

Knowing and using coaching tools enhances the success and commitment of Generation Y and Z

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Abstract

The lecturer is the foundation of the education process. It is important that the lecturer feels good about his work and that he is motivated for it. It is also important for the lecturer to master the skills of imparting material to the students and to be able to activate students during the teaching process, as this affects student satisfaction, the amount of imparted knowledge and completed tasks. The research is based on the application of theory, which is adapted from Slovenian and foreign literature, sources and empirical research using statistical methods. Considering the time period, the research is retrospective as it deals with past influences or situations. Based on what has been written, we can conclude that the topic is extremely relevant, and its results will enable lecturers to understand the positive importance and impact of the introduction of coaching into the pedagogical process. The results of the research will enable institutes to learn about a new type of method that will serve to bring the activities of coaching closer to the teaching process.

Keywords: Coaching; Lecturer; Student; Pedagogical process; Innovative learning method.

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I. Introduction

We begin with the thought of Dr. Theodore Zeldin, who says, "Can people be as quick to deal with each other as we do in technology?" The answer in our opinion is yes since we see a solution in the process of introducing coaching into our personal life as well as our business/learning environment.

The word "coaching" is derived from the English medieval word for "chariot" or "carriage" what constitutes a means of transport that drags a group or an individual from a specific starting point to the final desired destination. The word "coche" is derived from the French language, namely from the name of the Hungarian village of Kocs, where the first carriage was made in the 16th century (adapted from Čeč and Grošelj, 2007, p. 10).

Coaching is not about working for others or working for them, but just helping others to get the job done. The measure of the success of a coach is not what he knows, but whether his knowledge can implement changes in listeners. Coaching is essentially a relationship; therefore mentors/coaches must be credible and trustworthy (Gruban, 2019).

A coach is a person who provides experiential learning to a client with the goal of increasing their abilities in the future. A coach is trained and committed to guiding others on the path of increasing their competence, performance, and self-awareness (Hudson 1999, p. 15).

In the Australian Study by Blackman (2010), the idea was developed that coaching represents a potential way to encourage teachers with leadership potential to develop their leadership skills. It also allows a development of additional talent, which can have a positive impact on maintaining the competence of the profession and enabling self-development.

In their research, Veenman et al (2001), show that coaching and feedback can help encourage self-reflection, self-analysis, and self-directional assistance. In their study (2006), Quinn et al advocate coaching as a positive means of influencing self-awareness. In the second study, Peterson (1996) reported that coaching can be beneficial in promoting perseverance in an individual whereas Margolis (2005) suggested that self-efficacy is an indirect variable that is strongly related to motivation and the desire to achieve goals and to maintain the achievement of the goal (adapted from: Rhodes, C. and Fletcher, S. 2013). As a coach, it is necessary to be aware of the importance of the management path and it would also be important to understand exactly what coaching represents and what to encourage in order to achieve your desired goal through coaching.

The discovery of coaching dates to the late 1980s, beginning in the United States. Since then, the training of mentors/coaches has grown significantly, with about 100 organizations in the United States that

specialize this type of training. With the establishment of the International Coach Federation (ICF), there has been a drastic increase in the number of professional coaches worldwide (Results Coaching Systems, 2008).

Coaching massively began to develop as a result of the need for ever greater innovation of companies, that put emphasis on the value of human resources. However, who also put emphasis on sociological trends, such as a change in values towards a career and career orientation in other areas of life (Radeljak, 2008).

Coaching certification has already been established abroad. AnžurČerňič (2019) notes that coaching is a rapidly developing industry, that is growing by more than 50% per year, the fastest development has been seen in the United States, whereas in Europe it is most strongly developed in Great Britain. Its influence is rapidly expanding in all European countries and in the Middle East. It notes that countries strive to regulate comparable standards of labour quality. That's why various organizations across Europe and the USA are working to implement the certification of coaching.

II. Educational rights

Access to education is given to everyone in Slovenia, as well as in every other member state of the European Union. It is a privilege that must be protected by the state. The State must use various techniques to enable pupils, citizens, and foreigners to ensure that the education system is strong and built through people who meet the conditions for the development of quality education and thus bring additional value to the country. Without such fulfilment, the teacher cannot be the one who encourages, develops, and helps.

Knowledge is the prosperity that helps the country become a place of cooperation. An educated persona should be fully capable of participating in the social, cultural, economic, and political space (Holcman, 2022).

