

COACHING – A NEW TREND IN THE FIELD OF TEACHER EDUCATION

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Abstract The teacher represents the foundation of the education process. It is important that the teacher feels good in their work environment and that they are motivated to work. It is also important that the teacher masters the skills of passing on material to listeners, as this affects the satisfaction of the listeners and the amount of knowledge passed on. In recent times, there have been many turbulent adjustments and changes. The question arose as to how to adapt to the situation. And based on this, the decision was made to conduct research on how to connect the following two concepts in new times, the times of the pandemic: the concept of current methods of teacher education and the concept of introducing coaching in the field of teacher education. The study is based on the use of theory and empirical research. Depending on the time period, the study is retrospective.

Keywords:

coaching, teacher, listener, performed task, flow

1 Introduction

A new generation of listeners is coming – millennials and generation Z. Both are considered different from all previous generations. But the fact is that each new generation differs from its predecessor. The coming generation is thought to be disrespectful, spoiled, and redundant. But they are no different than any other generation that came before. We all want to feel valued, respected, and included. The listeners want the same, and in addition to all of the above; they want the teacher to give them the attention they need, because that is the only way for them to become the best.

In this paper, the author presents a new teaching method, which provides guidance and help to both the teacher and the listener, and results in the successful completion of activities that are mandatory for achieving educational goals. The teaching method is supported by three tools, and the author will present the results and findings of the introduction of these tools into the educational process. The results were obtained from quantitative analyses (two study subjects, two years of work).

Based on the above, the author tried to answer the basic research question: *Do the teacher and the listener make significant progress in achieving the set goal with the help of coaching?*

To prove the basic thesis, the author tested three hypotheses. Namely:

H₁: The number of listeners, who achieve the set goal and receive coaching in the educational process is greater than the number of listeners, who are not included in such educational process.

H₂: Listeners, who receive coaching in the educational process have a positive experience.

H₃: A teacher who conducts coaching gains healthy authority.

In summary, one can say that the result of the paper is the publication of the concept of the process. The actual results will be known in five to seven years.

2 The Definition of Coaching Through Time

The beginnings of coaching in the business and sports world goes back several decades. Its founder is W. Timothy Gallwey (1974). He wrote the book *The Inner Game of Tennis*. The coach in the book asked the tennis players open-ended questions. He did not correct their mistakes. The players corrected themselves. It has been proven that players' performance decreases when they listen to coaches' advice. However, when the players were more relaxed and had a sense of the desired result in their heads, they were consequently more successful. The main message of the book is that, in order to master a certain skill, it is necessary to pay attention to the "inner game" that takes place in the mind (Cajnko, 2014).

There are various definitions of coaching (European Coaching Institute, 2007; Čeč, 2006; Megginson & Clutterbuck, 2007; Leshinsky, 2007; Stemberger, 2008; Cajnko, 2014; ICF, 2021 and others). It would be better to say that there are as many different definitions of coaching as there are schools for it.

Coaching cannot be detected in the educational process. Therefore, in this paper, the author discusses a problem that, according to the literature available, has not yet been addressed. No data was found in Slovenia on conducting a survey on the inclusion of coaching in the educational process nor was there any data on the impact of coaching tools on a listener's success in completing tasks. Therefore, the author will define the benefits of including the teaching method of coaching in the educational process in the continuation. The author also upgraded the topic with the tools of coaching, which build the foundation of a new learning method – coaching in the educational process.

2.1 Benefits of Coaching in the Educational Process Abroad

Coaching has become established in the field of education both in the USA and in some parts of Europe, e.g., in Great Britain, and later also in Australia.

In their paper, Devine, Meyers and Houssemand (2012) agree that comprehensive education reform is needed to meet the challenges of the 21st century. They have demonstrated that coaching is a powerful tool that can be used to support: (i) learning, (ii) listener development, (iii) teacher development, (iv) institution management development, and, consequently, (v) institution development itself.

These coaching approaches make a valuable contribution to all the listed benefits. Unfortunately, there will be no benefit if coaching remains at the individual level. Therefore, it is imperative to do everything possible to develop coaching.

The author found a contribution based on a review and analysis of the literature that highlights the benefits of introducing coaching into the education system in Singapore. From the article one can conclude that coaching is carried out in many areas of professional development of teachers in Singapore. These include coaching methods for:

- (i) trainee teachers
- (ii) novice teachers
- (iii) heads of institutions

However, as the paper is based on a review and analysis of the literature, further empirical research on the inclusion of coaching in the education system in Singapore is recommended. However, they recommend research on:

- (i) the impact of coaching on teaching in different contexts;
- (ii) the experience of coaches;
- (iii) the appropriate number of coaches to meet the requirements for coaching in institutions; and
- (iv) the formalization of coaching systems to examine the promotion of innovation in education (Tee Ng, 2012).

