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“The impact of coaching on teacher creativity in distance learning”

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Declaration: “I do hereby attest that I am the sole author of this project/thesis and that its contents are only the result of the readings and research I have done”.

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TABLE OF CONTENTS

LIST OF APPENDICES	iv
LIST OF TABLES AND FIGURES	v
ABSTRACT	vi
1 CHAPTER 1: INTRODUCTION	1
1.1 Impact on Student Achievement	1
1.2 Behaviour Change	2
1.3 The Power of the Coaching Synergy	3
1.4 Needs Analysis	4
1.5 Evoke Coaching Model	5
1.6 Professional Autobiography	7
2 CHAPTER 2: LITERATURE REVIEW	9
2.1 Creativity is Self-actualisation	10
2.2 Coaching and Self-actualisation	12
2.3 Holistic Coaching	15
2.4 Self-Determination in the Real World	16
2.5 Gaining Mastery of Oneself	17
3 CHAPTER 3: METHODOLOGY	19
3.1 Methods of Data Sampling	19
3.2 Participants	19
3.3 Procedure	20
3.4 Data Collection	24
3.5 Validity, Reliability and Triangulation	27
3.6 Ethics	28
3.7 Bias and Limitations	29
4 CHAPTER 4: RESULTS	30
4.1 Open Coding	30
4.2 Axial Coding	34
4.3 Selective Coding	41

4.4	The Transtheoretical Model/ Self rating	43
5	CHAPTER 5: DISCUSSION	46
5.1	Synthesis of Constructivism in Coaching	46
5.2	The Impact of Coaching on Self-actualisation and Creativity	47
5.3	Visualisation in Coaching	49
5.4	Self-mastery and Execution of Goals	51
5.5	The Transtheoretical Model and Coaching	52
5.6	Summary	55
6	CHAPTER 6: CONCLUSION	577
6.1	EVOKE Coaching Model	58
6.2	Professional Reflection and the Future	59
	REFERENCES	61
	APPENDICES	67

LIST OF APPENDICES

Appendix A: Ethical Approval Forms	67
Appendix B: Risk Assessment Form	75
Appendix C: Participant Consent Sheet	80
Appendix D: Participant Information Sheet	81
Appendix E: Participant Debriefing Sheet	83
Appendix F: Sample of Interview Transcript	84
Appendix G: Research Proposal Form	97

LIST OF TABLES AND FIGURES

List of Figures:

Figure 1: The Coaching Model Created- EVOKE Coaching Model- (Mitchell, 2020)	6
Figure 2: Five steps of EVOKE model- adapted positive question framework	21
Figure 3: Transtheoretical model of behaviour change	23
Figure 4: Adaptation of the Morrow and Smith model (1996)	26
Figure 5: Interviewee 1 - Overall Percentage of Interview in each coaching model subsection	31
Figure 6: Interviewee 2 - Overall Percentage of the interview in each coaching model subsection	32
Figure 7: Interviewee 3 - Overall Percentage of the interview in each coaching model subsection	34
Figure 8: Expectations Axial Coding	35
Figure 9: Visualisation Axial Coding	36
Figure 10: Obstacles Axial Coding	38
Figure 11: Knowing Axial Coding	39
Figure 12: Execute Axial Coding	40
Figure 13: The Morrow and Smith model (1996)	42
Figure 14: Adaptation of The Morrow and Smith model (1995) encompassing the EVOKE coaching model	43
Figure 15: Triangulation of the TTM stages and self rating of delivery	44

List of Tables:

Table 1: TTM and coaching concepts (Theeboom, 2016)	14
Table 2: Representation of the coaching interview main responses- Interviewee 1	31
Table 3: Representation of the coaching interview main responses- Interviewee	32
Table 4: Representation of the coaching interview main responses- Interviewee 3	33
Table 5: TTM and coaching concepts (Theeboom,2016)	53

ABSTRACT

For many decades, educational systems have been assessed through the performance of students and external testing has become the pinnacle of measuring a school's success nationally, and more recently, internationally. With the increasing importance to be ranked amongst the top 10 countries in the world in education, student achievement is of paramount importance within the schools in the United Arab Emirates (UAE). Due to the recent pandemic Covid -19, currently and for the foreseeable, all educational establishments are operating from distance eLearning platforms as a necessity, to ensure continued teaching and learning in the UAE. Therefore, this study was a comparable mixed methods approach, with a selective sample of three active distance learning teachers evaluated through an ePlatform interview/ coaching intervention, to evaluate the impact of coaching on teacher creativity in distance learning. In this pragmatist paradigm research, with reference to literature and research, this mixed method research incorporated a purposely created coaching model – EVOKE coaching model – with five specific platforms Expectations, Visualisation, Obstacles, Knowing and Execute. This model was designed to evaluate the data methodically using the grounded theory technique. Analysis of the data commenced post transcription of the interview using open, axial and selective coding with the adaptation of The Morrow and Smith Model (1996). In addition, to the EVOKE interview coaching session, quantitative analysis approach ascertained where the interviewees rated themselves both in the delivery of distance learning and in addition, on The Transtheoretical Model (TTM) of stages of behaviour change (1992). The participants were a purposive sample of three currently active distance learning teachers in the UAE, currently working in different educational institutions with the UAE. The findings demonstrate the coaching model EVOKE provided a powerful platform resulting in the coaching intervention to have a positive impact on teacher creativity during distance learning, however, more coaching was necessary to facilitate and support progress through the TTM stages of behaviour change. There is further scope to expand this research, incorporating a longer period of time and more participants, including both teachers and students, to utilise coaching to realign and support both active distance learning teachers and students towards their true creative potential. This would ultimately draw the educational focus back to real authenticity of greater goals, ensuring and continue to aspire to maintain a first-class education system with the UAE.

1 CHAPTER 1: INTRODUCTION

For many decades, educational systems have been assessed through the performance of students and external testing has become the pinnacle of measuring a school's success nationally, and more recently, internationally. With the increasing importance to be ranked amongst the top 10 countries in the world in education, student achievement is of paramount importance within the schools in the United Arab Emirates. Due to the recent pandemic Covid-19, currently and for the foreseeable, all educational establishments are operating from distance eLearning platforms as a necessity, to ensure continued teaching and learning in the UAE. However, the academic standard is still required and expected to be maintained, until or indeed, if there are to be any adjustments and allowances made to the national Agenda Vision 2021, in consideration of this unexpected pandemic. Baranov (2014), concludes that sudden reforms can be positive, as they allow for recognition of the importance of teacher empowerment in changing school culture and eClassroom teaching. Furthermore, participation from students may be less intimidating and the quality also quantity of interaction maybe increased in online classes. Many educational theories address student achievement. Constructivist models of learning, all of which centre around delivery and teaching, summarise the main teaching implications on impacting student achievement; these can be drawn from Piaget as follows: "A focus on the process of children's thinking, recognition of self-initiation, active involvement and a de-emphasis on practices aimed at making children adult-like with acceptance of themselves and their developmental progress" (Berk, 2001, pp41). However, there is extraordinarily little research which supports how an educator can actively deliver this holistic educational approach through active distance learning.

1.1 Impact on Student Achievement

The National comprehensive centre for Teacher Quality, NccfTQ (2007), examined student achievement and categorised four main quality indicators of a "good teacher" that contributed to student success. They defined four lenses for examining teacher quality: Teacher characteristics, qualifications, their practices and effectiveness. The study concluded that teacher qualifications and previous knowledge/ background knowledge, had only a marginal effect on student achievement, whereby teacher practices and effectiveness, especially variables of cognitive engagement, interactive practices and visible learning practices such as

manipulatives, rigorous lessons, providing clear feedback and using grouping, positively impacted student achievement. In addition, SchildKamp and Lai (2012) reinforce the necessity of the same interactive practices, in addition however, they reinforce that it should be the feedback, goals and clear learning objectives that are obtained from the data analysis, which should be clearly defined also explained to the student and it is this which precedes positive achievement. With retrospect of the current eTeaching practice, many questions have arisen following distance learning implementation- are teachers actively teaching through distance learning using the same classroom strategies in which research suggests, therefore would this ultimately impact student achievement? From a personal and professional standpoint, student achievement has always been at the forefront of my professional goals. To encourage all students and therefore teachers, to become the best version of themselves, whilst yielding the ultimate power of self-belief. Research supports student achievement is clearly determined and enhanced by the students experience of teaching and of most importance, delivery. Kim (2018), ascertained in a multilevel analysis, that teacher quality is a significant factor to predict student achievement, therefore, the pinnacle of all student success, lies in the abilities of a proactive teacher.

1.2 Behaviour Change

Students and teachers have experienced high amounts of stress and mental health challenges (Jones, 2020). During this time of uncertainty, teachers have been forced to pivot and change their instruction and curriculum to distance learning and connect with students virtually. As a result, the demands for teacher resilience, creativity, stress management, and tolerance for ambiguity and anxiety are high (Anderson, 2020). Due to the continuing changes from the pandemic, researchers struggle to document how teachers cope with these surmounting stressors and how they develop their capacity to teaching for creativity. Little research has investigated this issue, especially during distance learning, also due to the sudden nature of implementation, Distance eLearning has overwhelmed many very efficient and effective teachers. Many successful teaching regimes have been disrupted due to the necessary requirements of the pandemic isolation and behaviour change, for both teachers and students this has become essential, albeit at a rapid pace. As prescribed in the Prochaska and DiClemente Transtheoretical model, when an individual has entered the action stage of behaviour change, maintenance is subsequential, allowing for self-empowerment and self-advocacy to evolve. However, maintenance takes time, as with all behaviour change, as time is not always linear.

The Covid-19 pandemic has been and will be very monumental in educational history, as it has propelled many leaders into inspiration. All leaders should be proactive in teacher support, to support teachers through each stage of behaviour change and be mindful of the transtheoretical process allowing each stage to emerge organically. As documented in Conceição and Lehman's (2016) definition of support; "Support means creating an environment that is conducive to learning, developing strategies that create community engagement, and incorporating assistance throughout the process. Support provides both educators and students with a sense of community, which allows them to avoid the feeling of isolation; gives educators and students a sense of self direction and management, thus reducing loss of control; contributes to learner satisfaction; and increases motivation, helping students persist in online education".

1.3 The Power of the Coaching Synergy

This is the emergence and the synergy of leadership, the ability to empower others, which in its very essence is co active coaching. Coaching can have a huge impact on individuals as it allows for what is just as important as achieving results, the actual process and implementation of putting new effective practices in place. "The more impact individuals believe they have, the more interested and motivated they feel in achieving their goals, resulting in higher self-efficacy", (Boscolo, 2003, pp 133). Leadership development programmes often are embedded with coaching, with many organisations investing in coaching methods to aid successful transition up the leadership ladder. "Coaching can assist leaders in developing the skills, behaviours and attitudes required to equip them to cope with the transition and the demands of the new role", (Kombarakaran, 2008, pp 80). Kimsey-House (2018) reinforces this, by reiterating that the impact of coaching resides and is predominantly rooted in the coaching relationship. This phenomenon is further explained as the synergy of energy the coachee brings, in the form of motivation and energy, combined with the energy of commitment, skills and understanding of the coach, to be what creates the powerful empowerment shift of human change. Therefore, this educational research will be developed in alignment with The National Agenda and Vision 2021, which aspires to design and generate a first-class education system and will continue to do so irrespective of the pandemic and a time of many changes.

1.4 Needs Analysis

In this pragmatist paradigm research, with reference to literature and research, this mixed method research will comprise of an convergent interview, which will be designed to be integrated into the teacher support system, to provide an interview/ coaching session to three active distance learning teachers. Grant (2003), explains that what sits at the heart of the coaching process and the pinnacle of all coaching, is goal-directed self-regulation. Grant elaborates that coaching ignites a series of processes in which an individual can set a goal, develop a plan of action, begin action and continually monitor his or her performance. Many studies attest and support that effective coaching is also grounded in ethics of care and embedded with constructivism. (Houston, 2019) states that coaching is grounded in cognitive and behavioural learning theories which integrate classical conditioning, reinforcement, transformative and experiential learning to make sustainable lasting changes. All of which constitutes to a constructivist learning environment. With application to distance learning, Szapkiw (2010), further concludes, when constructivism is applied to Distance learning, in contrast to the traditional methods of teaching whereby the teacher disseminates knowledge to be memorized by the students, who in turn recite the information back to the teacher, the role of the teacher shifts from the “sage on the stage” to a powerful collaborator and facilitator. Szapkiw explains scaffolding, reciprocal teaching, and guided instruction are considered primary effective teaching strategies for both the traditional and e-learning environment, all which promote creativity. The constructivist instructor provides tools plans problem-based learning activities so that learners can construct ideas, make inferences, draw conclusions and inferences, and discuss their knowledge in a collaborative learning environment. The instructor then focuses on assisting the learners, asking powerful questions which will trigger reflection and assimilation of creativity through authenticity. In comparison, as equally as powerful as the coach and the coachee experience, thus ultimately concluding that the experiential concrete experience, as reinforced by Kolb (1984), in the experiential learning reflective cycle, would provide a building block for educators to abstract conceptualisation; the further development of existing and acquirement of new skills, which would result in active experimentation; the knowledge and skills an educator can transfer and share with their students.

Therefore, this comparative mixed methods research will endeavour to ascertain -

1. How does coaching, embedded with constructivism, support teachers in accessing their creativity to impact their distance learning goals?

2. How does coaching with reflective/ visualisation practice impact teacher creativity and development?
3. How does coaching impact the transitional process of creative active distance learning delivery, through the stages of change of the Transtheoretical model?

All questions will be embedded within the research and be the final determinant of teacher's professional development and enhancement of creativity towards distance learning.

1.5 Evoke Coaching Model

In addition, to further support this educational research, is the intricate design of a coaching model EVOKE which was created with the intent that the model would be utilised and reutilised frequently, with the desire to have a positive impact for teachers in recognition of their true potential despite all obstacles. The model was created embodying passion towards constructivist learning and coaching, whilst always adopting ethics of care; the care, compassion and support towards both educators and students. Noddings (2002), describes caring relations as the foundation of all success for pedagogical activity, therefore without this, there would be no constructivism. My current perception and reflection upon myself as a learner, a leader and an educator, gave me the inspiration to create and indeed evaluate the EVOKE model from a position to always be mindful and present –

“Where I feel I am as a learner - satisfied and humbled with my current accomplishments, yet contemplative and aware of the depth of learning potential to still explore. As a professional, the capacity to always be present and enjoy each moment, which this master's has certainly helped me to develop and cultivate. Coaching resonates deeply with my soul”.

Expectations – What are your expectations? What are your goals?

Visualisation – Visualisation of your goal

Obstacles – What obstacles/ setbacks do you face? Could you face? And what are your options to overcome them?

Knowing – What is your inner knowing? What existing knowledge do you have that can support you? What are your core beliefs?

Execute – How will you execute your goal? What strategies/ skills/ processes will you use?

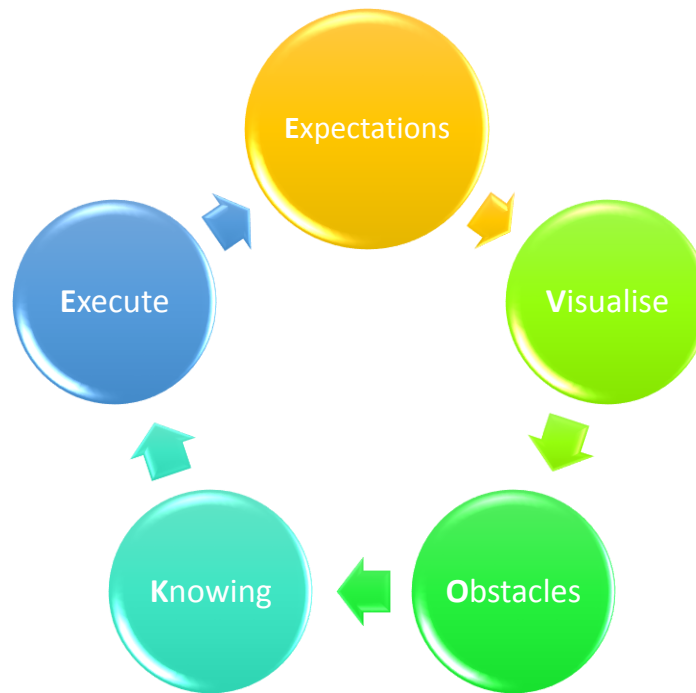


Figure 1: The Coaching Model Created- EVOKE Coaching Model- (Mitchell, 2020)

The EVOKE model was created embodying positive psychology and visualisation. Seligman (2007) suggests that positive psychology is the undeniable theoretical backbone of effective coaching, which should contain three fundamental concepts: positive emotions, engagement, and meaning. Visualisation was also included as a relaxation technique based on visualizing pleasant images and increasing body awareness to help the educators to create sensory-rich images in their minds to promote relaxation, concentration and creativity. Mann (2017) suggests visualisation is a relaxed state which can aid healing, learning, creativity, and performance. Promoting self-awareness resulting in more control of their emotions and thought processes. For instance, visualisation could be used to help people imagine themselves in a safe or relaxing place, with the goal that they will be able to reconnect with this experience at a forthcoming time when this connection could be useful. Visualisation could also be theorized as a form of distracting a person from unpleasant emotional experiences, especially if the educators are feeling overwhelmed or stressed with the current climate and expectations. “Visualisation uses a unique language that involves one or more of the senses, which may lead clients to be more mindful of their senses and environment not only in sessions, but in their daily lives as well’, (Nevgi, 2014, pp 175). Imagery is currently defined as incorporating as many senses as possible to create and recreate an experience in one’s mind. Visualisation

compliments a coaching model, as both have the ultimate same purpose of increasing and raising self-awareness through self-empowerment. “Coaching is a one – to – one conversation focused on the enhancement of learning and growth mindset development through increasing self-awareness and a sense of personal responsibility, where the coach facilitates the self-directed learning of the coachee through questioning, active listening, being present and appropriate challenge in a supportive also encouraging climate”, (Nieuwerburgh, 2019). The final element of the model was the goal/ expectation and obstacles based on current knowledge and beliefs. Edwin Locke and Gary Latham (1990), leaders in goal-setting theory and research, have incorporated nearly 400 studies about goals into a theory of goal setting and task performance. “In order for a problem to exist in coaching terms there has to be two elements present. Firstly, there must be something that the client is trying to achieve — the Goal. Then there must be something stopping them achieve that goal — the Obstacle(s)”, (Locke, 2019, pp 114). These accumulatively, should create the solid foundation and be the active ingredients of a powerful and effective coaching model.

1.6 Professional Autobiography

To conclude, this educational research was designed to both heighten knowledge and ascertain the impact which coaching truly has on teacher creativity development, adjustment to change, distance learning success and evocation of the teacher’s goals. All teachers possess creativity, it is through this very nature in which they had the desire and passion to pursue a career in education. After spending the first 20 years of my professional life as an active Health promotion specialist, before a full shift into purely education 7 years ago following our move to the middle east, the realisation that authentic power lies within came to me very early in my career. During the benefit of working actively with The World Health Organisation in the educational sector, I had the humble experience of promoting health and wellness to many wonderful people, including the Regional and National Organ Transplant Centre of Excellence in North East England and it was there I found my inspiration to promote wellness to all I could reach. Following my shift to education, I was extremely fortunate to ascend into leadership quickly, possibly owing to the multi-disciplinary approach which was already developed. Professionally, I always possessed the desire to promote positivity, wellbeing and instil self-belief, irrespective of the profession. After starting my Master’s, I began to synthesise many health promotion models, positive psychology with education and very quickly resonated with the pedagogical masters Nodding’s and Piaget. Without thought or realisation I had always

adapted a constructivist learning approach, embedded with strong ethics of care for all, especially for all students. My gravitation towards coaching in year two speaks without reason, as this resounded in my soul and still to date ignites the passion within me to support wellness and self-actualisation. The coaching model EVOKE was designed from heart and soul to remind educators that even during stressful times, to recognise the raw authentic power and true creativity which lies within. Furthermore, this thesis and educational research has personally and professionally provided a pivotal moment of personal motivation to be a true leader, utilise coaching skills and demonstrate valiance to create a model which resonates with my higher self, authenticity and purpose, for which I am truly grateful. The ultimate objective, not only personally but also professionally, is to encourage all to become and bring the best version of themselves into reality, even in adversity, because after all “Leadership is about making others better as a result of your presence and making sure that impact lasts in your absence”, (Sandberg, 2015, pp 19).

2 CHAPTER 2: LITERATURE REVIEW

“There is no doubt that creativity is the most important human resource of all. Without creativity, there would be no progress, and we would be forever repeating the same patterns”— (Edward de Bono, 1994, pp 2).

The recent pandemic and the implementation of distance learning has triggered numerous insecurities amongst leaders and educators, primarily due to the absolute contrast in the ability to organize and create the necessary learning environment required for optimum learning. Although, schools have only recently moved to distance learning it is imperative that educators can and continue to transcend the shift from teaching the creative mind in a physical classroom to a virtual one. Bochun (2011), defines teaching as creativity vs. creative teaching, reinforcing the understanding that the two concepts are completely different, defining creativity is what we are inspiring in our students and creative teaching is literally teaching in a creative way. Hare explains that no matter how much creative teaching is involved, if we want students to become more creative, they need to do the work. Serrat (2010), explains creativity is the mental and social process which is fuelled by conscious or unconscious insight. Insight could indeed be from the source of generating ideas, concepts and associations. Serrat elaborates that it is innovation, which is the successful exploitation of new ideas, as it is this which is the profitable outcome of the creative process. There is much empirical educational research which supports the creative process involves generating and applying specific contextual knowledge, skills, delivery and processes which is both desirable and viable to students. Naturally, educators who create and who innovate students can have different attributes and perspectives.

Drucker (1985) identified seven sources of innovation which is still supported in education to date: (i) unexpected occurrences, (ii) incongruities of various kinds, (iii) process needs, (iv) changes in an industry or market, (v) demographic changes, (vi) changes in perceptions, and (vii) new knowledge. All which could be applied to distance learning and the circumstances surrounding this sudden paradigm shift in education. These seven sources can imbricate, resulting in the potential for innovation to reside in more than one area at a time. More importantly, Drucker explained that purposeful, systematic innovation begins with the analysis of the sources of new opportunities. The new opportunities presenting in education, that are as a consequence of Covid-19, could be the reset and restart of an innovative educational reform, which would meet the needs and desires of all educators and students. A need which needed to

happen, as nothing is from coincidence, a change to raise the consciousness of all into the awareness that creativity and innovation is a beautiful trait we are all born with, it resides in us all.