The importance of education for the country is also reflected in the recognition of the right to education in many legal acts:

- Article 2. Of the 1st Protocol to the European Convention on Human Rights ('the ECHR') refers to the right to education.
- Likewise, Article 14 of the Charter of Fundamental Rights of the European Union ('the Charter') guarantees the right to education.
- The right to education and schooling is also recognized by the 57th Article of the Constitution of the Republic of Slovenia.

In addition to the aforementioned provisions, the question arises as to how the practice of the right to education in a broader sense is in practice and where there are opportunities for improvement. First of all, it should be pointed out that the word "appearance" is hidden in the word "education" – teachers should help us shape our personality. So today it is no longer just a question of access to education, but a question of how broad and what kind of education and school space should be. If we want an elementary school learner to feel how important it is to be educated, he must first and foremost have the feeling that he is worth something and that the person who transfers the knowledge (the teacher) appreciates, respects, guides and encourages him. He must feel that he is valuable and that he has opportunities to follow his dreams. The teacher has a significant influence on the child's/student's perception of himself and his desire to develop his potential. Every teacher should be aware of those responsibilities. Schools should not represent a place to just pass on knowledge, like they were perceived as such for a long period of time.

The first assumption for a good teacher is exactly the same as any other first assumption in any other profession, i.e., that the teacher enjoys it in the work he performs. A reluctant teacher is not necessarily a bad teacher, but the question that arises is how the student will be impressed by such an approach. Surely, the teacher must represent a "motivator" who encourages the pupil/student to learn and learn new things, ultimately also to discover his own worth and finding his own "I" in the world. As the philosopher Umberto Galimberti writes in one of his books, every teacher must have a small amount of charisma. Every educator who chooses to become a teacher must have the ability to show students that they are worthy and deserve to realize every dream they dare to dream of. They must implement the mindset that knowledge is of great value and at the same time to trust that it is "worth" investing in this value (Žibret, 2018).

Dr. Fred Korthagen created the onion model in which he compares the teacher's professionalism to an onion which has several layers. The first layer is visible at first glance and represents an insight into how the teacher communicates and what his teaching techniques are. The next layer is his belief and the key question – whether he is just a transmitter of knowledge or also a promotor of pupils' activities and a listener to their knowledge and interest. The most important is his core, which represents a metaphor for his personality traits. These layers influence each other, and the best teachers know how to coordinate them (Žibret, 2018).

Therefore, we need "coaches" in education, not just lecturers. Participants on the project agree with the opinion of Prof. Dr. Borut Holcman, who says that an excellent teacher represents a fundamental starting point for the realizing the right to education (Holcman, 2022).

III. Coaching in education

Coaching in the field of education occurs both in Slovenia and in the USA, and in some places in Europe as well (Cajniko, 2014).

In their paper Devine, Meyers and Houssemand (2012) agree that to meet the challenges of the 21st century, a comprehensive reform of education is needed. They proved that coaching is a powerful tool that can be used for: (i) learning support, (ii) student development, (iii) development of teachers, lecturers, (iv) development of institute management and, consequently, (v) the development of institutions itself. All these coaching approaches make a valuable contribution to all the listed benefits. Unfortunately, there will be no benefit if coaching remains at an individual level. Therefore, it is absolutely necessary to do everything in one's power to develop and implement coaching.

A review of the educational literature for past two decades finds that some lecturers strive to reconcile good teaching with the model of a good coach. The most common question is: "How to learn skills?" The answer is through experience. So how do you learn best? With the help of coaching? (Sizer 1984, p. 106).

We have found a paper based on a review and analysis of literature and that highlights the benefits of introducing coaching into the education system in Singapore. The paper concludes that coaching is implemented in several areas of professional development of the teaching staff in Singapore. These include coaching for: (i) trainee teachers, (ii) beginning teachers, (iii) heads of institutions. However, since the paper is based on a review and analysis of literature, empirical research on the inclusion of coaching into the education system in Singapore is recommended.

They especially recommended research on: (i) the impact of coaching on teaching in different contexts, (ii) the experiences of coaching participants, (iii) the appropriate number of coaches to meet the requirements for coaching in institutions and (iv) the formalization of the coaching system with the aim of examining the promotion of innovation in the field of education (Tee Ng, 2012).

In his contribution, Lofthouse (2018) states that in England coaching has been developing for several decades as a form of professional development for teachers and school leaders. His research focused on the work of six coaches from England. Through research, he proved the importance of relationships and communication in coaching, as well as the tools and models that support this. It confirms that coaching is appropriate to helping individuals who are struggling with real challenges. We also understand that coaching is one of the valuable means that serves to support the education system, insofar as this is exposed to a discrepancy between lecturers and the management of institutions.

