25)	2 (33)
Gain various skills in study, knowledge and experience with Coach	19 (41)	1 (13)	2 (33)
Guide in establishing right goal and direction that suit with student' talent and interest after STPM	6 (13)	3 (38)	1 (17)
Share problems and gain inspiration to be successful' student from Coach	5 (11)	-	-
Become an open-minded and matured person	5 (11)	1 (13)	-
Enhance self-esteem and discipline	4 (9)	3 (38)	-
Experience the culture as a university' student	1 (2)	-	-
Spread positive values	2 (4)	-	-

5. Conclusion

Coaching is a continuous process of developing, maintaining, exploring and helping individuals, or employees or managers improve one's abilities, skills, and knowledges and not only limited to that but can also help increase one's well-being motivation level and performance. High level of various skills such as behavioural, cognitive, leadership and those related to coaching effectiveness are best to be improved by the coaches to produce fruitful benefits to the coachees as in whole. In conclusion, this research allows shedding light on coaching expectations, both for the students who will participate in the six coaching sessions, one-to-one between coachee (student) and coach. These expectations provide an additional point of view to teachers and coaches to help coachees find their solutions with the coaching process's guidance in the broader consideration. On the one hand, teachers can realise the benefits of the upcoming coaching process for the coachees, which will contribute to taking advantage of the potential of the school's talented students. On the other hand, this research's relevant contribution will be the positive effect of the school's coaching process, which can be measured in terms of students' academic performance and growth.

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