2.1 Creativity is Self-actualisation

To reinforce the perspective of Drucker and recapture pivotal milestones in educational history, Maslow also observed that there is no correlation (in his experience), between psychological health and productive achievement. Maslow instead concluded that the only correlation is between psychological health and ordinary creativity. Indeed, this must be because Maslow defines creativity in characterological terms, with cheerfulness and openness to a new experience being part of the mix - "creativity is a facet of self-actualisation", (Maslow, 1962), reiterating the fact of self-actualisation is something again, which resides in us all, we just have to recognise it.

Kaufman (2018) argues that Maslow's earlier work, *The Hierarchy of Needs* (1943) did not evoke much empirical evidence. It simply distinguished five motive levels, ordered in a pyramid from basic needs ("low" motives or "to have"; ranging from Physiological, Safety to Belonging/Love motives) to the higher needs ("high" motives or "to be"; from Self-Esteem to Self-Actualization). Kaufman reiterated the core assumption, with little evidence, was that the fulfilment of each higher motive can only be accomplished if lower motives are satisfied: only if Physiological (food, water, shelter, warmth) and Safety (security, stability, freedom) and Belonging/Love are fulfilled, then higher motives like Self-Esteem and Self-Actualization can be realized. In addition, Conner (2016), also states creativity is considered a sign of mental health and emotional wellbeing, further supporting Kaufman in the interpretation of Maslow's theory hierarchy of need.

With progression in research Maslow (1962) stated and reiterated creativity serves higher needs such as Self-Esteem and Self-Actualization. Explaining it is these different relationships of intelligence and creativity, with lower versus higher motives in Maslow's initial hierarchy, make sense in view of the small positive relationship between intelligence and creativity. Maslow further described it is when intelligence is a necessary precondition for creativity (threshold hypothesis), it makes sense that intelligence helps to fulfil lower needs satisfaction and if these are fulfilled, people have an opportunity to deal with higher needs which also is associated with higher creativity in these people. As suggested also by Jauk (2019), it makes

sense to assume that intelligence is the more basic, more fundamental cognitive ability, that helps more the fulfilment of the more basic needs. If these are fulfilled, then a high creative potential (as measured by divergent thinking ability) allows for the opportunity also to be creative and from that to fulfil one's self-actualization needs. Many people are familiar with Maslow's hierarchy of needs, in which he argued that basic needs such as safety, belonging, and self-esteem must be satisfied (to a reasonably healthy degree) before being able to fully realize one's unique creative and humanitarian potential. However, many did not understand the true transcendental meaning behind the theory. The basic cognitive processes in psychology are indeed sensory, perception and consciousness, it is the higher processes which are language, memory, intelligence, creativity and innovation. The basic psychological processes reside in the "old" brain and the higher psychological processes reside in the "new". Bilton (2010), explains both human beings and societies need a balance between intelligence and creativity, the "old" and the "new" to achieve both stability and change within societal context. Bilton argues many people may not realize that a strict hierarchy was not really the focus of Maslow's work. It could be argued that Maslow was aware of these fundamental differences far ahead of his time, but resisted explanation of such to a world that would not understand him. Maslow's hierarchy of need was in fact correct in both a physiological and psychological sense, as the top tier of the hierarchy lies self-actualisation embedded with our creativity and innovation, but it is in fact convoluted with the basic cognitive processes which defines who we are at our core, our inner knowing and our true authentic self – the desire to become the most that one can be. "Especially later in his life, Maslow's focus was much more on the paradoxical connections between higher consciousness, self-actualization and self-transcendence, and the distinction between defence vs. growth motivation", (Palamara, 2018, pp 1482).

Kenrick (2017), describes Maslow as increasingly becoming convinced that self-actualization is healthy self-realization on the path to self-transcendence, referring in detail to Maslow's effective ten methods and questions to reach self-actualisation -

- Continued Freshness of Appreciation (Sample item: "I can appreciate again and again, freshly and naively, the basic goods of life, with awe, pleasure, wonder, and even ecstasy, however stale these experiences may have become to others.")
- Acceptance (Sample item: "I accept all of my quirks and desires without shame or apology.")

- Authenticity (Sample item: "I can maintain my dignity and integrity even in environments and situations that are undignified.")
- Equanimity (Sample item: "I tend to take life's inevitable ups and downs with grace, acceptance, and equanimity.")
- Purpose (Sample item: "I feel a great responsibility and duty to accomplish a particular mission in life.")
- Efficient Perception of Reality (Sample item: "I am always trying to get at the real truth about people and nature.")
- Humanitarianism (Sample item: "I have a genuine desire to help the human race.")
- Peak Experiences (Sample item: "I often have experiences in which I feel new horizons and possibilities opening up for myself and others.")
- Good Moral Intuition (Sample item: "I can tell 'deep down' right away when I've done something wrong.")
- Creative Spirit (Sample item: "I have a generally creative spirit that touches everything I do.")

Taormina (2013) reinforces the fact that there are also linkages to work performance and creativity, whereby self-actualization predicted greater work satisfaction and work performance, as well as greater reports of talent, skill, and creative ability across a wide range of fields from the arts and sciences to business and sports. Taormina reinforces how Self-actualized people do not sacrifice their potentialities in the service of others; rather, they use their full powers in the service of others, which is an important distinction.

2.2 Coaching and Self-actualisation

“There are different ways to affect employees’ growth and development, but the fastest growing means of helping people to achieve these goals is workplace coaching. Facilitating learning and the development of employees is an important factor in organizational success”, (Valcour, 2014). Hall (2015), defines one core competency skill that a truly effective self-actualizing leader needs, is an appreciation of the self-actualizing drive in him or herself and in all people. “You lead best by coaching people to tap into and unleash their highest and best potentials. You lead best by empowering and enabling people to develop and express their intellectual, emotional, and creative capital” (Hays, 2015). Bianichi (2014) claims workplace coaches can make a significant contribution to the company because of the role they play,

which is to predominantly produce also evaluate ideas and solutions to the present and potential problems. Kean (2019), defines professional coaching as way to help people harness their true potential, reiterating the main three takeaways from coaching should be - recognition of emotional intelligence, as self-awareness is key to understanding ourselves and how we relate to others. Secondly, for the coachee to understand the rational and irrational nature of humans (including their own) as this is essential to being able to work more effectively, and finally, for the coachee to be able to cultivate an ultimate sense of self awareness.

Grant (2003) defines coaching as a ‘result-oriented, systematic process in which the coach facilitates the enhancement of life experience and goal-attainment in the personal and/or professional life of normal, non-clinical clients. Grant elaborates that the role of a coach is to foster change by ‘facilitating a coachees’ movement through a self-regulatory cycle’ with the ultimate aim of stimulating sustained well-being and functioning. However, educational research supports one of the main purposes of coaching is goal setting. According to Linley (2010), the theory of goal striving is at the centre of the coaching process. It is about active individual involvement in the process of goal achievement. Jones, (2016), implies that while meta-analytic research indicates that coaching interventions can be effectively applied as a change methodology, current studies on coaching do not reveal the processes through which these outcomes are attained. Theeboom (2014) states this is unfortunate because knowledge of these processes is crucial for the evidence driven development of coaching interventions. Currently, there is little evidential insights into how exactly coaches can strengthen these competencies, which is fragmented as there is no clear theoretical framework which exists that links this rich knowledge base to the coaching process. The idea that viewing the coaching process through a temporal lens could provide useful insights into coaching of individuals is reflected and supported in the work of both Passmore (2011) and Grant (2012), who suggested that the Trans Theoretical Model of Change (TTM, Prochaska, DiClemente and Velicer, 1997) could be a useful framework for coaching. The TTM posits that behaviour change occurs in five distinct stages of change: precontemplation, contemplation, preparation, action, and maintenance. Furthermore, this model is built on the notion that behaviour changes as individuals contemplate on and weigh the gains and losses of their behaviours. “Although the TTM was created in the context of the cessation of unhealthy behaviours and is focused on individuals’ readiness for behavioural change, we argue that the basic change principles underlying this model clearly suit the reality of coaching, which is also aimed at changing

behaviours', (Grant, 2012). Prochaska and DiClemente (2005) suggest individuals who come to coaching may be in varying stages of change and imperative change involves a gradual movement through specific change. Passmore (2011), has offered some specific guidelines for interventions in the different stages. According to Passmore, coaches could help coachees to explore their wider values, beliefs, and the impact of the behaviour of others in the first stage, while coaches could help coachees to plan for coping if falling back in the maintenance stage. Likewise, Grant (2012) argued that – in a work context – coachees can become aware of their own needs and those of the organization through a 360° feedback intervention in the first stage, which will help them to select their goals. Furthermore, he posited that the stages outlined by the TTM are particularly useful to assess a coachees' change readiness.

Theeboom (2016), presents an overview of the main goals in each stage of the coaching process and the proposed focal competencies that should be addressed in these stages.

Table 1: TTM and coaching concepts (Theeboom, 2016)

Stage	Main goal	Focal competencies
Preparatory contemplation	Development of awareness	<ul style="list-style-type: none"> ● Mindfulness ● Environmental receptiveness
Contemplation	Exploring the willingness and perceived ability to change	<ul style="list-style-type: none"> ● Intrinsic goal orientation ● Self-efficacy
Planning	Planning for change	<ul style="list-style-type: none"> ● Goal-setting ● Implementation intentions
Maintenance/ termination	Integration of learnings	<ul style="list-style-type: none"> ● Reflection

Yap (2017), argues the decisional balance construct of the Transtheoretical model (TTM) is too vast when addressing individuals' motivation to change behaviour and Maslow does not include a temporal dimension in his hierarchy. The TTM is well validated by empirical studies, although, due to its complexity (with four central core constructs), it is not parsimonious. However, Yap suggests by synthesizing two theories, Maslow's hierarchy of needs can be used in combination with the Transtheoretical Model Stages of Change (TTM), narrowing the

decisional balance construct so that the pros can be geared toward a particular need, thus motivating behaviour. There is a large amount of academic research which supports that the process of behaviour change is mediated by motivation, which, according to Maslow, is based on everyone's level of need. Therefore, in coaching, once the level of need is determined, Prochaska & Velicer, (1997) claim the TTM could be utilised as a comprehensive model, this would integrate important constructs about behaviour change from other behavioural theories, conceptualizing behaviour change, as it is occurring in separate stages.

2.3 Holistic Coaching

Jackson (2019) states the fundamental goal of all coaching, is to clear the mind and bring awareness to the present moment. With visualization, almost a likened to meditation, the focus is on engaging the coachees imagination and actively creating imagery in their mind. "One can draw from sensory information, such as picturing yourself in a calm, safe environment while tuning into the sounds, colours, sights, smells, and positive feelings associated with this image," (Jackson, 2019, pp 242). This proactive process can help and assist the coachee through the stages of behaviour change and promote self-actualization. All teachers need support, through either a coach, a mentor or from their peers. The basics of Vygotsky's social constructivist learning is all stated in the zone of proximal development and social interaction, whereby not only students learn and engage from their peers, but adults do also, as our cognitive and social development is cyclical and continually developing.

DarlingHammond (1995) claims by encouraging social interaction among teachers is one of the most effective ways for teachers to learn creative methods to solve complex problems. This is owing to the fact that teachers, like students, can effectively improve their learning skills by frequently discussing the dynamics of their classroom with peers experiencing the same challenges. Good teachers are highly motivated to improve the content of their curricula for their students and the quality of their interactions with parents and administrators. AskillWilliams (2007) state teachers need to use reflection to evaluate and inform their practices and use collaboration to learn to negotiate effective interactions among themselves, the students, parents, and administration. Holistically, research supports people may often draw on multiple sources of motivation in the pursuit of a goal, especially during the coaching process. Cherry (2019) claims motivation should not be viewed as being driven by either extrinsic or intrinsic rewards, but rather by a continuum between self-determined and non-self-determined behaviours. "In most cases, behaviours tend to lie somewhere in the middle of the

continuum. There is often a varying amount of external motivation, which can also fuel a degree of internal motivation. People may engage in actions because they feel they have some level of personal control and the behaviours ultimately align with something that is important for self-concept”, (Cherry, 2019, pp 159).

2.4 Self-Determination in the Real World

Olsen (2013) explains self-determination can play an important role in how people function in many different areas of their lives. Feeling in control and intrinsically motivated can help people feel more committed, passionate, interested, and satisfied with the things that they do. Olsen elaborates to define self-determination in three main environments and the influence each has on individuals.

- **In the Workplace:** People who feel that they are able to have a positive effect at work tend to feel more engaged and motivated. Managers and leaders can foster this sense of self-determination by allowing team members to take an active role. Offer employees responsibilities, provide meaningful feedback, and offer support and encouragement.
- **In Social Settings:** Self-determination can also play an important role in social relationships. A sense of belongingness is critical in the development of self-determination. Forging close, affectionate relationships with other people can improve self-determination. Seek positive relationships with people who will support you in the pursuit of your goals.
- **In School Settings:** Self-determined students are more likely to feel motivated to achieve. There are things that educators can do help students foster a sense of self-determination and intrinsic motivation: Providing unexpected positive feedback when students perform well can help improve competence

People who are high in self-determination tend to: Believe that they have control over their own lives, have high self-motivation, base their actions on their own goals and behaviours and finally take responsibility for their own behaviour. Coaching promotes self-empowerment, by enabling the coachee to have an internal locus of control and feeling their behaviours will have an influence on outcomes. When confronted with challenges, they feel that they can overcome them through diligence, good choices, and hard work. Coaching allows coachees to engage in healthy behaviours, identify that they are actually good at setting goals and promotes the realisation that coachees can work toward those aims by intentionally engaging in actions that they know will bring them closer toward their goals. Kimsey House (2017) explains coaching facilitates improvement of self-awareness, decision-making skills, self-regulation, and goal-

setting abilities can encourage the growth of stronger self-determination. Autonomy can be further enhanced by the very social nature of coaching. Social connectivity is one of the main components of self-determination theory. Strong social relationships can foster motivation and well-being, while poor relationships can contribute to a poor sense of self and weak motivation. Deci (2018), suggested that it is the social environment that can either help or hinder a self-determined perspective. Strong social support offers opportunities for self-growth, while poor support can disrupt inner experiences and create inner disharmony.

2.5 Gaining Mastery of Oneself

Research supports becoming skilled in areas that are important to you is a helpful way to build your sense of self-determination. In any aspect of life, both personal and professional, by learning as much as you can and improving your skills can help you feel more competent. The more you learn and practice, the more skilled and self-determined you will likely feel. “Self-determination theory can be helpful in understanding the things that might motivate your behaviours. Being self-determined, feeling like you have the autonomy and freedom to make choices that shape your destiny, is important for each person's well-being. When you pursue things that are intrinsically motivated that are aligned with your goals, you will feel happier and more capable of making good choices,” (Boardman, 2015, pp 3). Being self-determined creates a feeling of self-control, which psychologists typically define self-control as the ability to control behaviours in order to avoid temptations and to achieve goals. A survey conducted by the American Psychological Association found that 27 percent of respondents identified a lack of willpower as the primary factor keeping them from reaching their goals. Most people surveyed believe that self-control can be both learned and strengthened. Researchers have also identified several different factors and strategies that can help people improve their self-control. Hoogman (2017) supports the belief that self-control alone can help us reach our goals, however, can lead to people to blame themselves when they are unable to resist temptation. It may also lead to feelings of learned helplessness where people feel that they cannot do anything to change a situation. As a result, people may give up quickly or simply stop trying in the face of obstacles. Coaching addresses obstacles by creating a sense of reality, allowing coaches to create with intent rather than by default. Jones (2006) identifies three major components which need to be present in the mastery of goal setting –

1. There needs to be a clear goal and the motivation to change.
2. You need to track your actions toward the achievement of the goal.

3. You need to have willpower.

Being able to control your behaviour is a critical part of achieving any goal. Fortunately, research suggests that there are many steps people can take which can be facilitated also enhanced by the support of a coactive coach. Passmore (2010) ascertained twelve behaviours which coachees identified as contributing favourably towards their coaching experience; maintaining confidentiality, containing emotions, using a mixture of challenge and support, stimulating problem solving, setting take-away tasks for the coachee, being collaborative, using self as a tool, encouraging the development of alternative perspectives, using effective communications skills such as questioning, listening & reflecting, staying focused during the session, being emphatic plus their use of helpful tools and techniques coaching not only makes you look at your intentions and think about what you are trying to create in your life, in addition, coaching also makes you look at the end product and the behaviours, attitudes and traits you would like to see yourself actively develop to get there. Coaching is an incredibly empowering facilitator to exhibit a healthy present mindfulness, which is completely necessary in order to make the most of personal available willpower. All of this is accomplished and exacerbated by tuning into the core of your being and tuning into your personal power which only resides in your true authentic self.

3 CHAPTER 3: METHODOLOGY

3.1 Methods of Data Sampling

This action research will be a comparable mixed methods approach, with a selective sample of three active distance learning teachers. The methodology will be combination of an interactive, semi structured interview, which will encompass the EVOKE coaching model, embedded with Likert scales and personal judgement of both current and anticipated accomplishments during distance learning in accordance with the stages of the transtheoretical model to assess the quantitative nature. Primarily, the interview transcripts were analysed and then further triangulated with the quantitative data. A convergent interview design, using both open and closed questions to probe in more depth, was used to ascertain the impact of the coactive EVOKE coaching model framework/ interview session, on teacher creativity and awareness of access to personal creativity, during active distance learning. In addition to the findings of this educational study, this research was also designed to provide additional beneficial support and coach the teachers during this difficult time transition.

3.2 Participants

A co active coaching style, semi-structured convergent interview was selected as the means for data collection due to the varied professional, educational and personal histories between the three Teachers. The participants were a purposive sample of three currently active distance learning teachers in the UAE, that are known in a professional capacity to myself, yet currently working in different educational institutions. All hold an experience of 5 to 7 years teaching with English as Additional Language students. All teachers were female, 2 of which are from England and one from Ireland. All participants are aged between 33 to 35 years old and each have a collective experience in active teaching for 10 to 12 years in total. The purposive homogenous sample was chosen not only upon demographic and experiential experience, but upon their teaching styles and current methods of distance learning delivery also. In previous leadership observations, all participants create and adopt a constructivist learning environment within their positions. In addition, all participants demonstrate strong pedagogical knowledge and understanding of synchronous and asynchronous learning. The comparable difference of all was their vocation and cycle of students, one teacher teaches cycle 3 and English as their subject, one teacher teaches cycle 2 and Business studies as their subject and the final teacher

teaches cycle 1 with Elementary grade 3 students. These participants were chosen to add slight variation to the research to provide as much insight as possible and ascertain if the impact of coaching differs amongst different cycle teachers or indeed this holds no valid comparison. All teachers were synonymous in feeling very isolated and rated themselves stressed, (scale 5) and unsupported (scale 4) which was ascertained from the pilot study questionnaire conducted prior this research (appendix). All participants volunteered to participate after full description and purpose of the research was explained and gave voluntary informed consent (appendix).

3.3 Procedure

According to the many coaching models and with reference to the coaching model GROW - Goal, Reality, Options and Will theory, there appears to be two main cognitive determinants of behaviour: values and intentions (goals). Passmore (2012) suggests the GROW model may be less well suited to careers conversations, person–role fit or life-coaching conversations where other approaches such as the transpersonal or existential approaches may be more helpful. However, Whitmore (2017), suggests that whilst in the past this claim could have had some validity, GROW has now evolved to include transpersonal approaches and goals, claiming GROW neatly highlights the nature of a problem for coaching purposes. The creation of the EVOKE coaching model was based on the same two major cognitive determinants from the GROW model and adapted to values – core knowledge and beliefs and intentions – visualisation and expectations, encompassing Passmore’s viewpoint to allow for exploration of the main core goals, creativity and the motivation of the teachers. Constructivism provided the pedagogical theoretical underpinning for the model owing to the reflective interactive nature of this pragmatist paradigm research. The five categories of the EVOKE coaching model was the major focus and the underpinning of the questions during the interview procedure, to enable analysis of the research hypothesis impact of coaching on teacher creativity to emerge. However, in addition, a positive psychological co active coaching approach was additionally embedded into the EVOKE model by encompassing powerful questions that would provide a positive experience for all. The interviews were further blended with a co active coaching base to allow the interviewee to focus attention on their goals and motivation, to evoke empowerment and transformation. Due to the singular nature of this interview and consideration of the pressures of the current mammoth educational reforms with a shift to active distance learning, this research was intended to create a dynamic springboard of support in a warm, positive and safe environment, in which the interviewee could explore their higher

self, enabling them to reflect and focus enough to shift energy to co create using creativity, with intent rather than by default during the interview experience.

EVOKE COACHING MODEL

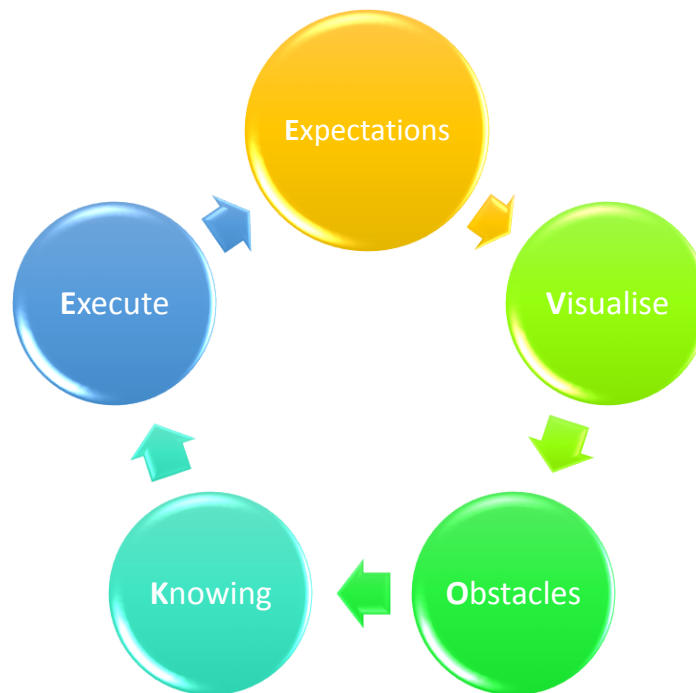


Figure 2: Five steps of EVOKE model- adapted positive question framework

The following 4 questions were designed to support the interviewees gain clarity on their **Expectations (s)**:

1. What would you like to accomplish within your role during distance learning?
2. What outcome would be ideal?
3. What do you want to change about your delivery in distance learning?
4. Why are you hoping to achieve this goal?
5. For the start of the academic year what are your goals during distance learning?

The following 5 questions were designed to clarify the interviewees **Visualisation (s)**: Blended with the platforms of expectations, obstacles and execution -

1. If you were to visualise your best lesson – describe it
2. If you were to visualise what went wrong in distance learning – what could change that?
3. Visualise what your perfect distance learning lesson - what would it consist of?