The usefulness of coaching has been pilot tested in the Slovenian area, in the field of primary and secondary education for the last two years. It tested itself according to international examples and was implemented in the form of team coaching and collegial coaching. We have noticed that individual coaching, carried out by an external coach for headteachers and teachers, may also be considered. However, it is used for both didactic-pedagogical purposes (e.g., as a method of critical friendship in collegiate internships for didactic implementation of lessons - for this purpose, for example, the BRSU instrument used by teachers Danielson, Marzane, Pressley, Thompson, and Wong - or for reflection intervention regarding students' behaviour - for example, the Teacher2Teacher within the CPD programme is intended for this) as for relationships and career challenges (Rutar Ilc, 2014).

The results of the pilot project, which involved 17 high schools and 2 elementary schools, show that the introduction of coaching in the field of education positively impacted all participants in the process. The participants also suggested that it would be useful to extend the introduction of coaching to the entire the teachers' collective (Rutar Ilc, 2014). Unfortunately, no further activities took place.

III.I Why should coaching be introduced into education?

The shift in the role of the teacher in educational environments, from the classical role of "instructor" to the coach is of great importance. This can be achieved through the use of coaching tools. Coaching is close to the Socratic approach where teachers help listeners "learn instead of being taught" and how to learn to be successful. Historically speaking, coaching comes from Aristotle's approach to philosophy and science, who was the first to use something like "citing resources" and "stringing arguments" and making decisions based on them (Plato, 2004). The aim of introducing coaching into education is to support the development of pupils, teachers, school leaders and educational institutions.

Plato concluded that "education" is not a transmission of knowledge and that the task of a "teacher" – i.e., the coach – is not to instil knowledge, but rather to guide the listeners so that they come to their own realization of the truth:

»... education is not what it should be according to some people's assurances. They somehow claim that they themselves put knowledge in the soul that is not there – just as if they were implanting sight into blind eyes... but the present reflection shows ... that this ability is present in the soul of every man: it is a tool that everyone perceives, just as, for example, the eye alone cannot turn from dark to the light, unless the whole body turns: so must the whole soul turn away from everything that is becoming until the soul becomes able to bear the Being and the Most Bright... in short, there is a kind of turning skill for this... namely, in what way (someone) will turn around the easiest and most effectively: not to this a way to give him sight, but in such a way as to achieve it as with someone who already has sight, but does not direct it properly or look where it should" (Plato 2004, p. 1165 [518c-518d]).

As we can see in this meaningful passage, "education" ("παιδεία") for Plato is thus a "the art of reversal" ("τὸ τὸ περιγῶν"), and its task is to tell us how we can most effectively guide people to come to their knowledge. Therefore, for Plato education or "iz-obrazba" (lat. » e-ducatio", or German. Bild-ung") is not simply a build-up of information, but something more, something categorically different from simple familiarization with the facts of the world. According to Platonic education, at the end of the pedagogical process, the listener will not only know something more about the world, but the world will be perceived in a completely different way (Heidegger 1991, p. 15).

In the pedagogical process, the pedagogical worker is a key factor that influences the success of the listener. The sooner the pedagogical worker accepts this, the sooner he follows the transformation from teacher in title to a teacher with soul. It is necessary to make decisions and influence the future with these decisions. If the innovation is accepted by the pedagogical worker, the listener will also accept the innovation. Innovations can only be achieved through movement, and the process of education is a movement that leads the pedagogical worker, as well as the listener, to the desired goal.

Our idea was to include coaching in the education process with the aim that the teacher and the listener take significant progress in reaching the set goal. Based on coaching the listener would be able to follow progress more easily and would also have the opportunity to learn something new. A pedagogue, who would implement coaching in his pedagogical process would immediately upgrade the quality of education which such action. We implemented the idea and checked it with empirical research as a part of this project: Does the teaching staff even want to introduce innovative teaching methods into the teaching process? The answer is yes, and we will present the results in the empirical part of this article.

IV. Empirical verification: Does the teaching staff want to introduce innovative learning methods into the pedagogical process?

An in-depth study of the literature on coaching, which was followed by empirical research on a sample of 637 randomly selected individuals (pedagogical staff) employed at public institutions in Slovenia.