4. Visualise yourself as an educator – what have you accomplished?
5. Visualise your growth – what do you see?

The following 5 questions are designed to support the interviewees to explore **Obstacles** and/or generate solutions: (Obstacles were surmounted by difficulty level as opposed to an actual obstacle, to avoid the focus of attention to remain there) –

1. What do you think you need to do next in distance learning?
2. What could be your first step?
3. What has worked for you already? How could you do more of that?
4. What is the hardest/most challenging part of that for you?
5. What could you do differently?

The following 5 questions were designed to clarify the interviewees **Knowing** and evoke a positive appraisal/ reflection to date:

1. What is happening now (what, who, when, and how often)? What is the effect or result of distance learning?
2. Have you already taken any steps towards your goal from what knowledge you already know?
3. What existing knowledge do you have that can support you?
4. On a scale of one to ten where are you now/ how was your delivery of distance learning?
5. What from your core being has contributed to your success so far?

The following 5 questions were designed to probe/ expose motivation, self-empowerment and commitment: **Execute** -

1. How are going to approach and deliver your goals?
2. What do you think you need to do right now?
3. Tell me how you are going to do that.
4. How will you know when you have done it?
5. What resources and inner knowing can help you?

The interviews were conducted using Microsoft teams, with both microphones and cameras on. After voluntary obtaining informed consent, all 3 participants were present to support a group coaching interview session, in attempt to provide additional support to one another and

the possibility of sharing knowledge and ideas. The interview/ coaching was 50 minutes in duration and recorded using teams and a voice recorder to eliminate any failure. The interviews provided a successful experience for all involved, allowing for a natural flow of the framework of questions to be asked, non-sequentially (transcriptions in appendices).

In addition, to the EVOKE interview coaching session, two Likert scales were included in the coaching interview session. Firstly, a Likert to express how the interviewees rate themselves in the delivery of distance learning – scale 1 to 10 – 1 representing poor and 10 representing excellent. Secondly, the Prochaska and DiClemente Transtheoretical Model was placed on the screen for the participants to ascertain which stage of the behaviour change model they currently felt they were in and where they realistically felt they would be in the new academic year in September 2020 (Figure 1). This was delivered prior the interview coaching and then at the very end of the session, to ascertain a comparable analysis. This particular intervention was intended to create an understanding also awareness of the behaviour change that is needed when embarking in any new circumstance, with particular reference to the new way of teaching delivery and finally, to promote the cyclical nature of change, triggering self-awareness and acceptance.

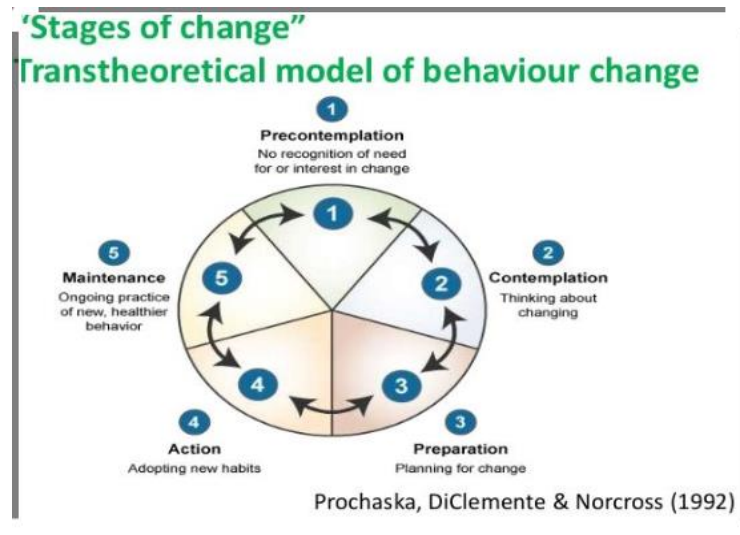


Figure 3: Transtheoretical model of behaviour change

The interview coaching session provided a very relaxed and authentic setting and upon initial perception the interview coaching experience appears to be a successful experience for all involved, allowing for a natural flow of the framework of questions to be asked, non-sequentially (transcriptions in appendices).

3.4 Data Collection

Williams (2019) defines qualitative research as a tool to provide opportunities to locate the genesis of a phenomenon and exploration of possible reasons for its occurrence. Using qualitative research enables the researcher to codify what the experience of the phenomenon means to all those involved and determine if the experience created a theoretical frame or conceptual understanding associated with the phenomenon. Therefore, this interview coaching session was qualitatively analysed and coded using grounded theory from the Strauss and Corbin model (Strauss, 1997). “Data collection, analysis and resultant theory generation has a reciprocal relationship...it requires a constant interplay between the researcher and the data” (Charmaz, 2008, p. 47). Charmaz further elaborates that the pinnacle and central to the coding process is ensuring that coding procedures are defined, rigorous and consistently applied to conform with validity and reliability standards associated with qualitative research. Open, axial and selective coding of collected data results in the creation of theory, leading the researcher to construct deeper theoretical meaning. Douglas (2003) explains this method of coding provides researchers with nuanced access to study informants’ thoughts, perspectives, and reactions to study topics. Douglas elaborates, coding enables informant data to be gathered and analysed relative to what they do, how they do it, and why they do it, whilst all interacting in the research setting. Initially the interview coaching session was transcribed using NVIVO to ensure every word was transcribed verbatim, however, the full coding process was analysed thematically manually, so to ensure depth of personal understanding and enlightenment of the context also content of the session. Charmaz (2008) defines this cyclical process as both an art and science, requiring the researcher to understand intimately the data by continuously reading and rereading the collected data for theory to evolve.

In the next phase, the interview coaching session was initially open coded by the process of breaking down the data into separate units of meaning. Goulding (1999) explains the main purposes of open coding are to conceptualise and label data and starts the process of categorising many individual phenomena. In contrast to open coding, which focuses on identifying emergent themes, axial coding was utilised to further refine, align and categorise the themes. Secondly, the data was further axial coded to ensure saturation of all the information during the coaching interview session. Strauss and Corbin (1998) believe that the purpose of axial coding is to reassemble data that were fractured during open coding and a core category unites all the strands in order to provide an explanation of the behaviour under study or the phenomenon. Therefore, the data was axial coded in accordance with the core

categories of the research question - how is constructivist learning delivered through distance learning and how are the teachers supported in accessing their creativity to impact their distance learning goals? The five sections of the coaching model EVOKE provided the platforms to base the details of the specific conditions that give rise to a phenomenon's occurrence, which correlated in accordance with the coaching questions. The model not only provides a solid foundation for coaching, but also represents the description of hypothetical relationships between categories and subcategories as axial coding is the appreciation of concepts in terms of their dynamic interrelationships and it is these which form the foundation for the creation of the model and theory.

In addition, the constant comparison method was also used to ensure the data was constantly being organised and refined for each interviewee. While there are differing approaches to implementing the analysis of axial coding, the constant comparison method was chosen for its focus is to compare continually the data collected, emergent themes and their coding in order to continually create, refine, and newly create categories in preparation for selective coding. Flick (2009) describes that most importantly, the open, axial, and selective coding strategy enables a cyclical and evolving data loop in which the researcher interacts, is constantly comparing data and applying data reduction, and consolidation techniques. The final and selective coding summary of the qualitative data analysis was analysed utilising an adaptation of the Morrow and Smith Model (1996), so to ensure and enable selection and integration categories of organized EVOKE model data from axial coding in cohesive and meaning-filled expressions. coded. "The conceptualization of the yield from the selective coding as a 'case' or 'story' is significant as it provides researchers with flexible and multi-type vehicles for codifying and presenting study results" (Strauss, 1998, p. 158). Therefore, this approach to data framing enables the researcher to work continually toward thematic specificity and, in turn, theory creation.

The Morrow and Smith model was chosen as an approach to data framing, enabling continuity towards thematic specificity and, in turn, theory creation. (*Figure 4*)

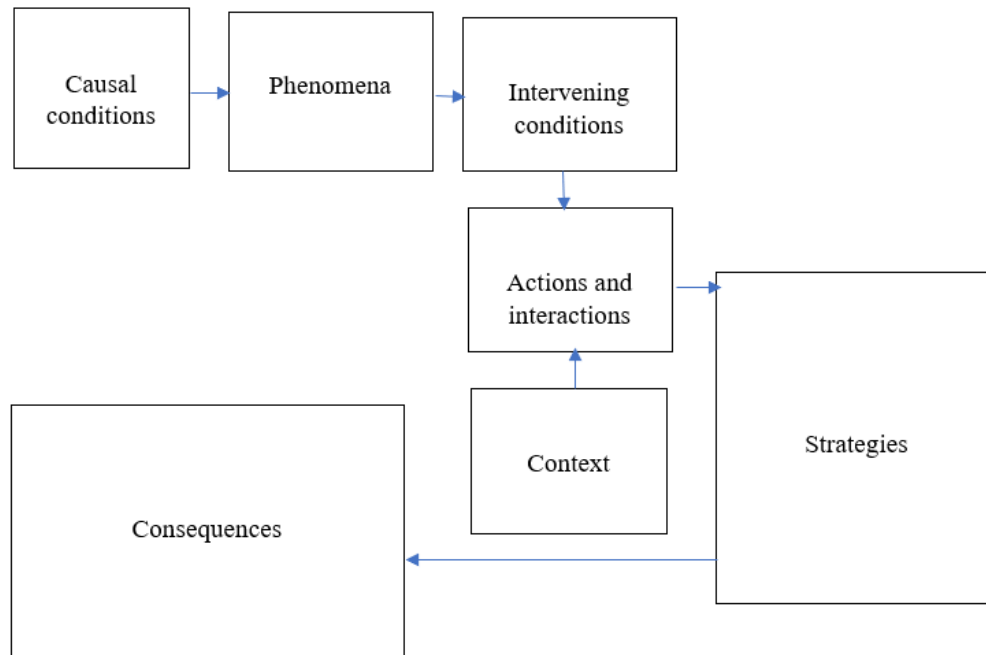


Figure 4: Adaptation of the Morrow and Smith model (1996)

As depicted, Cresswell (2002) explains the causal conditions refer to the factors that lead to the occurrence of the phenomenon, the subject under study, or the central idea. Therefore, the Strategies are the specific actions or interactions that result from the core phenomenon. “Contextual conditions are the "specific set of conditions (patterns of conditions) that intersect dimensionally at this time and place to create a set of circumstances or problems to which persons respond through actions/interactions", (Strauss & Corbin, 1998, p.132). Consequences refer to the outcome of the phenomena as they are engaged through action and interaction. The causal conditions affect the core category, the intervening and the contextual conditions affect the strategies, and the strategies affect the consequences, all subsections synthesise in a collaborative cyclical nature. The overall outcome of selective coding enables researchers to craft case stories that accurately and powerfully present the sum of the progressive coding process. Selective coding fuels expression and facilitates the construction of meaning. Coding promotes thematic integration and organizational strength, enabling researchers to be reflective and reflexive in joining the data in nuanced and intimate ways and employing the outcomes from the coding process to create meaning.

3.5 Validity, Reliability and Triangulation

Wisdom (2013) explains the two types of data can provide validation for each other, which would also create a solid foundation for drawing conclusions about the how the teachers feel about their constructivist teaching approaches and creativity being applied into distance learning. Greene (2007), states that mixed methods research enhances validity by complementarity, which seeks elaboration, enhancement, illustration and clarification of the results from one method blended with results from the other. The reliability of this research is the intricate design of a coaching model that can be utilised and reutilised frequently, with the desire to have a positive impact for teachers in recognition of their true potential despite all obstacles. Drever (1995), explains that the semi-structured interview technique provides a very flexible technique for small scale research, as it allows for reliability by evoking an exploration of authentic respondents' opinions, also by clarifying interesting and relevant issues. Drever further elaborates that whilst the interviewer is preparing, only topics and sub-topics should be identified rather than specific questions. It is hoped that specific questions would emerge as a matter of course during the exploration of these topics and sub-topics, to develop a framework from which to explore. Pathak, (2012) states semi structured interviews give the interviewer more freedom to explore issues as a matter of course, rather than pre-empting the issues. After contemplation of research, a general structure for the interview task was prepared by deciding in advance the main topics, subtopics and with a framework of coaching questions as a scaffold, to allow for detailed questions to be asked as and when they naturally emerged during the interview. As a consequence of this approach, the interviewees had complete flexibility and freedom in deciding what needed to be described, how much explanation to offer and how much detail to be used, reinforcing complete reliability as nothing was pre-empted. Kimsey-House (2018) states authentic reflection is a relevant concept in coaching and allows the interviewer to adopt a non-bias and a non-judgemental open approach, developing trust. This reinforced the validity of the interview technique, as the semi structured interview allowed for authenticity and reflection to emerge throughout the interview, integrating trust to be built from this emerging pattern of reliability.

Triangulation of both qualitative and quantitative data was the final phase of the research process, by which this represented the phase of interpretation and contextualization of the findings. Research demonstrates, drawing upon data across the qualitative/quantitative spectrum can take place at all phases of the research process: shaping the concepts and ideas at the start of the enquiry and influencing the process of analysis, as well as occurring at the

later stage when the researcher draws conclusions. Brannen (2008), states mixed methods research may include a quantitative approach so that data on particular items are collected systematically; For example, in this research some questions on the interview schedule discussed were treated quantitatively (for example on Phase of behaviour in the Transtheoretical Model and stress level Likert's) while others had a qualitative character. This approach was chosen to allow the interviewer (coach) to probe and the interviewees to give free expression of narratives of incidents/ obstacles and experiences. This research design was intended to create more of a holistic picture of people's understandings than a conventional survey analysis would provide and elucidate the meanings that research participants attribute to their creativity in their practices and actions.

3.6 Ethics

Noddings (1986) applies the ethics of care specifically to educational research. Her first thesis is that the relationship between researchers and participants ought to exemplify caring, particularly trust and mutual respect; her second thesis broadens the first so as to apply to the educational research enterprise as a whole. According to Noddings, the choice of research questions and the overall conduct of the research ought to be based on their potential to contribute to caring school communities. This educational research was solely based on the potential to make a caring contribution in the field of education. Resnik (2015) states research often involves a great deal of cooperation and coordination among many different people in different disciplines and institutions, therefore it is vital to comply with ethical standards. This not only validates the research but more importantly promote the values that are essential to collaborative work, such as trust, accountability, mutual respect, and fairness. The coaching involved in this educational research required a substantial amount of trust and respect, which was completely maintained prior, during and post interview coaching. This educational research was prior approved by Middlesex University Ethics Committee and abides fully with the Code of Ethics, safeguarding all participants from the risks associated with participation, such as using pseudonyms to protect identities and informed voluntary consent. This qualitative data procedure complies with the British Educational Research Association (BERA, 2018) ethical guidelines.

3.7 Bias and Limitations

Arnold (2011) explains Systematic bias can occur in both qualitative (categorical) and quantitative (numerical) research. It can occur during the design stage, when selecting subjects, during data collection, when assessing the data and when reporting results. Therefore, the design of this research was such so to reduce as much systematic bias as possible. The combined mixed methods approach was designed to encompass both the quantitative and qualitative properties. The participation variable was minimised with demographics, age, gender and experience, yet yielded a slight variable in the cycles and the subject the interviewees taught. This purposive sample was designed to enrich the data and apply to a general population of variance owing to the small sample of participants due to the current Covid 19 crisis, to reduce a selective bias in the research. The delivery of design was optimised irrespective of the Covid 19 restrictions of social distancing and lockdowns and all legalities were adhered to with complete compliance by performing the interview coaching session via Microsoft teams, yet still rendering a sense of being present. In further justification of the slight bias in purposive sampling, ethically, also morally, the interviewees asked to attend the interview coaching session, were perceived as in need, owing to current stress levels and isolation, adhering to a high ethics of care for fellow educators.

Petrie (2010) describes systematic bias as creating a spurious association where no real relationship exists between two variables or can mask a real association between two variables. Reinforcing the analysis of both quantitative and qualitative data as means of comparative analysis. The data analysis was a very thorough, manual three tier coding process in complete accordance with the grounded theory. Morse (1994) extends this explanation suggesting that grounded theory offers "the best comprehensive, coherent and simplest model for linking diverse and unrelated facts in a useful and pragmatic way". An extensive literature review, understanding and previous application of manual grounded theory coding process lessens systematic bias within this educational research. However, as a limitation, albeit incredibly time consuming it most definitely increases validity also reliability of results. Maclure (2001), suggests that an understanding of systematic bias causation facilitates preventing and adjusting for it in research studies. There is extensive research to support ongoing awareness of the potential presence of bias in the research process ensures that systematic bias may be kept to a minimum. Consequently, such awareness also facilitates a more meaningful critical scrutiny of research results and conclusions prior to submission.

4 CHAPTER 4: RESULTS

4.1 Open Coding

Following the full transcription of the coaching interview, initially, the results were recorded on excel manually using open coding from Strauss and Corbin to examine the text for salient categories. The five main subcategories of the EVOKE coaching model provided the platform scaffolding for the open coding base. The initial category was expectation, followed by visualisation, obstacles, knowing and execute. By applying codes to the text, this allowed for labelling phenomena, which avoided the mere description of the word and allowed for the information gathering to commence. The constant comparative approach was used to saturate the data. Saturation allowed for the instances that represent the categories and allowed for continuation of analysis until no further information provided further insight into the category. Brown (2002) states theoretical saturation is realised when no new data comes out concerning a category, the category is intense enough to cover variations and process and finally, relationships between categories are delineated adequately. The second phase of open coding was constant comparison to ensure and maintain close connection between categories and the interview data of all three interviewees. By comparing the data coded in the EVOKE coaching model subsections, this allowed for the development of theoretical elaboration to emerge. This procedure was continued until the categories had well developed dimensions and properties, also the relationships amongst the categories were well established and validated. The results are represented and depicted for each interviewee and in each sub sections of the EVOKE coaching model to allow for a constant comparative analysis and to fully ensure saturation of the interview data.

Interviewee 1 open coded results -

Table 2: Representation of the coaching interview main responses- Interviewee 1

Column1	EXPECTATION	VISUALISATION	OBSTACLES	KNOWING	EXECUTE
INTERVIEWEE 1	IMPROVE ICT SKILLS	LITERATURE	CRISIS MANAGEMENT	PASSION	PERSONAL FEEDBACK
	INCREASE COMMUNICATION	EFFECTIVE RESOURCES	PRESSURE	ICT SKILLS	IMAGINATION
	INCREASE STUDENT LANGUAGE SKILLS	FEEDBACK	GUILT TOWARDS STUDENTS	INITIATIVE	LANGUAGE SKILLS
	IMPROVE STUDENT KNOWLEDGE	VISUALS	NEW STUDENTS	CREATIVITY	SOCIAL INTERACTION
	GET TO KNOW NEW STUDENTS	INTERACTION	LACK OF PRESENCE	ADAPTATION TO CIRCUMSTANCES	QUALITY NOT QUANTITY
	MANAGE STRESS/ PRESSURE	SMALL CLASSES	DIVIDED LOYALTIES	COMMUNICATION SKILLS	MORE TRAINING
	MANAGE HIGHER EXPECTATIONS		STRESSFUL	EMPATHY	FORMATIVE FEEDBACK
	IMPROVE PLATFORM KNOWLEDGE		NEW EXPERIENCE	INTUITION	ONLINE MEETINGS
	CREATIVITY		STUDENT APPREHENSION	COMPASSION	IMPROVED RESOURCES
	AUTHENTIC LEARNING		TECHNICAL ISSUES	COLLABORATION WITH STUDENTS	
			LACK OF STUDENT INTERACTION		
			LACK OF STUDENT ATTENTION		
			INCORRECT CURRICULM PACING		
			HIGH ACHIEVER STUDENTS RELAXED		

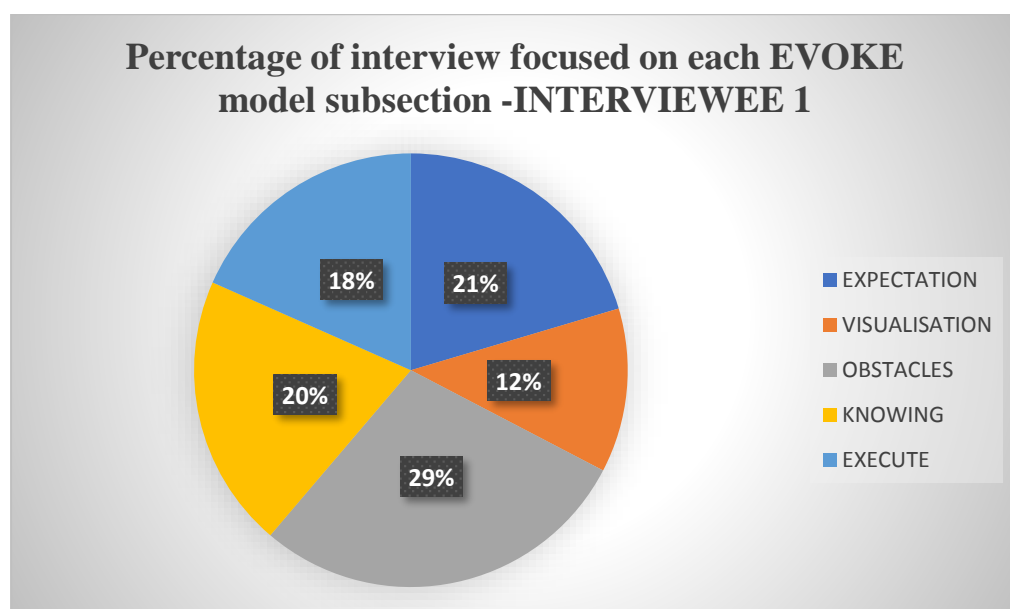


Figure 5: Interviewee 1 - Overall Percentage of Interview in each coaching model subsection

As represented in table 1 and figure 5, interviewee one commenced the interview in the obstacle category expressing concerns regarding distance learning and frequently oscillated in and out of this category with concerns for both themselves and the students.

“Well, of course, you know, when we started this distance learning, it was so hard for the students especially from start to what was in the end, because it was a new experience that had started. This put us under immense pressure.

Obviously, students were shy because it was hard to speak over the other teams or whatever. But towards the end, they were more open and freer but took a long time”.

29% of the interview was focused in the obstacles experienced during active distance learning, 21% of the interview was focused in goal setting and personal expectations, 20% of the interview was focused in knowing and accessing the authentic self, 18% of the interview was focused on how the interviewee will deliver and execute the personal goals and finally, 12% was focused in visualisation.