The fundamental goal of the research is to check the knowledge of the concept of coaching with the help of a questionnaire, both based on quantitative and qualitative research. The empirical research was based on measurement in a specific time interval (duration of the research over a period of 4 months) and is therefore a cross-sectional study. With the help of platform 1KA, we used the data that we processed with the Excel program.

We have also confirmed the object's validity of the measurement instrument through theory and already known measurement instruments. The substantive validity is based on the characteristics that all units and measuring instruments must have in order to be the result of measurement as an expression of what the researcher wishes to measure (Aaker, Kumar, and Day, 2001).

IV.I Quantitative and qualitative analysis of survey questionnaires

IV.I.I Demographic issues

483 respondents answered this question in the questionnaire, of which 67% were female and 33% male.

The next question in the survey referred to the institution in which they are employed. The table shows that

96 respondents (i.e., 20% of all respondents) are employed at primary schools, 31 respondents (representing 6% of all respondents) are employed at high schools, the most participants being the university employees (UM, UL, UP), namely 350 respondents representing 72% of all respondents in the survey. However, there were 8 respondents (i.e., 2% of all participants) who marked out the fourth option “other” as employment. The rest are represented by the private institutions (Gea College and Alma Mater Europaea). It is visible that the sample that affects the participants from private institutions is poor, so we suggest that in future research, some attention should be paid to this group.

Table no 1: Employment of respondents

EMPLOYEES AT:					
	Answers	Frequency	Percentage	Valid	Cumulative
	1 (OŠ)	96	15 %	20 %	20 %
	2 (SŠ)	31	5 %	6 %	26 %
	3 (UM/UL/UP)	350	55 %	72 %	98 %
	4 (other)	8	1 %	2 %	100 %
Valid	Together	485	76 %	100 %	
		Average	2,6	Std. deviation	0,8

Source: own

IV.I.II Activities in the teaching process

The following set of questions relate to the self-assessment of activities carried out in the teaching process.

Table no 2: Self-assessment of activities carried out in the teaching process

ACTIVITIES IN THE TEACHING PROCESS We ask for self-assessment of activities carried out in the teaching process. At the time of the implementation of the teaching process:										
Sub-questions	Answers						Valid	Units No.	Average	Std. Deviation
	1 - I totally disagree	2 - I disagree	3 - neither-nor	4 - I agree	5 - I totally agree	Together				
I always have the same teaching process, I don't adapt.	229 41 %	263 47 %	44 8 %	18 3 %	5 1 %	559 100 %	559	637	1,8	0,8
I include more tools in the teaching process in order to facilitate its implementation.	3 1 %	8 1 %	29 5 %	327 58 %	193 34 %	560 100 %	560	637	4,2	0,66
I am aware that I am a key element responsible for the success of the listeners (pupil/learner/student).	9 2 %	22 4 %	85 15 %	255 46 %	187 34 %	558 100 %	558	637	4,1	0,89
I realize that communication with the listeners is the essence of success.	4 1 %	3 1 %	18 3 %	202 36 %	331 59 %	558 100 %	558	637	4,5	0,66
I'm asking the listeners questions to encourage them to participate.	4 1 %	2 0 %	16 3 %	239 43 %	297 53 %	558 100 %	558	637	4,5	0,64
I constantly check whether the listeners understood what was said.	4 1 %	4 1 %	55 10 %	277 50 %	219 39 %	559 100 %	559	637	4,3	0,72
On the way to the goal, I	6	9	75	262	203	555	555	637	4,2	0,8

work with the listeners in stages/ in groups, so that they can acquire knowledge more easily.	1 %	2 %	14 %	47 %	37 %	100 %				
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Source: own

In the following, Table 2 is presented qualitatively.

229 people, which is 41% of participating respondents, do not agree with the statement: "I always have the same teaching process, I don't adapt." However, nearly half of the respondents disagree with this statement. As the ratings increase, the percentage of agreement decreases.

The majority of respondents, 46% agree that they are the key element responsible for the success of the listeners. Only a small share of 2% does not agree with this at all. We conclude that more than half of the respondents agree or completely agree with this statement.

More than half of respondents agree that it is necessary to include various tools to make teaching easier, the majority agrees or completely agrees with this, except for a small percentage of 15%, who believe that the use of various tools does not affect teaching.

Almost half of respondents are aware that they are a key element responsible for the success of the listeners, i.e., pupils, learners, or students. There are only a few respondents with the opposite opinion. More than half, or 59% of respondents, fully agree that communication with listeners is the essence of success. 36% of surveyed teachers agree with this statement. Only a few respondents have the opposite opinion.