Interviewee 2 open coded results

Table 3: Representation of the coaching interview main responses- Interviewee

Column1	EXPECTATION	VISUALISATION	OBSTACLES	KNOWING	EXECUTE
INTERVIEWEE 2	IMPROVE COMMUNICATION SKILLS	CONTROL	CRISIS MANAGEMENT	ENERGY	VISUALS
	INCREASED LEARNING	EFFECTIVE RESOURCES	PRESSURE	SPONTANEITY	ACTIVE LISTENING
	IMPROVE LISTENING SKILLS	FEEDBACK	LESSON PLANNING PROBLEMS	INITIATIVE	INDEPENDENT RESEARCH
	IMPROVE STUDENT KNOWLEDGE	VISUALS	NEW STUDENTS	CREATIVITY	PROJECT BASED LEARNING
	GET TO KNOW NEW STUDENTS	PROJECTS	LACK OF PRESENCE	KNOWLEDGE	TIME MANAGEMENT
	MANAGE STRESS/ PRESSURE	QUESTIONS	NO PERSONAL SPACE	COMMUNICATION SKILLS	STUDENT INITIATIVE
	MANAGE HIGHER EXPECTATIONS		STRESSFUL	EMPATHY	FORMATIVE FEEDBACK
	INCREASE INTERPERSONAL SKILLS		NEW EXPERIENCE	INTUITION	IMPROVED PLANNING
	CREATIVITY		RUSHED RESOURCES	FACILITATION	IMPROVED RESOURCES
	PROJECT BASED LEARNING		TECHNICAL ISSUES	RESOURCEFUL	VARIETY OF LESSONS
	INCREASE STUDENT MOTIVATION		UNAWARE OF EXPECTATIONS	PRESENCE	QUALITY
	SPONTANEITY			PERSUASIVENESS	
				HUMOUR	

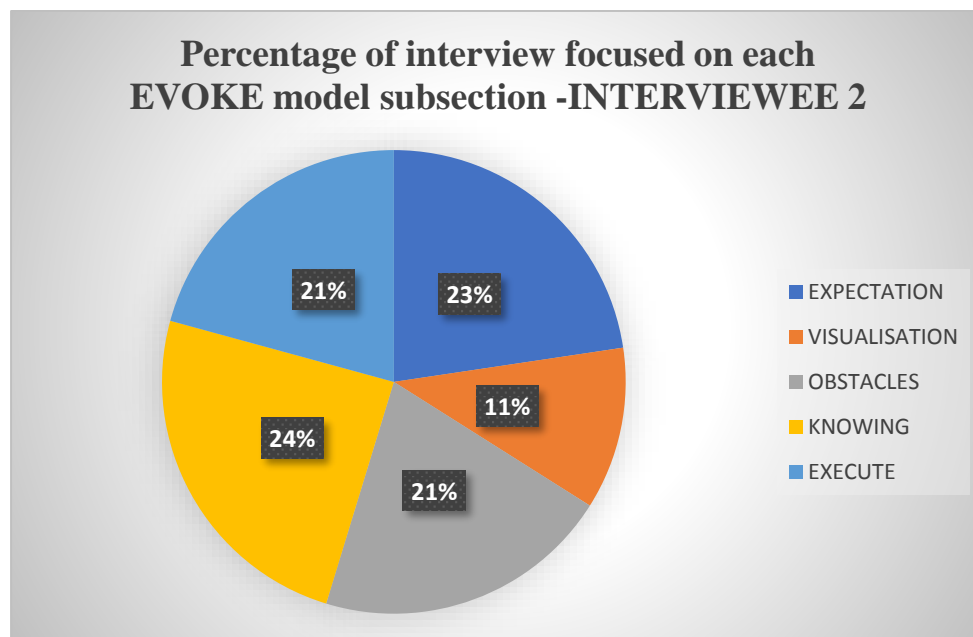


Figure 6: Interviewee 2 - Overall Percentage of the interview in each coaching model subsection

As depicted in table 2 and figure 6, interviewee 2 focused 24% of the interview in Knowing and accessing the highest self. Subsequently, 23% of the interview was focused in the expectation and goal setting category, the subsections of obstacles experienced and how the goals will be executed during distance learning, equated equally at 21% of the interview and finally, 11% of the interview was spent in visualisation. Interviewee 2 demonstrated a frequently recurring theme of the access, relationship and deep inner knowing to the authentic self incredibly early in the coaching interview session whilst describing the main obstacle.

“I mean, there was nothing in that energetic personal space. So the question is, because I feel as though when I'm talking I am giving some energy, so those students and being online learning, they haven't got the energy from me. Just like you own energy, your own mind giving out energy, your voice energy to the students. Your presence.”

Interviewee 3 open coded results

Table 4: Representation of the coaching interview main responses- Interviewee 3

Column1	EXPECTATION	VISUALISATION	OBSTACLES	KNOWING	EXECUTE
INTERVIEWEE 3	IMPROVE COMMUNICATION SKILLS	CREATIVITY	CRISIS MANAGEMENT	FACILITATOR	VARIETY OF LESSONS
	INCREASED LEARNING	STUDENT MODELLING	LAZINESS	EMPATHY	EMBEDDED RESPONSE
	STUDENT DEVELOPMENT	PRESENCE	LACK OF QUESTIONING	INTUITION	FEEDBACK
	IMPROVE STUDENT KNOWLEDGE	MOTIVATION	PASSIVE STUDENTS	CREATIVITY	SCAFFOLDING
	SUPPORT STUDENTS	PROJECTS	LACK OF RESPONSIVENESS	KNOWLEDGE	TIME MANAGEMENT
	EXTENSION QUESTIONS	3D CLASSROOMS	NO CAMERA	PEDAGOGICAL UNDERSTANDING	VISIBLE LEARNING
		CREATE JOURNIES	NO INTERVENTION		FACILTATE ENQUIRY
			TOO METHODOICAL		FACILTATE LEARNING
			SHY STUDENTS		FACILTATE SKILL DEVEL.
			TECHNICAL ISSUES		RESEARCH SKILLS
			CHALLENGING		SUPPORT
			INEFFECTIVE COMMUNICATION		
			NO RECIPROCITY		

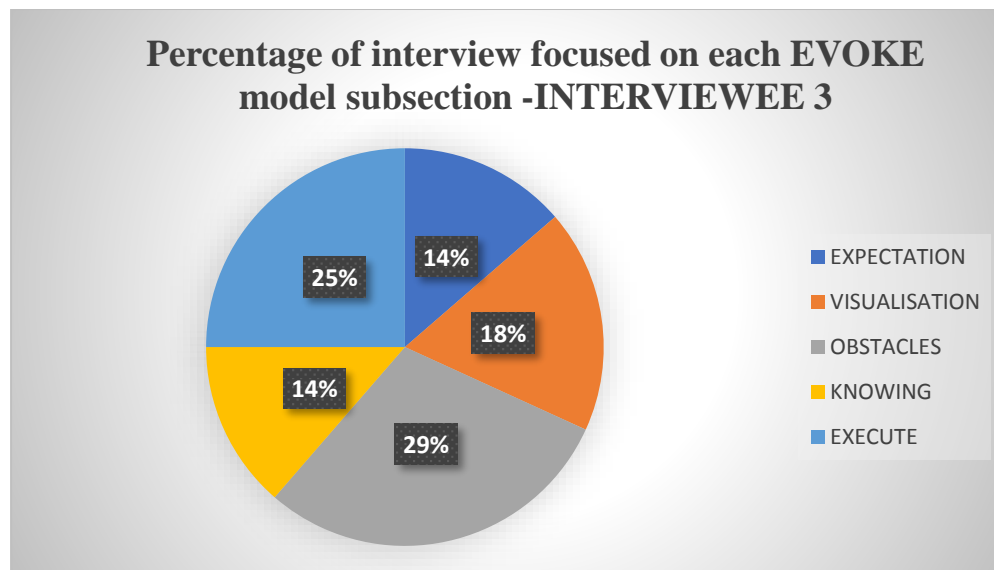


Figure 7: Interviewee 3 - Overall Percentage of the interview in each coaching model subsection

The overall percentage of the interview in each coaching subsection for interviewee 3 demonstrates 29% of focus on the obstacles experienced during distance learning, 25% was focused on the delivery of goals, 18% of the interview was spent in the visualisation Stage of coaching and finally, both knowing access to higher self and expectation and goalsetting expectations equated equally at 14% of the interview. Interviewing 3 commenced and frequently referred 2 current and past obstacles faced during distance learning and recurrently demonstrated extensive knowledge and understanding of pedagogical theories currently used or with intention to use during the distance learning experience.

“I think that the biggest obstacle I faced was that lack of responsiveness from students. Like I find myself to be quite empathetic and intuitive and that was removed, because you cannot and we did not have the ability to actually see our students. Suddenly, we must remove all that excess, all that knowledge of, you know, behaviours and about body language and engagement and feedback and then just being front of a computer. I cannot apply in all my skills, there was a huge void.”

4.2 Axial Coding

The focus of the axial coding was to construct details of the specific conditions that give rise to a phenomenon's occurrence. Strauss and Corbin (1998) believe that the purpose of axial coding is to reassemble data that were fractured during open coding. The data was therefore

subsumed into core categories which justified the basis for the emergent theory. Each of the open coded data was subsumed into core categories based upon the appreciation of concepts in terms of their dynamic interrelationships. These core categories formed the foundation for the creation of the theory, which justified emergence, in addition, the EVOKE coaching model subsections were used as scaffolding. This solid axial coding base provided an emergence of three core categories of each of the platforms, resulting in representation of the central phenomenon around which the open coded classifications were interrelated.

EXPECTATIONS – Subsection analysis

As depicted below, Interviewee 1 referred to authenticity and communication as the main goal theme predominantly throughout the interview, as opposed to interviewee 2 who resided predominantly in the authenticity core category, followed by student development and lastly communication. Interviewee 3 demonstrated the priority of goals to be in the student development category, demonstrating equivalency of authenticity and communication goals. (figure 8.)

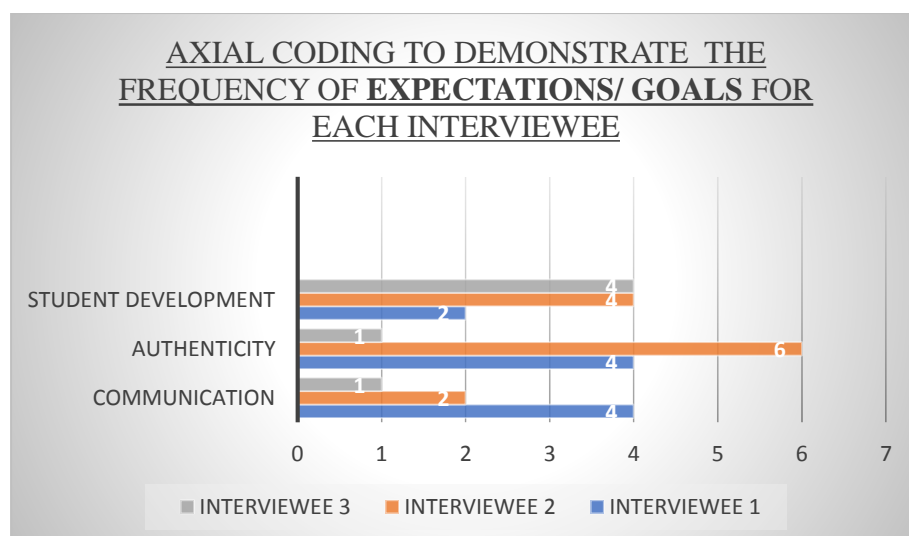


Figure 8: Expectations Axial Coding

STUDENT DEVELOPMENT CORE CATEGORY

Interviewee 1 responses- Improve student knowledge and increase student language skills.

Interviewee 2 responses – Improve listening skills, improve student knowledge, project-based learning and increase student motivation.

Interviewee 3 responses – Student development, improve student knowledge, extension questions and increased learning.

AUTHENTICITY CORE CATEGORY

Interviewee 1 responses –_Authentic learning, creativity, manage stress/ pressure and manage higher expectations.

Interviewee 2 responses – Manage stress/ pressure, manage higher expectations, increase interpersonal skills, creativity, increase learning (personal) and spontaneity.

Interviewee 3 responses – Support students

COMMUNICATION CORE CATEGORY

Interviewee 1 responses –Improve ICT skills, improve platform knowledge, get to know students and increase communication.

Interviewee 2 responses – Improve communication skills and get to know students.

Interviewee 3 responses – Improve communication skills.

VISUALISATION ANALYSIS

All interviewees demonstrated the main focus of the visualization was contemplating and applying significance to the resources which could be used during distance learning, closely followed by student interaction and lastly feedback. (*figure 9.*)

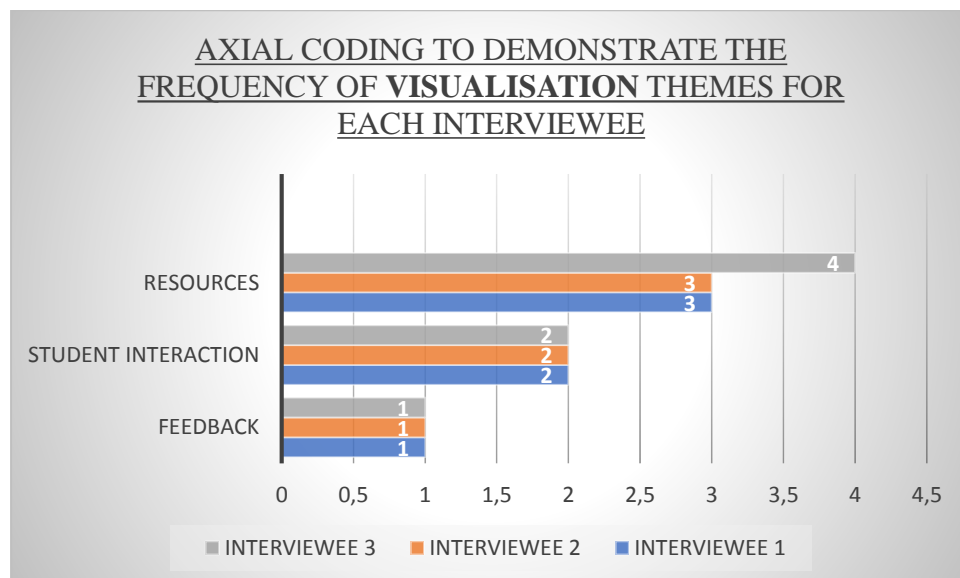


Figure 9: Visualisation Axial Coding

RESOURCES CORE CATEGORY

Interviewee 1 responses– Literature, effective resources and visuals

Interviewee 2 responses– Effective resources, visuals and projects.

Interviewee 3 responses– Projects, create 3D classrooms, create journeys and student creativity through resources

STUDENT INTERACTION CORE CATEGORY

Interviewee 1 responses- Interaction and small classes

Interviewee 2 responses– Increase control and ask more questions

Interviewee 3 responses– Student modelling and presence.

FEEDBACK CORE CATEGORY

Interviewee 1 responses- Feedback

Interviewee 2 responses – Feedback

Interviewee 3 responses – Motivational feedback

OBSTACLES ANALYSIS

Interviewee 1 focused predominantly on the obstacles occurring within their own interpersonal emotions. Student interaction problems was the next major obstacle category followed by general obstacles throughout the crisis management. Interviewee 2 however, only developed two main themes and also mainly focused on the obstacles occurring within their own interpersonal emotions, closely followed by general obstacles throughout the crisis management. Interviewee 3 main concerns regarding obstacles was centered around student interaction, followed by the problems encountered during the crisis management, showing less focus on their own interpersonal emotions. (*Figure 10.*)

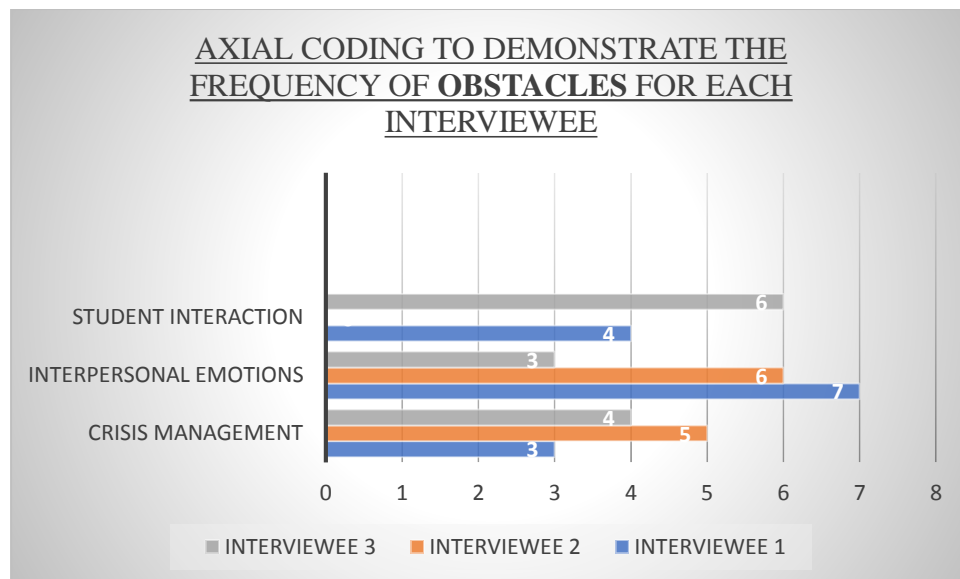


Figure 10: Obstacles Axial Coding

STUDENT INTERACTION CORE CATEGORY

Interviewee 1 responses – Student apprehension, lack of student attention, lack of student interaction and high achiever students relaxed.

Interviewee 2 responses – None

Interviewee 3 responses– Lack of responsiveness, shy students, ineffective communication, no reciprocity, lack of questioning and students were passive.

INTERPERSONAL EMOTIONS CORE CATEGORY

Interviewee 1 responses– Pressure, guilt towards students, not knowing new students, lack of presence, divided loyalties, stressful and new experience.

Interviewee 2 responses– Pressure, new students, lack of presence, no personal space, stressful and unaware of expectations.

Interviewee 3 responses– Challenging, personal laziness and too methodical.

CRISIS MANAGEMENT CORE CATEGORY

Interviewee 1 responses – Crisis management, technical issues and incorrect curriculum pacing.

Interviewee 2 responses – Crisis management, technical issues, rushed resources, lesson planning problems and completely new experience.

Interviewee 3 responses– Crisis management, technical issues, ineffective communication and no camera.

KNOWING ANALYSIS

Interviewee 1 and 2 predominantly resided in the higher self core category of the inner knowing coaching subsection with minimal reactions in language and learning. In comparison interviewee 3 resided equally in the learning and higher self core categories with zero resonance to the language category. (*Figure 11*)

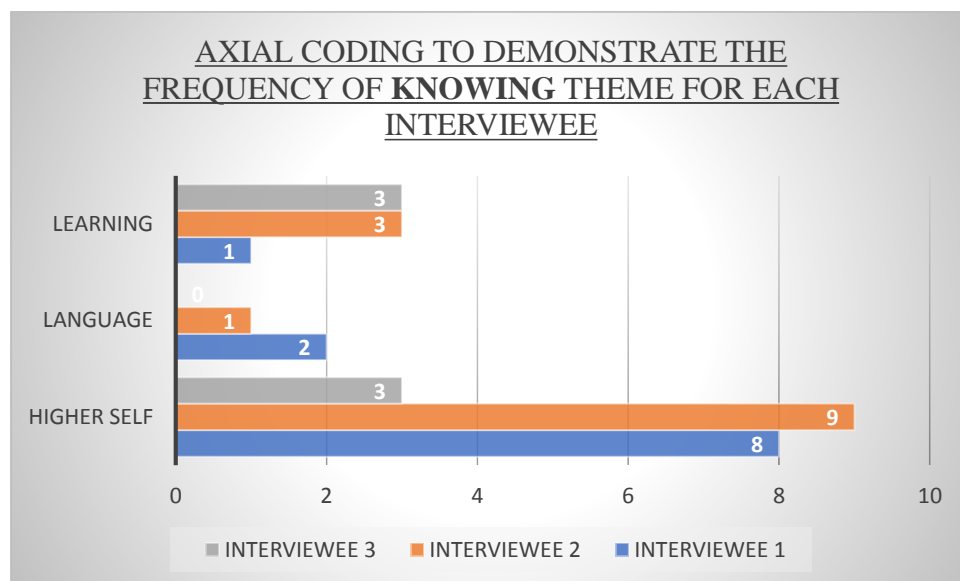


Figure 11: Knowing Axial Coding

LEARNING CORE CATEGORY

Interviewee 1 responses – ICT skills

Interviewee 2 responses– Facilitation, resourceful and knowledge

Interviewee 3 responses – Pedagogical understanding, knowledge and facilitator.

LANGUAGE CORE CATEGORY

Interviewee 1 responses– Communication skills and collaboration with students.

Interviewee 2 responses– Communication skills

Interviewee 3 responses– None

HIGHER SELF CORE CATEGORY

Interviewee 1 responses– Passion, initiative, creativity, adaptation to circumstances, empathy, intuition, compassion and collaboration.

Interviewee 2 responses– Energy, spontaneity, creativity, intuition, empathy, initiative, presence, persuasiveness and humour.

Interviewee 3 responses– Empathy, intuition and creativity.

EXECUTE ANALYSIS

The execute analysis demonstrated interviewee 1 ascertained in order to achieve goals then interpersonal development was the main key, which would be enhanced by resources, followed by the delivery of teaching. Interviewee 2 predominant focus of goal achievement would be focused on the delivery of teaching, followed by interpersonal development which would require adequate resources. However, interviewee 3 purely focused upon the delivery of teaching required in order to achieve goals and subsequently the interpersonal development needed to do so. (figure 12)

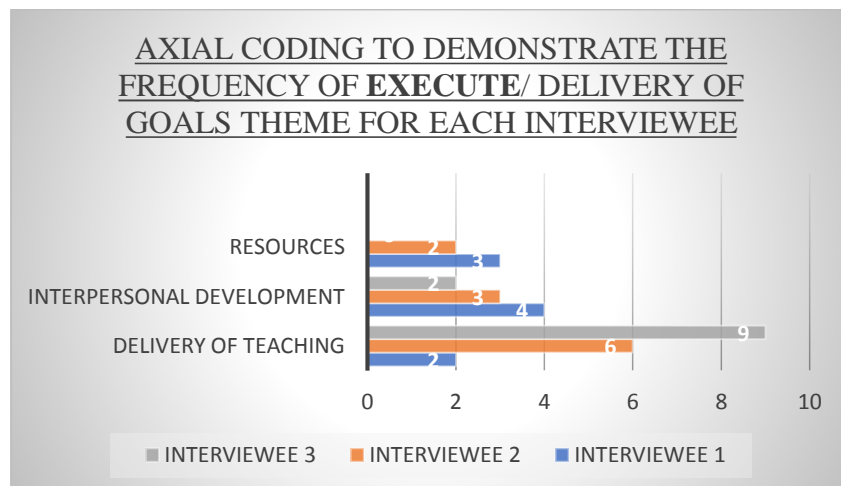


Figure 12: Execute Axial Coding

RESOURCES CORE CATEGORY –

Interviewee 1 responses–Online meetings, improved resources and more training

Interviewee 2 responses–Visuals and improved resources.

Interviewee 3 responses–none.

INTERPERSONAL DEVELOPMENT CORE CATEGORY-

Interviewee 1 responses – Imagination, personal feedback, social interaction and focus on quality not quantity.

Interviewee 2 responses–Active listening, time management and quality.

Interviewee 3 responses –Time management and support.

DELIVERY OF TEACHING CORE CATEGORY-

Interviewee 1 responses –Formative feedback and language skills.

Interviewee 2 responses –Independent research, project-based learning, student initiative, improved planning, variety of lessons and provide feedback.

Interviewee 3 responses – Variety of lessons, embedded response, scaffolding, visible learning, feedback, facilitate enquiry, facilitate learning, facilitate skill development and research skills.

4.3 Selective Coding

Selective coding was finally used to analyse the interview coaching session overall responses, this was to centralise the main themes which were emerging from the data categories and this allowed the process of enabling further refinement of the data. This process was performed by selecting the main thematic category, and then in a systematic manner aligning the main theme to the Morrow and Smith model categories that have been selectively coded (*figure 13*). “The conceptualization of the yield from the selective coding as a ‘case’ or ‘story’ is significant as it provides researchers with flexible and multi-type vehicles for codifying and presenting study results” (Strauss, 1998, p. 158).

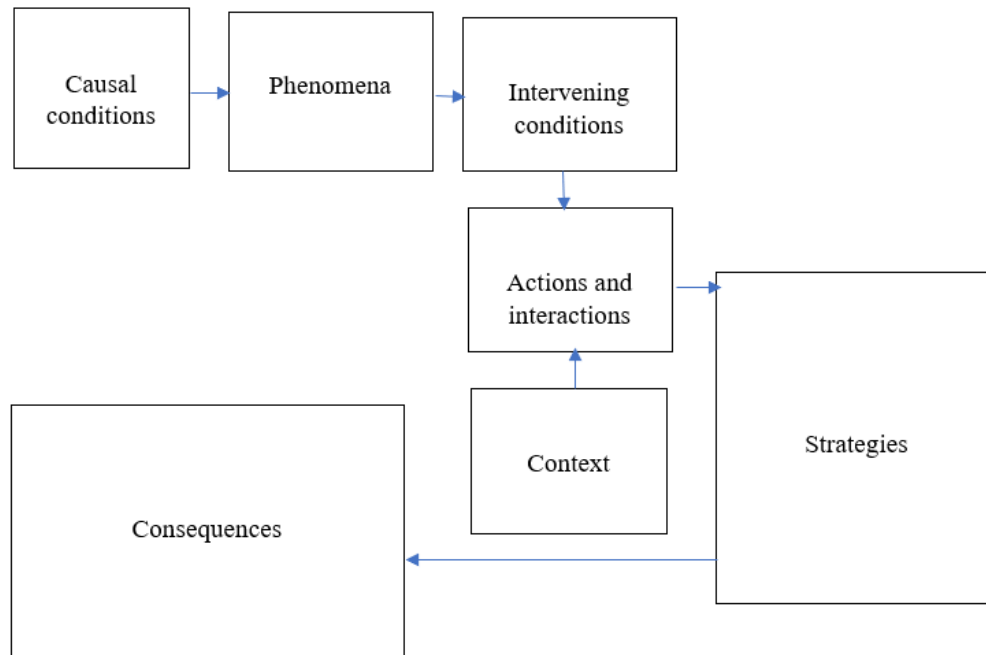


Figure 13: The Morrow and Smith model (1996)

With reference to the Morrow and Smith model, the causal conditions was the sudden impact the pandemic COVID 19 which led to the world to be in complete lockdown including the educational system and this began the journey of distance learning to ensure education continued. The basis of the EVOKE coaching model was used for the phenomena as to ascertain the initial research question - The impact of coaching on teacher creativity in distance learning. The intervening conditions incorporated the obstacle subsection of the model, as this referred to the structural conditions bearing on action/interactional strategies that pertained to this phenomenon and facilitated the strategies taken from the actions within the specific context. The actions and interactions were between the students and teachers, therefore, the knowing subsection analysis of the coaching was applied, owing to the fact the active distance learning teachers acted from their core being and instincts due to the sudden nature of the pandemic. Context was an extended blend of the Knowing subsection, which resulted in the strategies from the visualisation and expectation/ goal setting subsection. Finally, the consequences were derived from the execute subsection, as to the result of execution of goals, (figure 14).

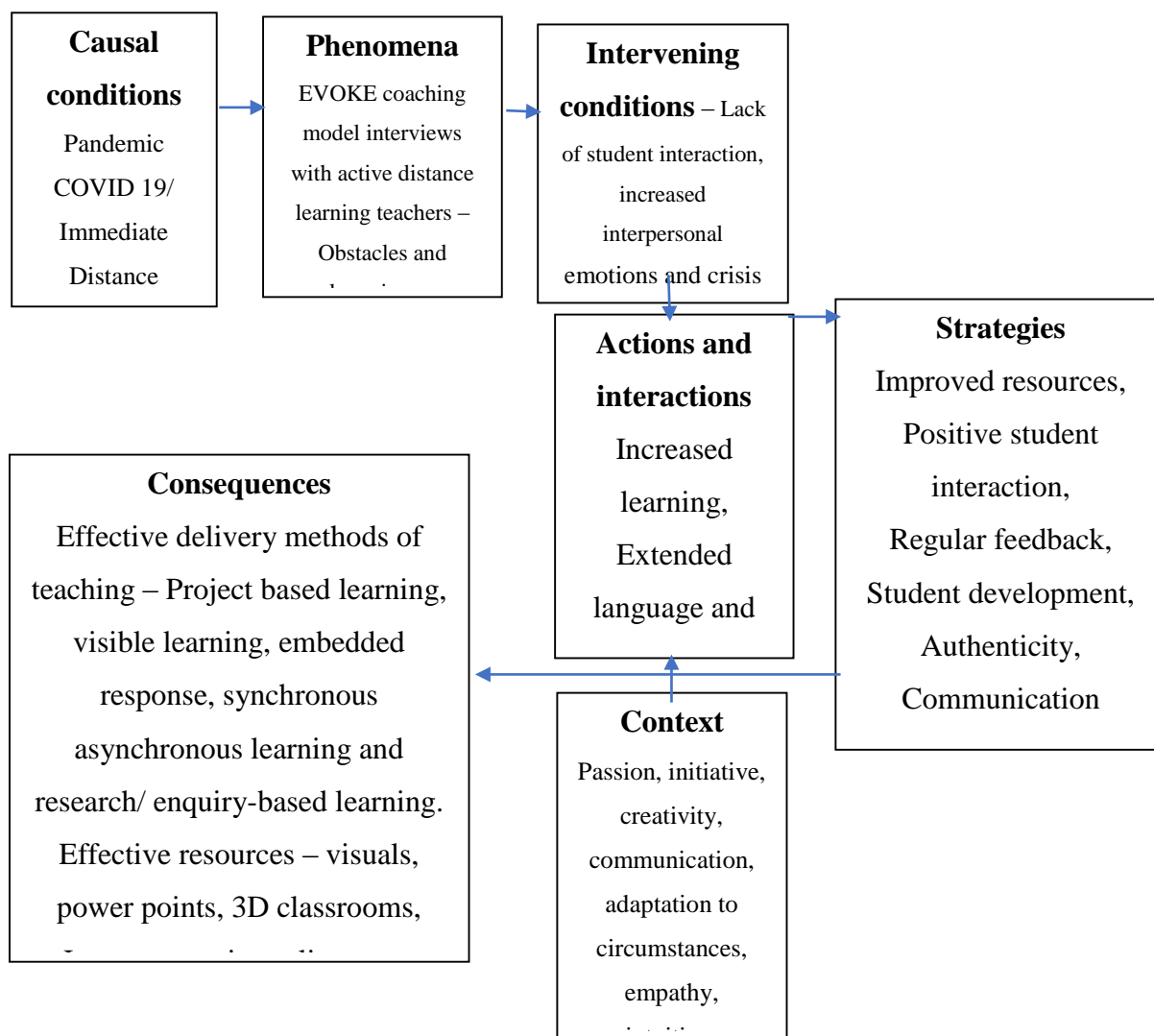


Figure 14: Adaptation of The Morrow and Smith model (1995) encompassing the EVOKE coaching model

4.4 The Transtheoretical Model/ Self rating

Finally, The Transtheoretical Model (TTM) five main platforms of behaviour change were used to quantify a self-reflection on the interviewees process of current behaviour and expected behaviour at the fresh start of the new academic year. TTM scaling was represented by -

1. Precontemplation
2. Contemplation
3. Action
4. Maintenance
5. Relapse

This data was further triangulated with the self-rating of delivery, to perceive how each interviewee evaluated their current teaching delivery and comparatively their anticipated self-rating of delivery for the new academic year, in addition, this rating was obtained at the beginning of the interview coaching session and at the end, (*figure 15*).

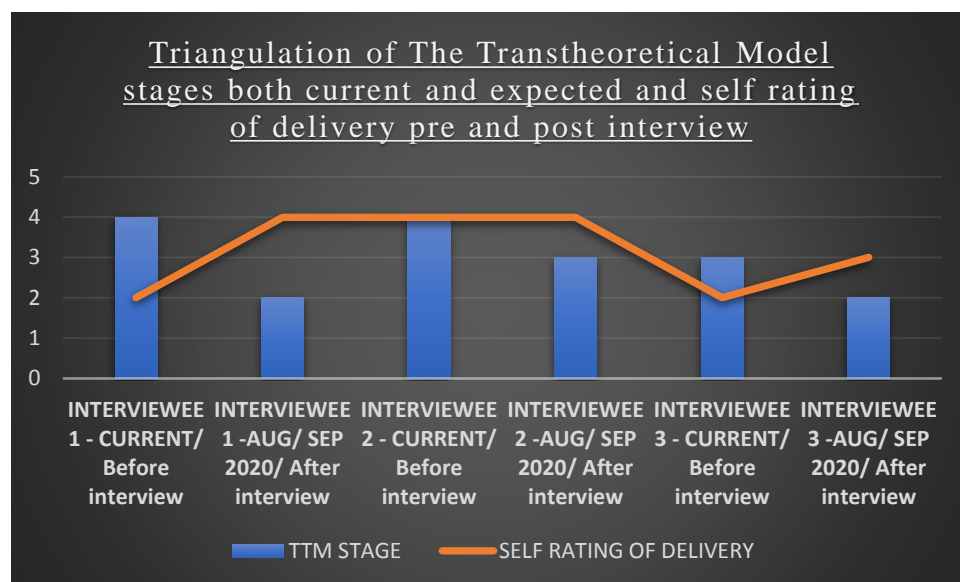


Figure 15: Triangulation of the TTM stages and self-rating of delivery

The Transtheoretical Model data represents interviewee 1 perceiving to be currently in the maintenance stage of TTM with anticipated movement to the contemplation Stage at the beginning of the new academic year. Interviewing 2 also perceived themselves to be currently in the maintenance stage with a decline relapse to the action stage in September. Finally, interviewing 3 currently perceived to be in the action phase, however, also anticipated relapse to contemplation phase in September. The self-rating of delivery data represents interviewee 1 self-rating currently at 2 (4/10) with an increase anticipated in September to rating 4 (8/10). Interviewee 2 currently self-rated at 4 (8/10) for their delivery and anticipated remaining there in September. Finally, interviewee 3 self-rated currently at rating 2 (4/10) and envisaged an increase to 3 (6/10) at the beginning of the academic year 2020 by the end of the coaching session.

To conclude, both the coaching model and TTM stages/ Likert's proved to be effective platforms from which the interviewees could explore and calibrate their creativity in a safe environment. Many useful and creative ideas for delivery/ execution of goals were generated throughout the interview/ coaching experience, with a lot of inner tuning in the knowing

category of the EVOKE coaching model. This resulted in many variations of responses which ultimately demonstrated the interviewees access of higher self, to evoke the innovation and self-belief which resides within.

5 CHAPTER 5: DISCUSSION

This comparative mixed methods research aimed to ascertain the impact of coaching on teacher creativity during distance learning using the EVOKE coaching model which was embedded with a constructivism theoretical framework. The results represent the coaching model provided a solid coaching platform as to which the interviewees responses could be methodically coded and fresh insight ascertained using the grounded theory technique.

5.1 Synthesis of Constructivism in Coaching

The results demonstrated the resounding themes in which the interviewees resided throughout the interview coaching process in the EVOKE platforms, which were the platforms of obstacles and knowing. This clearly demonstrates this study is comparable with the research of Bianichi (2014), as this research also supported workplace coaches can make a significant contribution to the company because of the role they play, which is to predominantly produce also evaluate ideas and solutions to the present and potential problems/ obstacles. As the interviewees predominantly resided in these two main subsections, this also demonstrated the synergy of support between both the coach and the coachee, which simultaneously allowed for trust to continually to emerge. The model provided the scaffolding for self-awareness to transcend, irrespective of the causal conditions of the Covid 19 pandemic and the crisis management problems. Kean (2019), defined professional coaching as way to help people harness their true potential as this only resides in the core knowing of oneself and the five platforms of the EVOKE coaching model certainly allowed for the main objectives of coaching to develop- the recognition of emotional intelligence and promotion of self-awareness, as self-awareness is key to understanding ourselves and acceptance of where we are in relation to our situation in life. As the coaching model was embedded with constructivism, this certainly played a supportive role to the purposive sample of the interviewees, as the interviewees all adopt a constructivist approach and could resonate with the continual reflective nature of the mode of questioning. As Szapkiw (2010) explains scaffolding, reciprocal teaching, and guided instruction are considered primary effective teaching strategies for both the traditional and e-learning environment, all which promote creativity. The constructivist instructor provides tools plans problem-based learning activities so that learners can construct ideas, make inferences, draw conclusions and inferences, and discuss their knowledge in a collaborative learning

environment. The coach can therefore focus on supporting the coachees by asking powerful questions, which will trigger reflection and assimilation of creativity from a place of pure authenticity. Szapkiw (2010), further concludes, when constructivism is applied to Distance learning, in contrast to the traditional methods of teaching whereby the teacher disseminates knowledge to be memorized by the students, who in turn recite the information back to the teacher, the role of the teacher shifts from the “sage on the stage” to a powerful collaborator and facilitator. This was demonstrated in the obstacles from the causal experience of the pandemic. The results displayed the main obstacles and intervening condition were – Lack of student interaction, increased interpersonal emotions and crisis management. However, this triggered all the interviewees to reflect owing to the sudden nature of the crisis and develop through their own actions and interactions of increased learning, extended language and ultimately connection to Higher Self. In comparison, as reinforced by Kolb (1984) in the experiential learning reflective cycle, the experiential concrete experience would be a precursor, which in this study was the pandemic Covid 19 and the necessity to crisis manage distance learning, which would result in providing a building block for educators to abstract conceptualisation; the further development of existing and acquirement of new skills, which would result in active experimentation, the execution of distance learning on ePlatforms; the knowledge and skills an educator can transfer and share with their students. In addition, Drucker (1985) also identified seven sources of innovation as : (i) unexpected occurrences, (ii) incongruities of various kinds, (iii) process needs, (iv) changes in an industry or market, (v) demographic changes, (vi) changes in perceptions, and (vii) new knowledge. All which could be applied to the necessity of distance learning and the circumstances impacting the interviewees to create this sudden paradigm shift from “the sage on the stage” to the powerful collaborator and facilitator.

5.2 The Impact of Coaching on Self-actualisation and Creativity

In order to ascertain the impact of coaching on creativity the final three tiers of the Morrow and Smith model were analysed as the causal conditions (Pandemic Covid 19) consequently gave birth to the phenomena being analysed (EVOKE coaching model interviews with active distance learning teachers). This divulged the intervening conditions which were predominantly affecting the teachers (Lack of student interaction, increased interpersonal emotions and crisis management). It is the intervening conditions which are the specific set of conditions (patterns of conditions) that intersect dimensionally at the time of the interview, to

create a set of circumstances or problems to which persons respond through actions/interactions. As the results demonstrate, the overall actions and interactions experienced by the interviewees were increased learning, extended language and connection to Higher Self. This was very apparent in the knowing category responses, clearly demonstrating regular and frequent access to the participants higher self and inner core of knowledge. These responses are reflective of the both the basic and higher cognitive processes in psychology. The basic cognitive processes in psychology are indeed sensory, perception and consciousness, which ultimately ascends to the higher cognitive processes which are language, memory, intelligence, creativity and innovation.

As previously discussed, creativity has many facets of conceptualization, Serrat (2010), explains creativity is the mental and social process which is fuelled by conscious or unconscious insight. This research supports that insight could indeed be from the source of generating ideas, concepts and associations evoked from both coaching and peer support. Maslow (1962) also defines creativity in characterological terms, with cheerfulness and openness to a new experience being part of the mix - "creativity is a facet of self-actualisation". Serrat and Maslow both reiterate that it is indeed innovation, which is the successful exploitation of new ideas, as it is this which is the profitable outcome of the creative process and this is something which resides in us all, we personally just have to recognize it.

Throughout the interview/ coaching session, all interviewees accessed exploration of new ideas to help overcome obstacles that were being encountered, by frequently tuning in to their self-actualisation during the ascendance of the creative process. The transcendental meaning behind Maslow's hierarchy of needs, in which he argued that basic needs such as safety, belonging, and self-esteem must be satisfied (to a reasonably healthy degree) before being able to fully realize one's unique creative and humanitarian potential, is representative that the basic cognitive processes must be in order before the higher cognitive processes can be ascertained. Creative cognition involves perceptual processes when a creative insight is a direct result of the individual's original interpretation of experiences or associations. The contextual processes which created the actions/ interactions for the interviewees were passion, initiative, communication, adaptation to circumstances, empathy, intuition, compassion, collaboration and creativity. This could be summarised that all of these perceptual processes are those which reflect the interviewees creative cognition and may reflect attentional selections when the individual benefits from the recognition of experiences and associations that can be used for original ideation. As research suggests, some creative achievements actually depend on

expertise and require years (to master the knowledge which is required by a field). This was perpetuated in the interviewee's variables of teaching different cycles and subjects. Interviewee 1 teaches English to cycle 3, preparing students for university. This was reflected in the results as interviewee 1 divulged a deep interpersonal connection to both students and oneself. Displaying strong ethics of care towards the success of the students owing to the fact of the importance of the students last years in schooling. Interviewee 2 teaches business studies to cycle 2 students which reflected their connection to higher self as creativity and innovation is a core requirement of such a subject. Finally, interviewee 3 teaches primary cycle 1 which was reflected in the dominance of student growth and development, representing the strong pedagogical knowledge of successful teaching delivery models. All interviewees participate actively in constructivist learning, representing the importance of student cognition and their own personal strength of ethics of care, the basic processes of all education. Other basic processes are involved in associative and divergent thinking. In addition to these basic processes, Taormina (2103), reinforces the fact that there are also linkages to work performance and creativity, whereby self-actualization predicted greater work satisfaction and work performance, as well as greater reports of talent, skill, and creative ability. Therefore, as the results demonstrated, creative cognition may be metacognitive and tactical. The EVOKE coaching platforms of obstacles and knowing allowed the interviewees to explore the obstacles and to exert a degree of control over their own thinking by directing their cognition to the generation of original and useful ideas, insights, and solutions, allowing them to think creatively, these represented the intervening conditions, which were a direct result of the causal conditions, bringing the research phenomena to life.

5.3 Visualisation in Coaching

“You lead best by coaching people to tap into and unleash their highest and best potentials. You lead best by empowering and enabling people to develop and express their intellectual, emotional, and creative capital” (Hays, 2015). The coaching, in particular the visualisation platform from the EVOKE coaching model, provided a solid foundation for the interviewees to explore they inner most desires to create the perfect eLearning lessons. This research supports and solidifies as Sattarie (2011) suggests, that visualisation is a relaxed state which can aid healing, learning, creativity, and performance, promoting self-awareness resulting in more control of their emotions and thought processes. Visualisation also could be theorized as a form of distracting a person from unpleasant emotional experiences, especially if the

educators are feeling overwhelmed or stressed with the current climate and expectations, which all interviewees were given the crisis management. Research in distance learning through the pandemic, has proven that the restrictions and limitations enforced by the pandemic has added stress to teachers' lives and negatively affected the capacity of most teachers to provide creative learning opportunities. Anderson (2020) reported that when teachers were supported with training and materials to innovate and adapt creative learning routines to distance learning, most teachers generated ideas aimed at supporting students' creative and social-emotional development, simultaneously. The visualisation coaching platform allowed exactly this; the platform provided the interviewees a platform to express their desires whilst setting clear goals. Jones (2006) identifies three major components which need to be present in the mastery of goal setting –

1. There needs to be a clear goal and the motivation to change.
2. You need to track your actions toward the achievement of the goal.
3. You need to have willpower.

Grant (2003) defines coaching as a 'result-oriented, systematic process in which the coach facilitates the enhancement of life experience and goal-attainment in the personal and/or professional life of normal, non-clinical clients. Grant elaborates that the role of a coach is to foster change by 'facilitating a coachees' movement through a self-regulatory cycle' with the ultimate aim of stimulating sustained well-being and functioning. In which the visualisation platform encouraged this facilitation encompassed with mindfulness and wellbeing. All interviewees demonstrated the main focus of the visualization was contemplating and applying significance to the resources which could be used during distance learning, closely followed by student interaction and lastly feedback. The perfect scenario of distance learning lessons to the interviewees consisted of interaction and small classes, increased control, student modelling, presence, feedback, effective resources and visuals. This ultimately gave the interviewees the motivation and power to create their goals. The direction of motivation is as critical as its strength. Success in many areas of life requires strong motivation and hard work. In many practical situations, the hard work must be directed to satisfying the demands of a boss or the standards or interests of the public. Creative people, however, are motivated to be in charge of their own actions, and through those actions, to do something that hasn't been done before, perhaps hasn't even been thought of before. Hall (2015), defines one core competency

skill that a truly effective self-actualizing leader needs, is an appreciation of the self-actualizing drive in him or herself and in all people. The coaching interview allowed for self-actualisation to be ascertained throughout the expectation platform and visualisation which resulted in the strategies category in the analysis. The strategies (main goals and expectations) derived from the interactions/ actions and contextual stages of the Morrow and Smith model included – Improved resources, Positive student interaction, Regular feedback, Student development, Authenticity, and Communication. All interviewees collectively resonated with all these core categories and referred to them throughout the interview coaching session. The interviewees demonstrated complete self-actualisation of the pandemic and the crisis management involved in such, the interviewees demonstrated understanding of the rational and irrational nature of humans (including their own), how to work more effectively, and finally, the complete ability to cultivate an ultimate sense of self-awareness throughout the distance learning process irrespective of the deep interpersonal emotions they were experiencing.