Almost all interviewed teachers agree or completely agree with the statement that they ask listeners questions, which helps to encourage them to participate.

Half of those respondents agree with the statement that they constantly check whether the listeners understood what was said. A few of them fully agree, namely 39% and 10% neither agree nor disagree.

Almost half of the surveyed teachers work with students in phases or in groups to make it easier for them to acquire knowledge. A few of them fully agree with this statement, and a good 14 % are unsure, so they neither agree nor disagree.

Out of the participating 637 respondents, 539 respondents gave a valid response to the first statement. Three of the respondents did not agree with the statement at all, which is 1%, which makes them seven respondents who disagreed. 51 respondents were undecided and answered neither (9% of participants), while the majority, 311 to be exact, answered that they agree with the statement. 167 respondents completely agree with the statement with represents 31% of all respondents. The average of the statement is 4.2, with 1 – I totally disagree and 5 – I completely agree. The standard deviation is 0.69. Out of the participating 637 respondents, 537 gave a valid answer to the second statement. 9 respondents marked that they do not agree with the statement at all, 28 of them marked that they agree with the statement, 155, which is 29% marked neither-nor, the maximum, 257 respondents or 48% marked that they agree with the statement. 88 participants or 16% completely agreed. The average of the statement is 3.7. The standard deviation is 0.86.

To the third sub-question, both 3 respondents out of 539 indicated that they do not agree with the statement at all, 2 indicated that they agree with the statement, 24 participants indicated neither-nor, at most, 273 respondents or 51% indicated that they agree with the statement. A total of 234 or 44% agreed with the statement. The average of the statement is 4.4. The standard deviation is 0.64.

Out of 637 respondents, 535 respondents gave a valid answer to the 4th sub-question. None of the respondents marked that they do not agree with the statement at all, 14 respondents do not agree with the statement. 186 respondents did not define themselves and answered neither-nor – 35% of the participants, 332 respondents agree with the statement which is 62%, the maximum, and 332 participants indicated that they completely agree with the statement, which represents 62%. The average of this statement is the highest among question 3 and is 4.6. The standard deviation is 0.6.

The 5th sub-question followed: "In the case of negative feedback from the listener, I accept it in a way to improve myself in the teaching process." Of the participating 637 respondents, there were 539.2 valid answers to this sub-question. 2 respondents indicated that they did not agree with the statement at all, 3 indicated that

they agreed with the statement, 19, which is 4%, indicated neither-nor, at most, 296 respondents or 55% indicated that they agreed with the statement. 88 participants or 16% completely agreed. The average of the statement is 3.7, with 1 – I totally disagree and 5 – I completely agree. The standard deviation is 0.86.

To the 6th sub-question: "If any of the listeners did not manage to conquer the goal, I am happy to help them again," of the 637 respondents, 539 responders to this sub-question were valid. 2 respondents indicated that they disagree, 34% indicated that they agree with the statement, 36, which is 7% indicated neither-nor, 243 respondents or 45% indicated that they agree with the statement. A maximum of 253 respondents completely agreed, which represents 47%.

To the penultimate sub-question of this set, which reads: "I only assess the students theoretically (oral/written exam)", there were 534 valid answers from the participating 637 respondents. 145 respondents marked that they totally disagree with the statement, which means that they are not only evaluating the students theoretically. 166 respondents which is 31% marked that they disagree with the statement, 112 which is 21%, marked neither-nor, 79% respondents marked that they agree with the statement. 31 participants completely agree, which represented 6%. The average of the statement is 2.4. The standard deviation is 1.2. To the last sub-question of this set, 537 valid answers were given from the participating 637 respondents. 16 marked that they did not agree with the statement at all, 46 of them marked that they agree with the statement, 69, which is 12% marked neither-nor, at most 22 respondents or 42% marked that they agreed with the statement. 189 participants or 35% completely agreed. The average of the statement is 4, where 1 – I completely disagree and 5 – I completely agree. The standard deviation is 1.04.

It was followed by the question: "How would you rate the level of activity (in terms of answering the questions/giving feedback) of your listeners during the teaching process, on a scale of 1 to 5?" The question was answered correctly by 462 out of 637 respondents. The average of all ratings from 1 to 5 was 3.4. The minimum was 1, which meant zero activity, and five was the maximum, which represented very high activity of the listeners. The standard deviation is 0.95. This is also presented in Table 3.