5.4 Self-mastery and Execution of Goals

There is much research to support self-determination theory can be helpful in understanding the things that might motivate people's behaviours. As Boardman (2015) explains self-determined is feeling like you have the autonomy and freedom to make choices that shape your destiny. Boardman acknowledges it is important for each person's well-being, to pursue things that are intrinsically motivated and that are aligned with your goals, as this will result in more emotional wellbeing from feeling more capable of making good choices. Being self-determined creates a feeling of self-control, which psychologists typically define self-control as the ability to control behaviours in order to avoid temptations and to achieve goals. The consequences stage in The Morrow and Smith model demonstrated the execution of goals for all interviewees, in a clear and concise method in which the interviewees envisaged their goals could be executed to improve the distance learning experience for all concerned. The main consequences in which the interviewees wanted to execute were - Effective delivery methods of teaching – Project based learning, visible learning, embedded response, synchronous asynchronous learning and research/ enquiry-based learning. Effective resources – visuals, power points, 3D classrooms, Journeys, projects, literature, ePlatforms. Continued interpersonal development and growth – training, planning and personal management and support. This ultimately summarised the process of grounded theory as the consequences referred to the outcome of the phenomena as they are affected by the intervening conditions and engaged through action and interaction,

contextual conditions and strategies. Therefore, being able to control and understand your behaviour and understanding of how you will execute your goals is critical to achieving any goal. The coaching addressed obstacles by creating a sense of reality, allowing the interviewees coaches to create distance learning with intent rather than by default.

5.5 The Transtheoretical Model and Coaching

According to Linley (2010), the theory of goal striving is at the centre of the coaching process. It is about active individual involvement in the process of goal achievement. However, while meta-analytic research indicates that coaching interventions can be effectively applied as a change methodology, currently, there is little evidential insights into how exactly coaches can strengthen these competencies, which is fragmented as there is no clear theoretical framework which exists that links this rich knowledge base to the coaching process. As stated by Theeboom (2014) knowledge of these processes is crucial for the evidence driven development of coaching interventions. The idea that viewing the coaching process through a temporal lens could provide useful insights into coaching of individuals is reflected and supported in the work of both Passmore (2010) and Grant (2012), who suggested that the Trans Theoretical Model of Change (TTM, Prochaska, DiClemente and Velicer, 1997) could be a useful framework for coaching. The model for discussion was a model by Theeboom (2016), who presented an overview of the main goals in each stage of the coaching process and the proposed focal competencies that should be addressed in these stages. (Table 5).

Table 5: TTM and coaching concepts (Theeboom,2016)

Stage	Main goal	Focal competencies
Preparatory contemplation	Development of awareness	<ul style="list-style-type: none"> ● Mindfulness ● Environmental receptiveness
Contemplation	Exploring the willingness and perceived ability to change	<ul style="list-style-type: none"> ● Intrinsic goal orientation ● Self-efficacy
Planning	Planning for change	<ul style="list-style-type: none"> ● Goal-setting ● Implementation intentions
Maintenance/ termination	Integration of learnings	<ul style="list-style-type: none"> ● Reflection

All the interviewees expressed they were positional to action/ planning and maintenance stages of the transtheoretical model, creating an awareness of self-efficacy, goal setting, implementation intentions and reflection. This could be owing to the actual coaching experience raising and creating an awareness to such focal competencies. However, all expressed and envisaged a relapse to the contemplation stage in September, the start of the new academic year. Through responses, interviewees expressed concerns for the increased expectations from employers in the future and anticipated the long summer break would interfere with the flow of the distance learning, for all a well-deserved break was welcomed. Interviewees also were aware of the lack of support from colleagues and discussions, owing to many people exiting the UAE owing to the current climate, they expressed a degree of worry for the future. Nieuwerburgh (2019) defines coaching as enhancing learning and growth mindset development through increasing self-awareness and a sense of personal responsibility. Coaching facilitates the self-directed learning of the coachee through questioning, active listening, being present and appropriate challenge in a supportive also encouraging climate, which the interviewees were not going to have over the summer duration. Kimsey-House (2018) reinforces this, by reiterating that the impact of coaching resides and is predominantly rooted in the coaching relationship. This phenomenon is further explained as the synergy of energy the coachee brings, in the form of motivation and energy, combined with the energy of

commitment, skills and understanding of the coach, to be what creates the powerful empowerment shift of human change. This is clearly demonstrated in the results, that without coaching the interviewees felt a relapse in their behaviour change cycle owing to many outside variables. This conclusion was also supported from the self-rating of delivery. Before the coaching interview, two of the interviewees rated themselves lower and after the coaching rated themselves more competent in delivery. One of the interviewees rated themselves equally and they demonstrated high self-actualisation and determination throughout the interview coaching process. People who are high in self-determination tend to: Believe that they have control over their own lives, have high self-motivation, base their actions on their own goals and behaviours and finally take responsibility for their own behaviour. The coaching clearly promoted self-empowerment, by enabling the interviewees to have an internal locus of control and feeling their behaviours will have an influence on outcomes. However, when confronted with challenges, it allowed the interviewees feel that they can overcome them through diligence, good choices, and hard work especially in the delivery of distance learning but not through the behaviour change cycle owing to the variables of summer break, no coaching and anticipation of higher employer expectations. As research from Vgotsky and DarlingHammond claims that by encouraging social interaction not only amongst students but also amongst teachers, is one of the most effective ways for teachers to learn creative methods to solve complex problems. This is owing to the fact that teachers, like students, can effectively improve their learning skills by frequently discussing the dynamics of their classroom with peers experiencing the same challenges. Good teachers are highly motivated to improve the content of their curricula for their students and the quality of their interactions with parents and administrators. AskillWilliams (2007) states teachers need to use reflection to evaluate and inform their practices and use collaboration to learn to negotiate effective interactions among themselves, the students, parents, and administration. The relapse in the TTM behaviour stages concurs with Yap (2017) whom suggested synthesizing two theories, Maslow's hierarchy of needs which could be used in combination with the Transtheoretical Model Stages of Change (TTM), narrowing the decisional balance construct so that the pros can be geared toward a particular need, thus motivating behaviour. There is a large amount of academic research which supports that the process of behaviour change is mediated by motivation, which, according to Maslow, is based on everyone's level of need. Therefore, in coaching, once the level of need is determined, Prochaska & Velicer (1997) claim the TTM could be utilised as a comprehensive model, this would integrates important constructs about behaviour change from other

behavioural theories, conceptualizing behaviour change, as it is occurring in separate stages. Maslow's Hierarchy of need clearly does influence self-actualisation and determination. "Being self-determined, feeling like you have the autonomy and freedom to make choices that shape your destiny, is important for each person's well-being. When you pursue things that are intrinsically motivated that are aligned with your goals, you will feel happier and more capable of making good choices," (Boardman, 2015, pp 245).

5.6 Summary

Many studies attest and support that effective coaching is also grounded in ethics of care and embedded with constructivism. (Houston, 2019) states that coaching is grounded in cognitive and behavioural learning theories which integrate classical conditioning, reinforcement, transformative and experiential learning to make sustainable lasting changes. All of which constitutes to a constructivist learning environment. The theoretical framework of the coaching model EVOKE was embedded in constructivism with a blend of positive psychology, encompassing positive framework of questions and visualisation and a foundation of Nodding's ethics of care. Seligman (2007) further suggests that positive psychology is the undeniable theoretical backbone of effective coaching, which should contain three fundamental concepts: positive emotions, engagement, and meaning. This perception is further supported by Nel Noddings through ethics of care in education, which is purely relational based encompassing both trust and presence. This study demonstrates there is strong evidence in support of the research questions and the EVOKE coaching model framework does impact teacher creativity in distance learning by allowing supporting and allowing the teachers to explore their goals and creative ideas in a safe and trusting environment. In addition, the findings also would suggest that coaching does support the theoretical transition of behaviour change through the movement of the transtheoretical model stages of change, however, more coaching is needed subsequently to ensure a solid paradigm shift for the coachees involved. This research provided an effective coaching framework with powerful questioning to support and access creativity, however, not sufficient coaching was delivered owing to time constraints to support the continuation of behaviour changes. There is as with all research flaws within the research due to the very nature of time and the sudden paradigm shifts in education due to the pandemic COVID 19. There is also extraordinarily little literature to review in association with distance learning therefore synthesis of existing pedagogical and coaching knowledge was utilised to provide the most beneficial basis of research for all involved. This research has huge

potential for expansion, with reference to the significant findings to date and as the findings suggest, coaching has a positive impact on teachers, especially during times of stress and extreme behaviour change. Future research would include a much larger sample and continuation of coaching sessions to ensure the full potential of coaching could be explored. The grounded theory technique of analysis proved to be effective and reliable, however, the very nature is extremely time-consuming owing to the manual analysis. The choice to analyse manually proved to be a significant choice as real depth and interpretation could be ascertained. To conclude, the research also indicated that teachers benefited even more so to the EVOKE coaching interview, owing to the very fact of circumstances, continued isolation of distance learning delivery and the sheer lack of interaction with others resulting in continual management of their interpersonal emotions. In addition to the findings of this educational study, this research was designed to additionally provide beneficial support, encouragement, and motivational coaching to teachers during this disruptive difficult time transition, which is always of benefit and welcomed in any educational establishment. Coaching is leadership, in fact, it is in the coaching that yields the power of leadership, to discover, unlock and release the highest potential of others, “Leadership is about making others better as a result of your presence and making sure that impact lasts in your absence”, (Newnham-Kanas, 2012, pp 54).

6 CHAPTER 6: CONCLUSION

Following the recent extensive educational reforms in the United Arab Emirates to improve the quality of teaching and learning, this educational research was developed in alignment with The National Agenda and Vision 2021, which aspires to design and generate a first-class education system. Due to the recent pandemic Covid -19, currently and for the foreseeable, all educational establishments are operating from distance eLearning platforms as a necessity to ensure continued teaching and learning in the UAE. Currently, to date in 2021, which is

17 months following the first instruction to deliver lessons from a distance, all UAE government schools remain at 100 percent distance eLearning, creating much uncertainty and awaited anticipation for the educational announcements concerning the fresh academic year 2021/2022. Therefore, the primary objective of this educational research was to utilise coaching to realign and support active distance learning teachers towards their true creative potential and draw focus back to their greater goals, owing to the fact at present, all of our educational establishments are currently facing high stress levels due to the instantaneous transformation and crisis situation. The secondary objective was to ascertain the impact of the EVOKE coaching model, with the intended desire to make a positive difference to all teachers, resulting in continued realisation of their true core potential and competency for ultimate professional success, irrespective of these tragic circumstances as teachers move through the stages of behaviour change. As prescribed in the Prochaska and DiClemente Transtheoretical model, when an individual has entered the action stage of behaviour change, maintenance is sub sequential, allowing for self-empowerment and self-advocacy to evolve. Most empirical research suggests coaching can have a huge impact on individuals, as it allows for what is just as important as achieving results, the actual process and implementation of putting new effective behavioural practices in place. “The more impact individuals believe they have, the more interested and motivated they feel in achieving their goals, resulting in higher self-efficacy”, (Boscolo, 2003, pp 133). Finn (2007), concludes self-efficacy levels of teachers and leaders who completed a managerial coaching program were higher than those who did not. Vancouver (2002), also discovered coaching in both the individual and organizational dimension, directly affects self-efficacy and self- belief. Experiences or tasks that are perceived as challenging and extend the participants confidence, gradually promotes self-

belief and self-efficacy. “To possess a resilient sense of self-efficacy requires experience in overcoming obstacles through effort and perseverance”, (Bandura, 2005, pp 11). Therefore, this comparative mixed methods research endeavoured to ascertain –

1. How does coaching, embedded with constructivism, support teachers in accessing their creativity to impact their distance learning goals?
2. How does coaching with reflective/ visualisation practice impact teacher creativity and development?
3. How does coaching impact the transitional process of creative active distance learning delivery, through the stages of the Transtheoretical model?

6.1 EVOKE Coaching Model

The creation of the coaching model increased the reliability of this research, as the intricate design of the coaching model was such that it can be utilised and reutilised frequently, with the desire to have a positive impact for teachers in recognition of their true potential despite all obstacles. The five categories of the EVOKE coaching model was the major focus and the underpinning of the questions during the interview procedure, to enable analysis of the research hypothesis impact of coaching on teacher creativity to emerge, however, a positive psychological co active coaching approach was additionally embedded into the EVOKE model by encompassing powerful questions that would provide a positive experience for all. Through using the grounded theory as basis of analysis, the grounded theory procedures force us to ask, for example, what power is in this situation and under specified conditions? How is it manifested, by whom, when, where, how, with what consequences, therefore, integrating theory based on conceptual, hypothetical relationships, provided a valid reliable extraction of the data. The grounded theory procedures based on the EVOKE model platforms was designed and intended to make a valuable contribution to the United Arab Emirates educational system, a one in alignment with the vision of the country and in alignment with the future of the UAE. This would continually support teachers to continue their admirable profession, even in the most of difficult circumstances and allow our students to be accorded the outstanding education they all deserve.

Student achievement is still the focus of the UAE, irrespective of the crisis management from COVID 19. Therefore, future research would also include student centred coaching, as this would benefit students personally and would also exacerbate motivation directly impacting student achievement, resulting in an overall increase in the average percentage of direct entries

into universities. This would result in positive outcomes for educational establishments across the UAE by meeting, also achieving, the National Agenda Parameters. In addition, and of most importance, students would ascertain positive outcomes, by allowing both obstacles and barriers, personally and academically, to be overcome. Coaching would induce self-empowerment by evoking authenticity and generating core values within leading to authenticity, where pure creativity and innovation resides. Whitmore (2017), reiterates that coaching is unlocking a person's potential to maximise their own performance as coaching helps a student to learn and progress, rather than academic teaching. This technique is almost self-directed, allowing both autonomy and freedom of students. Further research suggests teacher-centred coaching is appropriate when teachers are working to adopt new practices, such as workshop model instruction or assessments for learning strategies. “However, coaches should move along the continuum toward student-centred practices as soon as appropriate, since student-centred coaching provides better support for educators in curriculum adaptation, provision of individual need resulting in aligning instruction with the outcomes and needs of all students”, (Sweeney, 2011). Increasing student motivation in ways which promotes a positive mindset also plays a critical role in coaching, “Personal mindset coaching – encouraging students in key moments of struggle - is important to students, so we must always offer new positive strategies of learning or at very least provide coaching to students where these messages fall flat”, (Dweck, 2006, pp 222).

6.2 Professional Reflection and the Future

To conclude, from a personal and professional reflection, the whole research experience was an extremely useful and meaningful experience for all involved. The research was an experience which resonated and reflected with my own experiences, feelings and core values, triggering emotions and interpersonal development whereby professionally, there was no other choice other than to tune into my core to attempt produce something with meaning and value to the educational system and the UAE. The whole pandemic distance learning experience was a shock and forced a change in the world which needed to happen, a reminder for people to not underutilise the true authentic power that resides within. A complete holistic approach was facilitated, incorporating both health and education, as never in our lifetime has such an event occurred. The world was, and still is faced with many facets of problems, yet the continuation of significant educational processes and systematic instruction had to remain. The whole experience was indeed and continues to be an enlightening experience for all, a one that many

will never forget. In the educational sector this served as a reminder that teachers, coaches, mentors and leaders are all powerful futurists, with the capacity to make a positive and meaningful impact on the lives of our students. “We can also continue developing promising lines of thought involving the concept of motivation, irrespective of causal conditions or influences, not as a matter of drives with the underlying assumption that children must be forced to learn, but as a matter of goals, personal visions that beguile and draw children towards a future of their own powerful creation”, (Covington, 2000, pp 188). Teachers and educational establishments all over the world stepped into their own personal power throughout the adverse conditions and a wealth of information, experience and knowledge was ascertained, to which we must be grateful, as this has changed and will change education and educational establishments forever. This can be viewed as a positive monumental moment in history in educational reforms, from which we only gained more enlightenment, passion and experience towards co creating a powerful innovative educational future. Coaching is leadership, coaching is the future of all educational establishments for both teachers and students, as coaching provides a wealth of support to motivate, believe in oneself, trust and co create with interconnectedness. Finally, to conclude this thesis, as described by Boaler (2016), in addition to empowering teachers and leaders to create a successful educational system, coaching serves to leverage the most underutilised resource in the educational system: The actual students themselves.

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APPENDICES

Appendix A: Ethical Approval Forms

Research Details

Title of study	<u>Proposed title:</u> The impact of coaching on teacher development and creativity in distance learning.
Expected start date	<u>APRIL 16TH 2020</u>
Expected end date	<u>AUG 15TH 2021</u>
Details of any funding	<u>N/A</u>
Please provide a short abstract or aims and objectives of the study/hypothesis to be tested	<p>This action research will be a comparable mixed methods approach, with a selective sample of three active distance learning teachers. The methodology will be combination of an interactive, semi structured interview, which will encompass the EVOKE coaching model, and a follow up survey. This comparative mixed methods research will endeavour to ascertain -</p> <ol style="list-style-type: none"> 1) How does coaching, embedded with constructivism, support teachers towards their professional development of distance learning goals? 2) How does coaching with reflective practice impact creativity?

	3) How does coaching impact the transitional process through the stages of the Transtheoretical model?
Details of place where research will be conducted	MICROSOFT TEAMS – ONLINE PLATFORM

Research Methodology/Procedures

Please provide additional written information as required below.

1. Will you offer incentives to participants?
YES NO
If **YES** , please explain what they will be:
2. Will you provide a written/oral explanation of the project to your participants?
YES NO
If **NO**, please explain why not:
3. Will you obtain written informed consent directly from your research participants?
YES NO
If **NO**, please explain why not:
4. Will you inform participants of their right to withdraw from this research at any time?
YES NO
If **NO**, please explain why not:
5. Will you guarantee confidentiality to your participants?
YES NO
If **NO**, please explain why not:
6. Will you inform the participants if you are planning to audio and/or video record the participants?
YES NO
If **NO**, please explain why not:
7. Will you ensure that all data is treated with absolute confidentiality?
(see Appendix A)
YES NO
If **NO**, please explain why not:
8. Are there any procedures that are likely to cause discomfort, anxiety, stress or embarrassment to the participants?
YES NO
If **YES**, please explain why:

9. Are there any risks (physical or reputational) to the participants that may result from participating in this study/research?

YES NO

If **YES**, please explain what they are:

10. Will you provide a full debriefing at the end of the data collection phase?

YES NO

If **NO** please explain why not:

11. If the research is conducted with another organization, does that organization have its own ethics procedure relating to the research you intend to carry out? (If YES, the University will require written evidence from the organization that they have approved the research.)

N/A YES NO

If **NO**, please explain why not:

SECTION III: (TO BE COMPLETED BY RESEARCHER/STUDENT AND SIGNED JOINTLY BY STUDENT AND SUPERVISOR)

Are there any other ethical issues that may arise from this research? If yes, please explain below (in such cases, the supervisor is advised to refer to the Ethics Subcommittee):

N/A

assessed the ethics of my research project as indicated above and have also read

I/We have assessed the ethics of this research as indicated above and have also read the University guidance on research ethics.

I/We have read and understood the University's Research Good Practice and Code of Practice.

I/We have discussed this project with the supervisor and I/we *agree* that there are no issues that need to be considered by the Research Ethics Review Committee.

I/we are seeking/have obtained advice from the Research Ethics Committee. The project will not commence until the advice has been received and any issues of ethics have been dealt with appropriately.

Signed:...LOUISE CARLA MITCHELL.....(*Student*)

Date:...8/4/2020.....

I do not consider a Risk Assessment necessary at this stage of the research, however if substantial risks arise during the research process, I will ask the student/s to complete a Risk Assessment form at a later date.

Appendix A: Data protection

As stated in the privacy policy, the student is required by law to comply with the Data Protection Act, 1998 (the 1998 Act).¹ To comply with the law, information is collected and used fairly, stored safely and not disclosed to any other person unlawfully. To do this the student complies with the Data Protection Principles which are set out in the 1998 Act. In summary these state that personal data shall be:²

- processed fairly and lawfully and shall not be processed unless certain conditions are met.
- obtained for specified and lawful purposes and not further processed in a manner incompatible with that purpose.
- adequate, relevant and not excessive.
- accurate and where necessary up to date.
- kept for no longer than necessary.
- processed in accordance with data subjects' rights.
- protected by appropriate security.
- not transferred without adequate protection. The University is committed to ensuring that current employees comply with this Act regarding the confidentiality of any personal data held by the University, in whatever medium.

In addition, people whose data is recorded have the right to view that data ('right of subject access'), make corrections or have it deleted.

CHANGES TO ETHICS PERMISSION

Please tick as appropriate	YES	NO	N/A
1. If it is a resubmission, has this been specified and the original form enclosed here?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Is the Undergraduate /Postgraduate module specified?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3. Are the names of student/researcher(s) and supervisor specified?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5. Is the proposal sufficiently informative about the study?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6. Is the consent form attached?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7. Is an information sheet for participants enclosed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8. Does the information sheet contain contact details for the researcher and supervisor?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
9. Is the information sheet sufficiently informative about the study?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
10. Are debriefing procedures specified? If appropriate, debriefing sheet enclosed – appropriate style?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
11. Has the ethics form been fully completed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
12. If any parts of the study are to be conducted outside the university, is a Risk Assessment form attached? (Please tick N/A if not applicable)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Are concerns (if any) sufficiently addressed by the Risk Assessment form?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. If any part of the study will be conducted on another institution's premises a letter of acceptance by the institution must be obtained – Acceptance letters are attached.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
15. Letter(s) of acceptance from external institutions have been requested and will be submitted to the supervisor ASAP.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Has the student signed the ethics approval form?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

(to be completed by student for minor changes only)

DO NOT FILL OUT THIS FORM UNLESS THERE ARE CHANGES TO YOUR ORIGINAL ETHICS APPROVAL FORM ALREADY SIGNED AND SUBMITTED

Please describe the nature of the change and impact on ethics:

Please print the name of:

I/We grant Ethical Approval

student _____ supervisor _____

Signed:

(student) _____ (supervisor) _____

Date _____ Date _____

Date _____ Date _____

Appendix B: Risk Assessment Form

**INDEPENDENT FIELD/LOCATION WORK RISK ASSESSMENT FORM
UNDERGRADUATE AND POST-GRADUATE TAUGHT STUDENTS, CONTRACT RESEARCHERS**

1 TO BE COMPLETED BY ALL PARTICIPANTS

This proforma is applicable to, and must be completed in advance for, the following fieldwork situations:

1. All fieldwork undertaken independently by individual students or small groups of students, either in the United Arab Emirates or overseas, including in connection with proposition module or dissertations. Supervisor to complete with student(s).
2. All fieldwork undertaken by undergraduate and postgraduate students. Supervisors to complete with student(s).

APPLICANT DETAILS

Student Number:

UNISE1528IT

Supervisor:

Is your research

- 1) **PRIMARY (it involves engaging with participants)**
- 2) **SECONDARY (it involves engaging with the literature and secondary data)**

If your research is 1) PRIMARY complete sections from 1 to 7

If your research is 2) SECONDARY go to section 7

1.1 PROJECT TITLE:

The impact of coaching on teacher creativity in distance learning.

1.2 LOCALITY OF RESEARCH

Locality of research (City, Area of city, Country and Region) - **RAK**

.....
Travel Arrangements (e.g. How will you travel to the area where you are conducting your fieldwork? What is the setting?) **DISTANCE COMMUNICATION - MICROSOFT TEAMS**

.....

What are the potential risks you may be exposed to, and how will you address them? (Think carefully: Will you be conducting your fieldwork at night? Will the research be conducted in a high crime area? Will you be causing an offence?)

This research is intended for support to teachers, the only potential emotional exposure will be the teachers own reflective experience, however, coaching support will be offered throughout.

.....

NB: Comprehensive travel and health insurance must always be obtained for independent overseas fieldwork..

2 RISK TO RESEARCHERS

2.1 Will you be working with any of the following people? Please tick relevant box:

- Prisoners or Arrestees
- Children/young people under 18 years
- Persons with health problems (physical, psychological or other)
- Others, if so please state

.....

2.1 Will you be collecting data in sensitive or potentially dangerous environments? If so, please state:

.....

N/A

3 RISK TO PARTICIPANTS

3.1 Describe any potential physical/ emotional discomfort to participants during the research process

Reflective personal experience of distance learning

.....
.....
.....

3.2 How are you minimising the risk of causing any physical/ emotional discomfort to participants during the research process? (e.g. What type of questions are you planning on asking? Are these intrusive? For example, you may want to formulate your questions in a sensitive style. How will you respect gender, culture or age related norms?)

Questions will be derived around the coaching model EVOKE , which will be respectful and sensitive to teachers during this difficult time. The primary objective of this educational

research is to utilise coaching to realign and support active distance learning teachers towards their true potential and draw focus back to their greater goals.

4 PUBLISHING INFORMATION

4.1 Are you planning to make public photographs or videos of participants? (e.g. using social networking sites such as facebook, tweeter or any other form of media)

Individuals: Yes No

If yes to either of these, please provide a copy of the consent form which participants will be asked to sign for this purpose.

5 PARTICIPATION

5.1 Are all the researchers students of Selinus University?

Yes No

If no, please provide evidence of insurance cover, including:

- a) list of all people involved in the investigation; LOUISE CARLA MITCHELL AND PARTICIPANTS
- b) details of the form this cover will take.

6 COSTS

6.1 Will your research increase work/cost to any Department or School ?

Yes (If yes, obtain and include the name and signature of the relevant Heads of School(s) concerned:

Name	Signature

No

ETHICS COMMITTEE APPROVAL (FOR PRIMARY RESEARCH ONLY)

LEVEL OF RISK: LOW (one signature is required) HIGH (two signatures are required)

Member of the Ethics committee Print name: 	Signed & Date
Member of the Ethics committee (for high risk only) Print name: 	Signed & Date

Appendix C: Participant Consent Sheet

PARTICIPANT CONSENT SHEET

I have understood the details of the research as explained to me by the researcher and confirm that I have consented to act as a participant.

I have been given contact details for the researcher in the information sheet.

I understand that my participation is entirely voluntary, the data collected during the research will not be identifiable, and I have the right to withdraw from the project at any time without any obligation to explain my reasons for doing so.

I further understand that the data I provide may be used for analysis and subsequent publication and provide my consent that this might occur.

Print name

Sign Name

Date: _____

Researcher Details:

Louise Carla Mitchell

Doctor of Philosophy in Educational Leadership

0557643267

Appendix D: Participant Information Sheet

PARTICIPANT INFORMATION SHEET

Study title: The impact of coaching on teacher creativity in distance learning.

Invitation Paragraph:

You are being invited to take part in a small scale research study. Please take a moment to understand what it will involve so that you can decide whether to take part or not.

Take a moment to read the following information.

Feel free to ask me, the researcher if there is anything that is not clear or if you would like more information. Thank you for reading this.

What is the purpose of the study?

This study is being undertaken as part of my postgraduate studies, for the final thesis of Doctor in Philosophy in Educational Leadership.

Why have I been invited to participate?

As an active member of teaching distance eLearning, you have been purposefully selected to take part in a small scale research study to ascertain the impact of coaching on teacher creativity in distance learning.

Do I have to take part?

No. Participation is entirely voluntary. If you do decide to take part you will be given this information sheet to keep and be asked to sign a consent form. If you decide to take part you are still free to withdraw at any time and without giving a reason. If for any reason you wish to do so, your data can also be withdrawn from the study at a later date.

What will happen to me if I take part?

With your permission, a one to one interview with a follow up survey. The interview will be audio recorded and transcripts will be analysed and then further triangulated with the follow up survey results, by me as the researcher.

Your answers will be kept completely confidential and will be anonymous.

Pseudonyms will be used where applicable and unless you specifically ask to be named then no participant should be identifiable from their responses. The results of this study will be stored confidentially and the data will be destroyed within a year's

time.

What if I have concerns about the research process?

You can withdraw from the study at any time without having to give a reason, and request that any information or data collected up to that point is discounted. Should you have any concerns then you can speak to the researcher about them. You can also ask for the name of the module leader at Middlesex University and speak to them about your concerns.

What will happen to the results of the research study?

The results will be used in an assignment report and presented by the student researcher as part of their undergraduate degree studies only.

Researcher Details:

Researcher Name: LOUISE CARLA MITCHELL

Course of study: PhD Education

Place of study: Selinus University

Module number and name: Doctor of Philosophy in Educational Leadership

Thank you again for your participation.

Appendix E: Participant Debriefing Sheet

DEBRIEFING SHEET

Study title: PhD Education - Thesis

Thank you sincerely for your participation.

We hope that you found the study interesting. Do you have any questions about the study or what we did today?

Did anything we discussed today upset you? If you found anything distressing, please don't hesitate to contact me or the module leader in the future to discuss this.

Your data will be kept completely anonymous and confidential. If you would like your data withdrawn from the study at any point, please contact me or the module leader below.

My goal from this research is to better understand the impacts of coaching and hopefully make a valuable contribution to the United Arab Emirates educational system, a one in alignment with the vision of the country and in alignment with the future of the UAE. This would support teachers to continue their admirable profession, even in the most of difficult circumstances and allow our students to be accorded the outstanding education they all deserve

Researcher Details:

Researcher Name: LOUISE CARLA MITCHELL

Course of study: PhD Education

Place of study: Selinus University

Module number and name: Doctor of Philosophy in Educational Leadership

Appendix F: Sample of Interview Transcript

SPEAKER1	00:01	Okay, guys, we're recording now.
SPEAKER1	00:06	Okay. So just a couple of questions that I want to take you back to when you were doing your distance learning. Okay. Please feel free to speak when you want. Just like in relaxed conversation. But what I want to know, first, what were the biggest obstacles that you felt in what did you face when you were actively teach? And I'm talking not about administration problems. I mean, your active teaching on distance learning. What was your biggest obstacles?
SPEAKER2	00:43	Well, of course, you know, when we started this distance learning, it was so hard for the students especially in the start to what was in the end, because it was a new experience that had started. This put us under immense pressure.
SPEAKER2	00:52	Obviously, students were shy because it was hard to speak over the over teams or whatever. But towards the end, they were more open and freer.
SPEAKER2	01:00	You know, they have to. I mean, the technical issues. I'm sure there's more.
SPEAKER3	01:06	I mean, you know, I mean, there was nothing in that energetic personal space. So the question is, because I feel as though when I'm talking I am giving some energy, so those students and being online learning, they haven't got the energy from me.
SPEAKER1	01:22	Explain what you mean by energy,
SPEAKER3	01:24	Just like you own energy, your own mind giving out energy, your voice energy to the students. Your presence.
SPEAKER2	01:31	I kind of lost with that because lack of student interaction. You can see you can use the intonation that we voice to attract the attention. You can look at them. You know, we look in the classroom, you are making eye contact with them, and that is giving them energy and time to show. You know, I do not know. I can't define it. But if you are there and your presence is that it they have to pay more attention. We lost that. You didn't know who was there. You didn't know that if they were lying down on the bed. You didn't know whether they were right. Like I was at my desk going like today we're going to do this. You couldn't see that and you couldn't feel it. And there wasn't an energy coming back from that either. Only when they spoke to you. Yeah. And like you said it. Some of them didn't say anything. So you've lost that person and you don't know what's going on. Not with me. It's a big obstacle, too. So what do we do?
SPEAKER3	02:17	I don't know whether I'm joining this lesson, or you can tell by the students who are liking this. Some they don't like this. Yeah. All gone. All control gone.
SPEAKER1	02:24	Yeah. So, a big setback or a big obstacle was the lack of social interaction. Also from a curriculum point of view. How did it impact the curriculum?
SPEAKER2	02:43	Huge difference in what we done since term 2. I would say, well, again, I mean, I know I shouldn't talk or turn you three guys because the bulk of the work, the bulk

of the program was done in the classroom and by the term 3. So I mean, I wasn't that worried. But what I can do for the curriculum, this issue was the biggest. It was for me anyway, because of the issues, you have to be there by their side. And.

- SPEAKER1 03:15 **If you think back to when you were actively teaching class and then compare it to distance learning, how do you think your curriculum. Do you think your curriculum was delivered as well or not as well? How where would you where would you rate yourself on a scale of one to 10 for your delivery?**
- SPEAKER2 To begin 5 out 10 then with time 8 out 10
- SPEAKER3 03:32 I am more 8 out of 10 beginning and now. For me, it was better because you could strike their attention better in the classroom. Usually they're talking about after about 30 seconds of me telling them what they have to do at home. They knew they had a task to do and they would have to listen to me. They'd have to look at the visuals because I'm expecting them to their hands, he said in school. They kind of go to her and say, well, she's not doing it, so I'm not going to do it. When they were all separated, they didn't know who was not doing what was what. They all. Actually, even the girls wouldn't hold anything in. We're all hiding things. So for me, as well as the curriculum, it's easy for me to deliver. What would she do? The wage delivery in Applied Street. They need to be more independent. So doing independent research. Applying the knowledge to what they've learned independently and then coming back with a piece of work. So let's say I teach them about price and strategies. So then I have to go away and look at the business and look at what price is just using views. For example, I'm running a classroom that I will do that. Yes, will not do that. Whereas at home they would go away and bring me back. It's always the families of missing families. Is this right? So for me, terms a curriculum, what we're trying to achieve is independent thought, um, creativity or whatever. I know using their own initiative, time management skills, all of those things come into play about just going into a melee of incompetent leads. I don't know. At. And this thing of holding their hand because you know that they have to do something so they don't to do it alone.
- SPEAKER2 05:13 Obviously they also get questions both because they're not great working and then you do it at a popular time, some of them both and say that, you know, I felt my really high achievers. They were calm. It was that the opposite effect. The students were not really. We can don't do what you can. We're doing more now. I'm a high achiever. I'm a complete backseat. But at the best, it was the best growth I've had in class.
- SPEAKER3 05:43 Yeah, I agree with that.
- SPEAKER1 05:47 **Do you mean the language skills in this sense or do you mean in every sense?**
- SPEAKER2 05:54 Millions of simple questions. Do a piece of work by themselves, say yes to be asking for feedback, whereas in class I'm feeling the English has definitely improved.

- SPEAKER1 06:06 Definitely. Okay. On a more different level now. How did you feel when you have a very quickly just overnight more or less embark on distance learning? How did it make you feel?
- SPEAKER3 06:21 Well, you will keep with it. It was stressful at first because I think it was because of the people outside watching you doing it earlier. You know, you need to find your footing. So you afraid to make mistakes. Basically, we were monitored very early.
- SPEAKER2 06:35 Yeah, yeah, yeah.
- SPEAKER3 06:37 We first we actually saw the worry, you know, you'd have to develop a lot more resources within a very short space of time. It was very much. We don't get the curriculum for us anyway. We don't have time to have a lot to absorb. It's an around three. It's guys that keep regular. So you're kind of doing it on the hoof. So it was it was stressful stuff. Once you got into it. What what for you is what was going to be upsetting as well? That's my guidelines as to what would I you know. OK, just to do a with a little bit this because the lessons, I'm sure. Well, you didn't really know what they wanted or what should we talk through? A whole qualifier like I do some on the bus, like, you know, this is this is this is this next page. Do this activity that is edited or could we do things like go away and research and then come back and put it on the public with what you found? Yes.
- SPEAKER1 07:30 Time went on was it getting better, better and better?
- SPEAKER3 07:34 Yes. But we also found that the you get upset because all the time thinking is this what was, you know, this operating lesson plan? Yeah. And I'm thinking more because we always fear anyway, because we didn't like change. I was using a different method of learning. So we have some leeway. But then I'm still thinking if this distance learning, how is this going to stop it? What are they doing? They can't do that. It has to be like this. You know, like rigid structure. Yeah. Look, I'm not sure, but it was OK. See the all the way. So that was a bit of a relief after a while.
- SPEAKER1 08:10 So let's bring it to the present. So we spoke about the past, like the obstacles, the setbacks and everything. If I bring you a present and I know where I'm going, I'm from some memory, but I think September 10. What are your expectations of distance learning? What do you expect as a teacher, as an educator? Do you get from it? What is your expectation? What are your goals?
- SPEAKER2 08:42 I feel there's more pressure because always terminal one, there's so much worse. Do you somany everything start out with this turmoil? So I feel like a term. What I want to be under huge pressure. So I don't all the growth. I don't know these. I even if I ask what I'm always asking questions that are visual like a classroom, the rightward shift, their juries here. Yeah, I really like that place. I'm very good at asking questions, you know, see who's there with me. But I just get the turn one right. Just the opposite. Zero immediately because I don't know the other curriculum. I have, you know, terminals taught us. So why do we have to get through some and build that reports whether it is too sensitive issues to get a rescue.

- SPEAKER1 09:26 How could you take what you have now and overcome those obstacles? What would help you? What would help you? Like the obstacle that you've just mentioned? What would help you overcome that?
- SPEAKER2 09:38 Meet them. Meeting them in person. So, again, we're coming back to the social aspect to meet them.
- SPEAKER1 09:48 And do you think that would help you overcome that? going back to the curriculum it would help you as you said it's very heavy for opposing this.
- SPEAKER2 09:58 No. We have to we need to focus more on quality and quantity. Definitely more quality this is critical.
- SPEAKER1 10:06 So do you think it's more a problem with the perceived problems, more with the curriculum rather than the distance learning?
- SPEAKER3 10:12 Yeah, I think the kids from distance learning and. Yeah. Routine. Yeah. Just know that we've established the pattern and the rhythm of the lessons. That's a good thing. So that I feel confident with that.
- SPEAKER1 10:26 So your expectations for September you are alright with that? . Right.
- SPEAKER3 10:30 Yeah.
- SPEAKER1 10:32 Personally, what would be your main goal as an educator?
- SPEAKER3 10:44 Come September, improve the resources you're delivering, the actual quality of the resources, making a bit more sleep professional, getting together to achieve the actual learning outcomes because we were still kind of feeling around a bit like, yeah, I'm going to deliver this. I know the outcome is going to be what I want it to be. I don't know what works and what doesn't work.
- SPEAKER1 11:08 So you've done it through trial and error?
- SPEAKER3 11:10 Yes.
- SPEAKER2 11:11 Yeah.
- SPEAKER1 11:11 So if you were going to visualize what went wrong.? what would help you ?
- SPEAKER3 11:18 No, I was just thinking there are some points. You know, when you're in the classroom, you don't get a chance to get to every single student. And that drives me crazy. Like I can ask, you know, throughout the fact what I'm teaching and that's I try to have a question or even eye contact with every single student but, I was thinking like this and starting you're kind a missing out on that. But then in another sense, you're not because for example Padlet Part of it is that I can have my eyes viewed on the screen and I can see I can correct nearly all 25 faces like it's a short time, but I think just me and then correct this comment and say, oh you I haven't done that. There are. So yeah, we really need the social interaction because I do feel see,
- SPEAKER2 12:03 you know, getting them to the line. That's fine. Yeah. Any you can do it in a physical sense, you can't and in another way you can you see you know,
- SPEAKER3 12:12 how much would you say the optimum size of the class should be? 10 or 20? My class is on the smaller scale, but I think are all going to go small on the 10. But

- behind you got to teach your 10 and about the same time. Yeah, well you can't do it to me. I know. I'm not meaning to speak up here. You got this file in here?
- SPEAKER2 12:32 Yeah. It's gonna be very difficult.
- SPEAKER3 12:40 Well, I suppose it would be the same. You've got your powerpoint. It might be an obstacle, but I think that's why you've got to overcome that.
- SPEAKER2 12:49 Are you going to be visible, walking around the class?
- SPEAKER1 12:51 **Yeah. Yet. You've got to be. You've got to be there. It is pressure.**
- SPEAKER2 12:55 So I was thinking the crowd of students at home will be thinking arh its OK. I mean, im not at school this week so lets relax from one week terms, you know.
- SPEAKER1 13:05 **Yes I see what you seen.**
- SPEAKER3 13:06 Yeah, you got to divide the classes. It's like divided loyalties, isn't it?
- SPEAKER2 13:10 Yeah.
- SPEAKER1 13:15 **Going back, and taking you guys back, what I want you to do now, I just want you to think, there must be one lesson, at least one that you had thought what you thought was really good. There must be one. You know, even some myself, I can think that one particular lesson that was very good. i want you to visualise that lesson so I'm just going to give you 10 seconds.**
- SPEAKER1 13:39 **Ok now what i want you to do, is keep that lesson in your mind and think what was different about that one lesson? What makes it stand out more than any of the lessons that you do?**
- SPEAKER1 13:57 **Take time to think. Visualize that lesson and what made it different also what is making it stand out?**
- SPEAKER2 14:13 I would say a literature lesson. Yes. So basically it's literature, the story, and they have to know about character analysis and plot developments and all that. And I just remember like every time I was reading, I did, writes Louise, your most read from line ten to twenty five. You're going to read from twenty five to whatever. You know, I just remember like reading with them and they were reading outloud and they were so dramatic and the English was so difficult. The old English old. Yeah. I was shocked as I couldn't believe like the way that they were. They were acting and they were getting the stories to come alive, even though they may not understand all the words, words, books. But the way in the meeting they were in it and well able to discuss afterwards. Yeah. Okay. We have the climax of the story and all this. Yeah. I'm just glad, they understood the characters and what they did. And yeah.
- SPEAKER1 15:06 **So what do you think? How do you think the students were engaging more in that one than any other lessons ? what is the difference?**
- SPEAKER2 15:12 I guess as well there is. Okay, here we go. There are smaller class and they are an advanced class and they were really interested in the story. So this is the first year the ministry has brought in literature and I love it. Yes. I thought you can do it. Sure. I never would've said that before. Because here they badly need it because I have no writing program here, you know their retention was excellent, you know.

- SPEAKER1 15:56 So is there a way, come September that you can adapt your lessons more in that way?
- SPEAKER2 16:03 English is the only one, you know me, it's a very difficult one.
- SPEAKER3 16:11 Well, you know, my classes are very hands on anyway, they have to be. In applied stream everything's going to be like, we'll do this again and introduces all new vocabulary. I'm teaching in Grade 9. I can teach mechanical engineering one week, traveling tourism the next and business all in one week. Health and safety. So it's all loads of visuals, loads of research and loads of questions. You know what its like, questions like Go find out something about this. What do you know about this already? What you need to know. What would you like to know? All of us are always active. There always is something. That's the thing. I'm missing the lesson. Gotta do some things. Hands on learning so I can't pick out one particular one. But just the whole thing that I'm going off doing their own research. Yeah. Finding out things for themselves. That's the biggest thing for me having that confidence not to just copy paste. And because I've got I've got the things they are requiring a lot of different skills at the same time. So communication skills, things like summarizing I'm sick of plagiarizing. This list would be copied I suppose by. Yeah, let's pick out the key was what are we looking for? So we have to. We have to do communication skills and then I kind of link that with travel and tourism. So I was right, we're going to research this topic. So let's go on and look at this and then I'll give an example. Don't just copy paste it first. What do we what are we talking about? The best places to visit in Syria. Turkey. Yeah. And then look at the key words. We don't want the whole paragraph on the line that lays out. You got a PowerPoint presentation. Bullet points. And then use your own words if you don't know what the word means, throw out. So we were learning loads of loads of skills all at the same time.
- SPEAKER1 18:04 Both of you kind of come down to the fundamental skills of your students.
- SPEAKER2 18:13 Yeah.
- SPEAKER3 18:14 Yeah.
- SPEAKER3 18:14 They are lacking a lot because they are used to just learning things out of a book everyday. Yeah, it's a sentence, but this is trying to pull that away. That's what the applied stream is about. Distance learning is a little bit more. Let's read some questions. We went up when we're supposed to do that. So it's a skill sets and you've got me thinking skills, creative skills, communication, interpersonal.
- SPEAKER3 18:37 Well, of course, you know, most of the ICT technology skills and just keep repeating the repeats in the same scale, but in a different from a different angle every time you swing it. Yeah. They dont realise they are doing it half the time.
- SPEAKER2 18:53 But no, their reasons would be excellent because you have to remember, these are the digital age this is their era. Yeah. And they love all the colours of the moment. You say something colourful and looked moderate and you go. That's probably why

- they're really good as well, in research learned how to use Google really well because not everyone can use Google.
- SPEAKER1 19:17 Yeah. Yes. Okay. Going back to the actual teaching part of it. In the distance, learning obviously we have never been trained to use distance learning, but going back to basics. What did you take from your own inner knowledge? Do you think you already knew how to do this, without realizing it?
- SPEAKER3 19:51 Yeah, I guess so. I say that i did, I did it after a while. I just turned off and switched off because I was trying too hard to do it.. Yeah. You can't. Nobody comes. Nobody can tell yet. And it was so quick and it came and it was wham, bam, we had to do this
- SPEAKER1 20:07 So do you think. What do you think? Already resided in you as an educator that you could deliver it, what was already there?
- SPEAKER2 20:16 Even if you open a banking app or any software, they all follow the same format. People say, oh, I'm not great with technology, I'm not OK with it. I think. Everything is made to be simple to you, right? Stupid people, for smart people ,for a doctor or whatever, at the end of the day, If you can view your eyes a dot or a plus, look, you'll be able to regulate the teaching by online. Yeah, it's all user friendly, but I think we have the fear of unknown as well. I think they through so many platforms at us so it was a bit daunting, I'm like, you can look like at anything and do anything. its just Practice.
- SPEAKER1 20:56 What skills did you already bring in your distance learning and what was your energy?
- SPEAKER2 21:05 My vocal skills
- SPEAKER1 21:08 keep going. So you have your vocal skills was already there? What? What was it really already at your core of your existing knowledge before all of its distance learning and what did you bring?
- SPEAKER2 21:24 decision making
- SPEAKER3 21:30 time management. spontaneity But you know, I'd be on the phone. No. Yeah. Doing it from the phone. Dialling through the phone. And it went down
- SPEAKER2 21:46 So glad you resourceful. Yeah. Yeah, yeah, yeah
- SPEAKER1 21:52 Yeah, yeah. What were you bring? Think of your existing knowledge. What else were you're bringing?
- SPEAKER1 22:01 Because you weren't given that information. This is what this was already in here. Yeah. You didn't we didn't have a great amount of training. We had one week of dead courses that wouldn't work so well. We're more stressed about courses not working. So everything that you brought into distance learning was already within you. So what other skills did you bring? I mean, go back to your teaching. What about pedagogical knowledge? Yeah. What about blended learning?