Table no 3: Self-assessment of activity levels in the teaching process

How would you assess the level of activity?						
	Valid	Units No.	Average	Std. Deviation	Minimum	Maximum
	462	637	3,4	0,95	1	5

Source: own

The final set of questions and the presentation of the results are obtained follow. The last set of questions concerns the introduction of innovations in the teaching process.

IV.I.III New learning method

To the statement: "In the past, I have already transferred an innovative idea from elsewhere (e.g. from abroad) and incorporated it into my teaching process."

Table no 4: Introduction of innovations in the teaching process

NEW LEARNING METHOD Introducing innovations in the teaching process in the past I have already transferred an innovative idea from elsewhere (e.g., from abroad) and incorporated it into my teaching process.					
	Answers	Frequency	Percentage	Valid	Cumulative
	1 (YES)	399	63 %	82 %	82 %
	2 (NO)	86	14 %	18 %	100 %
Answers	Together	485	76 %	100 %	
	Average		1,2	Std. Deviation	0,4

Source: own

To the statement: "I am ready to introduce a novelty in my teaching process, a new method that would result in gaining a healthy/strong authority, and the listeners would be more motivated and successfully complete more activities.", there are 414 respondents, representing 86% of all respondents who are ready to introduce innovations in the teaching process, an almost negligible share, more precisely 1% or 3 respondents were not ready to decide on this, and 64 respondents, representing 13%, answered the statement with the answer possible. Based on the answers of this statement, we can confidently argue that it is the time to make a shift in the pedagogical field and introduce a novelty, coaching. Respondents have shown an interest in cooperation, in new knowledge, and a request of new methods, and now it is up to all of us to internalize the words and introduce new learning methods that will increase the satisfaction of the teaching staff, students and, consequently, heads of institutions.

When asked: "Are you willing to further improve/educate yourself, in order to achieve what is written above?" 415 respondents, which represents 86% of all, answered that they are prepared to receive further education in order to achieve what is written above. On the other hand, there are 5 respondents, representing 1% of all respondents, answered that they are not willing/ready to be further educated for this purpose. However, 64 respondents were unconvinced, which represents 3% of all who answered the question with "possible". We conclude that the vast majority of people therefore wants to receive additional education in this direction, so we propose to take action and create a workplan on how to realize it.

And as the last question in this set, we were interested in: "Do you dare to realize innovative ideas?" We concluded that as many as 475 respondents, which represents 98% of all, hope to implement innovative ideas. Meanwhile, 10 respondents, representing 2% of all respondents, answered this question with negative.

Based on the information we have obtained; we can confirm that we are on the right track. And that our project covers an extremely important topic.

Table no5: Dare to realize innovative ideas

And lastly (in this set) we are interested in if you dare to realize innovative ideas?				
Answers	Frequency	Percentage	Valid	Cumulative
1 (YES)	475	75 %	98 %	98 %
2 (NO)	10	2 %	2 %	100 %
Together	485	76 %	100 %	

Source: own

V. Conclusions, findings, and recommendations

V.I Summary of theoretical findings

The lecturer must take enough time for students, this is the same as in entrepreneurship – the manager must have enough time for employees, because otherwise talented and promising employees will soon leave the company. The same thing happens with students – they lose motivation and focus, because the lecturer does not give them attention. The approach “throw them in the water” and hope “you’ll learn to swim” worked in the last century. Today, it is nowhere near of achieving the desired goal. Therefore, the student learns to swim in their own way, which is fundamentally different from the desired goal of the lecturer. The results we expect from our study will greatly enrich the ability and effectiveness of the teaching staff, which is in direct contact with students as well as management, who run lead institutions in Slovenia. With the help of coaching, students will get the feeling that they are heard and valued.

Key recommendations for students, the teaching staff and management include:

- measuring the impact of coaching activities on the satisfaction of all participants (involved) in the coaching process based on this, the teaching staff as well as the management can significantly contribute to raising the level of satisfaction of both the teaching staff and students, consequently leading to a higher enrolment of students at the institution that implements coaching;

- coaching and its tools, in our opinion, are among overlooked concepts, with the help of which many institutes, as well as other companies could find their way out of the crisis without radical change;
- measuring the satisfaction of both the employees of the institution, as well as measuring the satisfaction of the students who attend the institution, are among the conditions for teaching staff, employees, and heads of institutions (managers) to be able to discuss the success of the work of the process at all,
- knowledge of coaching tools and the introduction of its activities into the pedagogical process represents an advantage in front of the competition.

To summarize, it can be said that the introduction of coaching tools into the pedagogical process represents an opportunity to escape the crisis in which both education and the economy currently find themselves.

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