- SPEAKER1 22:32 What about constructivist learning? all these skills were already within you that you don't think about to the core, but Go deep. I'm gonna give you a few more seconds. Just the think. Go back to the real core of what is already within you.
- SPEAKER1 22:52 What did you bring?
- SPEAKER3 22:56 I like being empathetic with the students. Yeah. Yeah. Because, you know, we're all in this boat together. I don't know what that do. We don't know what we're doing. We just got to get on with this because we've no choice. It wasn't it wasn't a choice, was it? Not a real choice It was my design that we're just trying to say it was that it was this. Or there's no teaching on learning going on. So that was it. Yes. Yeah. And that was a good thing. Is that all of it? Oh, no.
- SPEAKER2 23:23 What we do is we just sort of go for it then as well That. I always know, even when I teach on online, I'm in times I don't see. I always know they're not understanding something
- SPEAKER1 23:43 Yeah. So how do you know that?
- SPEAKER3 23:46 Intuition. So I guess carrying through. Yeah
- SPEAKER1 23:50 So I'm going to into empathy. We're going to intuition
- SPEAKER2 24:04 Detective work , or, you know, when they're lying to you. hahahahaha.
- SPEAKER3 24:08 Yeah. Really?
- SPEAKER1 24:10 Yeah, I know. Again, you using your senses so you using your intuition
- SPEAKER2 24:25 And even you feel the energy amongst themselves as well. How they're behaving with each other like this one. That's all an act. Not are that slow to sort of go to the party You know, you can hear the strange things. You really can't hear them, but you can. feel it
- SPEAKER3 24:42 Energetic. You can feel it. one has fallen out with another ot There's a bit of animosity going on. You've sensed it. Yeah. So there are many, many skills
- SPEAKER1 25:03 But everybody had something to bring light from the core self and even beyond pedagogy and beyond the constructivism or educational platforms so you are tapping into yourself. And that is what is creative using creativity is not in producing this marvelous piece of art. Creativity is about being able tap and tune into your core. Yeah. And you were doing it.
- SPEAKER2 25:30 Yeah
- SPEAKER3 25:30 Yeah. You have to be spontaneous, you know. Yeah. I had to think suddenly.
- SPEAKER2 25:34 but also i have learned to be a facilitator as well.
- SPEAKER3 25:38 Right Yeah. You know, I'm like just take a step back. Yeah. It turns you into a faciliator Yeah, that's exactly. I could show you ten researchers that can prove that.
- SPEAKER1 25:55 But people are not aware of the transition that they've gone through or can j very briefly now explain it and it's the behavior model of change. It's a very significant cycle. The transtheoretical cycle model. There are five main platforms, the belief is there is pre contemplation phase which is when you're just thinking about something, you're not maybe even a way that you have to do something. Then there

- was a contemplation phase, which you're thinking, right I need to prepare myself for what I'm about to do or get ready for it Then there is an action phase. And then there is a maintenance phase.
- SPEAKER1 26:49 Now, with the fifth platform is not quite the platform. It's a relapse. Obviously, people won't keep going in a linear fashion or moving forward. They can relapse back
- SPEAKER1 27:03 Where do you think you are at? I'm talking now for September. For your next academic year. Which phase would you see yourself entering at on the transtheoretical model?
- SPEAKER1 27:17 Would you put this on the pre contemplation where you haven't even thought about September yet? Or would you say, you know, you are a bit more ahead, contemplation phase. You know, kind of thinking, well, where will I be? What will I do? Would you say you're actually acting now for September? Or would you say you're moving the maintenance phase? or can you see you will relapse? Well, we look at that from what we see where we are now, the way they feel you're right now. Yes
- SPEAKER2 27:47 I was down at maintenance, but I know. Come September. i will be pre contemplation for sure.
- SPEAKER1 27:52 So you gonna relapse after all stages?
- SPEAKER2 27:56 I feel I could be such expectations. I would have to use all more. There'll be more and more expectation to be higher.
- SPEAKER1 28:04 that's interesting
- SPEAKER3 28:05 I'm going to go at the minute. Yeah, im at maintainence just as we finish now to contemplation stage. I think you're already starting to make it in my head right now because I think I know which I'm going to have. I'm going to I'm thinking right. Because we didn't do this year. We didn't do this part, the curriculum. Online, we will do it. It's a brand new class to me as well. grade 8 leaves, grade 9. They have no idea about what applies to that is somewhat surprising .It's its to start afresh. What are we going to do over here to feed them and get them to you know, this is how it goes because it's what they call me to pull itcompletely. So when they come in, it's very different for them already. So being online and having this different type of learning is very, very different to what they used to it. We don't have a textbook. Yeah, we do text, which is activity based, not nothing to read. So you don't get read this paragraph. What did you think of say? There's nothing there So I have to build you up a little, if you will Of videos.
- SPEAKER1 29:24 Now, I was already my last question. My last question is how And in a period of three month, which is absolutely amazing that to jump those four stages. You're gonna go back to contemplation or you feel you're going to go to pre contemplation. So how are you gonna execute the goals when you get in the contemplation when you get into pre contemplation? That's my last question for this. How would you

- execute your distance learning goals? If you want to go back in September to contemplation for back and pre contemplation, then you what are you going to do?
- SPEAKER3 30:29 I have a plan ,I'm going to have to decide yet how we're going to introduce students to the whole new method of learning. Then I have to make you feel comfortable with it And the lessons in the name of the resource on the lessons lies life to me and the resource. It's all about the associate having.
- SPEAKER2 30:50 I feel I want more training on different platforms I know you shouldn't bombard them with so many different platforms, but I want to know how I can bring my curriculum into those platforms to do a more variety of variety But at the same time, I don't want to bombard them variety, but at the same time I do want them to get bored.
- SPEAKER3 31:09 Yeah, you got to mix it up bit. I feel. You know, I guess I'll just go gently and very gently, but with the same routine it gets very monotonous.
- SPEAKER2 31:19 Some of them are very effective. Don't get me wrong but I feel like now I need to have really off the game when it comes to those all these platforms that they have there I mean, how many have they give us on the list to give me this one? They never use any of them. And I was like, geez. But that's what I mean. I suppose they don't. I guess I don't have a massive science. Also, we always feel we can be better. I don't think Im ever good enough yet. I think I'm saying that I always feel I should be doing a better job than what I'm doing We don't know as well as our own worthless teachers sometimes.
- SPEAKER1 31:48 Why do you feel that though?
- SPEAKER2 31:48 I don't know. I feel like I should get to all students. Its never going happen. But you should get the chance to get to all participants No way. If you're getting into. I mean, I don't know what the figures are, but you never want to win them all. But I just feel like. Again, I suppose my SEN students, i just feel so bad for them because I can't. I'm doing the best I
- SPEAKER3 32:12 I think fifteen should be the maximum for this If you want him delivering a lecture, I they have to just listen. Maybe ask a few questions. That's fine with your asking them to produce a piece of work for insurance. Plus you need time to give them feedback.
- SPEAKER2 32:29 You know, the whole ten at home and 10 in class or whatever. I was just thinking why don't the key the ten or at school keep it very academic and the ones that are at home, Let them do practical stuff
- SPEAKER3 32:41 Yes, there are practical tasks or research things or whatever it can lead to begin to. Yeah. Yeah, yeah. Yeah. One week is very critical. The other is, you know what I mean
- SPEAKER1 32:50 can you not create that yourself?
- SPEAKER3 33:08 There's three elements. Classroom, online and self study. Now to me there are studies where you just leave them to go. Yes. Their whole thing is not the same as if

you sent them a test or do that but also it's there a line. You're basically giving them self study. Yes. So it's that fine line. What did they expect? Do they expect to see teaching and giving immediate feedback to those online? Yes. And I don't think that's going to work. I'm OK. My class is we don't have anything over 15. So that's the perfect size for me. You could easily give feedback to every single student in every single class. That's right. Anything above that? Even pushing it give up some 20.

- SPEAKER1 33:59 My last, very last question, because I can get trigger and more questions in me. Do you feel like distance learning allows you to be more creative, allows or less creative?
- SPEAKER3 34:13 Its the same for me. let's see. For five minutes for the lesson. Yeah, I actually like that. Well, whether I'm online or in school, I'll change it. Yep. I'll just change it. So I used to have stuff ready. I don't think what we in the mood for today. I can see that we're not. So I just I'm go. Yesterday I we're going to do that today
- SPEAKER3 34:40 We must be organized to do that..
- SPEAKER2 34:44 I don't know. I just think creativity in the classroom is so broad.
- SPEAKER1 34:48 Do you find it's more and more expansive in the classroom?
- SPEAKER3 34:53 Yes. No, I don't think the class I'm just. Well, I am. I'm we're using the same. I agree with you. Say the same. What I'm saying is people take the teacher's time in the classroom with the shoes. Okay. You're not that creative, but creativity can be anything I can do, right. Finding your art is that you want to be creative now with what you. I mean, you can't up for your turn into a core.
- SPEAKER2 35:17 Yeah, that's what creativity is. So what if I if I define creativity is happening in your core. Yeah. Tougher than yours with true self. Your higher self. Would you see you can be more creative than the class or distance learning or both perceive say anything.
- SPEAKER3 36:00 There's that interaction between me. You know them chatting to one another and probably it's the social aspect. Really. Yeah. Oh I don't know. Depends how you see this. No it's collaboration isn't it. You know you're not getting quite set. I'm not saying you don't get collaboration and online learning what some of the things that you see because it goes very artistic. They like. Yeah, I like creating things with that hand And those things that they made in your class. See those posts? I'm not saying they can't do those hope if it was to make them to the class. There's a different dynamic as you go You're not getting a lack of that by any shape or form.
- SPEAKER2 36:45 No. But you know what I was is what about creativity?as a teacher, I was talking about jobs It's all about the credit. It's all about the teacher as well
- SPEAKER2 36:55 One teacher could teach about a remote control in the most boring way, but it all depends on the engine teacher. I don't actually want to hear my voice or lesson. I walked into the class. Without killing, you would be bored. I would die in that class. Everything the way she speaks, the way she walks, the way she introduces

- something. Everything. I was like. Kill me now. I was thinking to give. Imagine taking that teacher out and putting out behind a laptop. It would be even be worse. Yeah Imagine what a hope you have if you can't get in the class. What hope do you have if you can't get something online? I've seen them. I want to try them.
- SPEAKER2 37:31 And I think these crazy things get sorted out and the way I came from a non educationl background to begin now so much has changed in my experience.
- SPEAKER3 37:40 I really have to teach your skills. I'm not saying that they can't teach, but I think you messed up. There's a certain thing within you. Like there's a certain energy within you. So excited about the energy. Now I started out with the camera on all makes you love it , Yeah. I was only going to school. Yeah. Like me I'm gonna turn this thing off now. I a bit me by. Just after I was set to be in. It was better to be anonymous stranger staring at me and I can't see them. Have have. I was on the different but after what turned it off
- SPEAKER2 38:15 Yeah. I feel your energy. You have the same power with the camera on or off if you are a powerful teacher.
- SPEAKER3 38:30 Yeah, you do.
- SPEAKER1 38:44 **what would you see is your biggest skill that you took to distance learning? And don't be shy. Be honest, because we all have skills. What would you see?**
- SPEAKER3 39:06 Presence and persuaviness. Yes. but not in a forceful way. No. And in a nice. Nice. We use it. Well, no, just move it. You know, they could get they were locked in first. You know, we always locked in both They were there Im here miss and i was like ohhhh They'd already gone into to a lesson. Yeah. Yeah. Oh. Oh
- SPEAKER1 39:28 **So you've got such a positive response from them. Yeah?**
- SPEAKER2 39:36 And then once they shut up I would say it's because I'm absolutely great mom and I can capture the attention. Yeah. It's not gonna be boring fwith me. And you might think it was your positivity Louisa it wasn't even about it wasn't about teaching. I'm sorry for them, too, for you to make sure they're there. You go. I just got some girls. Tell me, what did you have What did you have for supper, breakfast or, you know, wants to have for your your entire life? That's why I never thought you'd start. You know, they with the first ever small. That was amazing. You have to keep it real. Otherwise they would be bored. It's hard because me, this is not a laptop. You've got to get the most right. Yeah. Yeah. You got me. Seriously? Can you teach you teach you all the time. So don't be like, you know. What did you have for breakfast? Nothing. What did you notice this? And that's what you asked me. So what do you suppose? Nothing. Nothing Well, go get something to eat with me and then move back. Yeah. I mean, no, but it's the carrot thing to me. And this is where educators, mistakes, creativity.
- SPEAKER1 40:41 **Creativity is not education, it's from within, however can be applied in education**

- SPEAKER3 40:48 You got to be like that. And that was mine was because all eyes on you. They're going to see what you do in the classroom But, you know, it was like I was like or what were you doing in that class comes through,
- SPEAKER2 41:16 If i wanted to say something that was a bit controversial Now you talk about this. I know them. I have a relationship with them. I can talk to your students. Exactly. I know them. And I mean, it's not part of being a creative teacher its about knowing what will interest you students.
- SPEAKER3 41:30 Absolutely. Oh, yeah. I mean, I guess lines well about what we do tomorrow. What you fancy. What do you want to do? What kind of you know, what we like, what we're not liking? We scrap this facility and do what we do in an airport. You know, you just said no. Yeah. Yeah. It's of them that gives them some them ownership as well I mean, it's like you gotta mix it up a bit. Like you say, you know, if you don't like this, what we're gonna do. Then you tell me you don't like it. Let's see what else we can do to keep turning up three it away
- SPEAKER2 42:54 The problem is, if you're that kind of person. Yes. Since when they're not getting it, that's what separates a good teacher from a bad teacher.
- SPEAKER3 43:01 But I just go and read it and read it is the part for these. So, I mean, some of things that's not in line, but I don't like I said, we've got to do it. We've got to do this. We've got to do these pricing strategies. You know, we've got to go through the project for an issue. Sorry. We've got to keep you on pain by a couple moment. The pain he makes for a guy like this. But I don't like it. What are you going to do? It, do it. Do doing with eyes open Oh, you know, just go along with it because I have some human decency, humour. He said you need to, you know, just make it real. Like you don't need to know. I'm not gonna say to you couple of prices Well, yeah, I just try to go around the store. I would think about not selling price. Why did they sell it for that price? Well, why get a car for that price point? Different things
- SPEAKER3 44:00 You know, just think about it in real life. Which is why you need more creative, more creativity. Yes. But the problem is the cultural the education system here is didactic. Yeah. What I learned. Hopefully distance learning will change your life. So I think it's opened everybody's mind that we can. We do.
Okay, guys, thank you so much Very good. Thank you so much. And I wish you well for the future. Thank you.

Appendix G: Research Proposal Form

Research Proposal form

Your name: Louise Carla Mitchell	Your student number: UNISE1528IT
Your supervisor's name:	
Your university email address: loumit3@gmail.com	
Your phone number: 0557643267	
Selected Dissertation Pathway – Educational leadership / Coaching and Mentoring	
Proposed title: The impact of coaching on teacher creativity in distance learning.	
<u>Chapter 1: Introduction</u> Following the recent extensive educational reforms in the United Arab Emirates to improve the quality of teaching and learning, this educational research will be developed in alignment with The National Agenda and Vision 2021, which aspires to design and generate a first-class education system. Due to the recent pandemic Covid -19, currently and for the foreseeable, all educational establishments are operating from distance eLearning platforms as a necessity to ensure continued teaching and learning in the UAE. In this pragmatist paradigm research, with reference to literature and research, this mixed method research will comprise of an interview and follow up survey task, which will be designed to be integrated into the teacher support system, to provide an interview/ coaching session to three active distance learning teachers. “In order for a problem to exist in coaching terms there has to be two elements present. Firstly, there must be something that the client is trying to achieve — the Goal. Then there must be something stopping	

them achieve that goal — the Obstacle(s)”, (Locke, 2019, pp 114). As prescribed in the Prochaska and DiClemente Transtheoretical model, when an individual has entered the action stage of behaviour change, maintenance is subsequential, allowing for self-empowerment and self-advocacy to evolve. Coaching can have a huge impact on individuals as it allows for what is just as important as achieving results, the actual process and implementation of putting new effective practices in place. “The more impact individuals believe they have, the more interested and motivated they feel in achieving their goals; resulting in higher self-efficacy”, (Boscolo, 2003, pp 133). This comparative mixed methods research will endeavour to ascertain -

4. How does coaching, embedded with constructivism, support teachers in accessing their creativity to impact their distance learning goals?
5. How does coaching with reflective/ visualisation practice impact teacher creativity and development?
6. How does coaching impact the transitional process of creative active distance learning delivery, through the stages of the Transtheoretical model?

All questions will be embedded within the research and be the final determinant of teacher’s professional development and enhancement of creativity towards distance learning.

Chapter 2: Literature Review

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Chapter 3: Methodology

This action research will be a comparable mixed methods approach, with a selective sample of three active distance learning teachers. The methodology will be combination of an interactive, semi structured interview, which will encompass the EVOKE coaching model, and a follow up survey. Primarily, the interview transcripts will be analysed and then further triangulated with the follow up survey results, which will be conducted 2 weeks post interview. A convergent survey design, using both open and closed questions, will be used post interview, to ascertain the impact of the coactive EVOKE coaching model framework/ interview session, on teacher creativity, during active distance learning. In addition to the findings of this educational study, this research would also provide additional beneficial support and coach teachers during this difficult time transition. Greene (2007), states that mixed methods research enhances validity by complementarity, which seeks elaboration, enhancement, illustration and clarification of the results from one method blended with results from the other. The reliability of this research is the intricate design of a coaching model that can be utilised and reutilised frequently, with the desire to have a positive impact for teachers in recognition of their true potential despite all obstacles.

The coaching model created - EVOKE Coaching Model – (Mitchell, 2020)

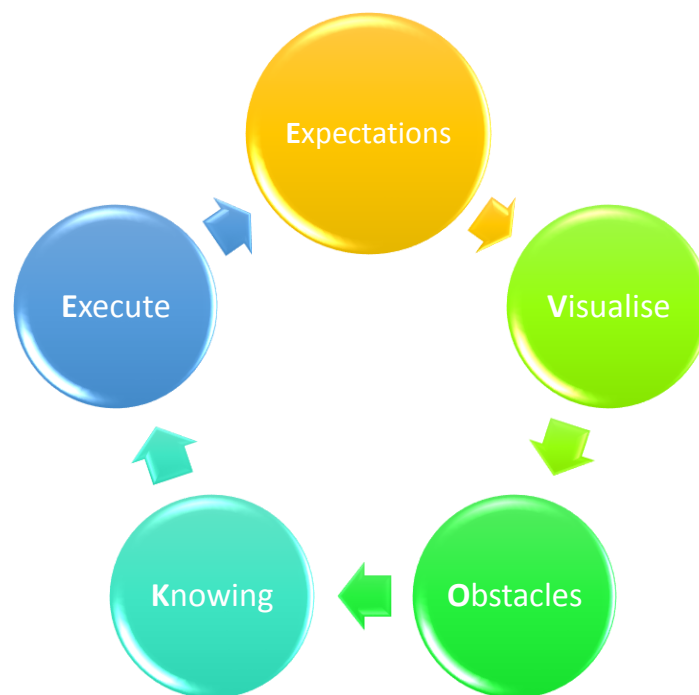
Expectations – What are your expectations? What are your goals?

Visualisation – Visualisation of your goal

Obstacles – What obstacles/ setbacks do you face? Could you face? And what are your options to overcome them?

Knowing – What is your inner knowing? What existing knowledge do you have that can support you? What are your core beliefs?

Execute – How will you execute your goal? What strategies/ skills/ processes will you use?



This action research will be designed to both heighten knowledge and ascertain the impact which coaching has on teacher development, also towards distance learning success and evocation of the teacher's goals. This assignment will be prior approved by Middlesex University Ethics Committee and will abide fully with the Code of Ethics.

Chapter 4: Analysis of findings, evaluation and outcomes.

The basic premise of this mixed methods, qualitative and quantitative methodology, is that such integration allows for more synergistic usage of data. The two types of data can

provide validation for each other, by creating a solid framework for formulating conclusions about distance learning preparation and support for teachers from concurrent validity.

The teachers interview and survey responses will be thematically analysed by sequencing, axial coding and themes. The responses will be coded using an adaptation of the Morrow and Smith model (1996). There will be further triangulation of the data following scaling whereby the teachers will prior grade themselves on their perceived stage of the Transtheoretical Model pre and post coaching intervention. This will enable a comparative analysis to be ascertained, reinforcing the validity of this educational research.

Chapter 5 & 6: Discussion and Conclusion

The primary objective of this educational research is to utilise coaching to realign and support active distance learning teachers towards their true potential and draw focus back to their greater goals, owing to the fact at present, all of our educational establishments are currently facing high stress levels due to the instantaneous transformation and crisis situation. The secondary objective is to ascertain the impact of the EVOKE coaching model, with the intended desire to make a positive difference to all teachers, resulting in continued realisation of their true core potential and competency for ultimate professional success, irrespective of these tragic circumstances. The model is intended to make a valuable contribution to the United Arab Emirates educational system, a one in alignment with the vision of the country and in alignment with the future of the UAE. This would support teachers to continue their admirable profession, even in the most of difficult circumstances and allow our students to be accorded the outstanding education they all deserve. As described by Boaler (2016), in addition to empowering teachers for a successful education system, mindset coaching serves to leverage the most underutilised resource in education: The actual students themselves.