Lofthouse (2018) states in his paper that in the UK, 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 the UK. In his study the importance of relationships and communication in coaching was demonstrated along with the tools and models that support it. It confirms that coaching is appropriate for helping individuals facing real challenges. It is also one of the valuable tools that serves as a support to the education system, insofar as it is exposed to inconsistencies between teachers and the management of institutions.

2.2 Benefits of Coaching in the Educational Process in Slovenia

For the last two years, the usefulness of coaching has been piloted in Slovenia in the field of primary and secondary education. It has been tested according to international examples and implemented in the form of team coaching and peer coaching. Individual coaching by an external coach for principals and teachers may also be considered. However, it is used both for didactic and pedagogical purposes. It may be used as a method of critical friendship in collegial observations for didactic teaching – for this purpose, for example, the BRSU instrument by Danielson, Marzan, Pressley, Thompson and Wong are used. It can also be used for reflection intervention regarding listener behaviour – for example, the Teacher2teacher program within the CPD program is intended for relational and career challenges (Rutar Ilc, 2014).

The results of the pilot project, which included 17 high schools and 2 primary schools, show that the introduction of coaching in the field of education had a positive impact on all participants in the process. Participants also suggested that it would be useful to extend the introduction of coaching to the entire teaching staff (Rutar Ilc, 2014). Unfortunately, no further research was conducted.

3 Why Coaching is a New Trend and a Teaching Method in the Field of Teacher Education

The listener wants to complete the obligations in a particular subject as soon as possible and to make a living as soon as possible. The listener aims to come into existence – into their own measure of activity. The teacher wants the listener to be active throughout the process and learn the basic values of the subject, based on which they will be able to earn their living in the future. This means that it is in the teacher's interest to adapt the process of education so that the listener comes into existence as soon as possible. The coach also has their own measure of activity to dedicate to this; how to connect, and what to do to make their goals and desires mutual. One would assume that the solution lies in the mode of communication throughout the educational process.

The idea was to include coaching in the educational process for the teacher and the listener to make significant progress in achieving the set goal. The listener would find it easier to follow the progress based on coaching and would also have the

opportunity to learn something new. The teacher who would implement coaching in their educational process would thus upgrade their teaching. The idea was realized by including coaching in the educational process in two university subjects (*Business Economics and Management, and Mathematical Modelling*). For this purpose, the lecturer of the course *Economics and Management of a Company* received additional professional training from an external business coach.

4 Tools Used in Integrating the New Teaching Method of Coaching into the Educational Process

In incorporating the new teaching method of coaching into the education process, the author focused on the following tools:

- (i) a revised GROW model;
- (ii) a model of flow from Csikszentmihalyi; and
- (iii) a listener questionnaire to assess the teacher who provided coaching.

4.1 The GROW Model as a Tool for the Proposed Learning Method in the Coaching Process

According to current teaching methods, the listener is thrown into the water and must learn to swim on their own. How should they swim if they have not learned to swim? How should they fly if they have no wings? They must transform from a caterpillar into a beautiful butterfly (Bach, Grebenshchikov, Franklin Murrell-Wolf and other philosophers and experts), and the basis is that they are guided through the process by a teacher. With the method of **coaching**, it is possible to attain this work process. Therefore, the author presents the GROW model – which is the basic communication tool in coaching. This model also affects two processes; it transforms both the teachers and the listeners from caterpillars into butterflies.

The author included a redesigned GROW model in the new teaching method, which can be used in a real classroom as well as in a virtual classroom, because they anticipated that listeners would complete more tasks in the time they had available. The author also assumed that the listeners' knowledge would be appropriate, that they would be sufficiently motivated, and that the tasks would present them with a sufficiently large challenge to push them forward, into flow (Csikszentmihalyi, 2008).

Goals cannot be achieved without intermediate control, discipline, and perseverance. The GROW model pushes us into flow (Csikszentmihalyi, 2008). so that individuals do not give up on the way to the finish line. With this, the percentage of people (now 10%) who achieve something truly extraordinary in life will rise (Žunec, 2021, p. 267). One could say that perseverance is half the battle.

On the topic of the importance of asking questions, a study was conducted in 2019 at the University of Primorska, in which 252 listeners took part. The study focused on the role and importance of asking questions in a higher education learning environment. They were particularly interested in answers and questions about how listeners perceive the lecturer's questions in lectures and tutorials, what questions (types and frequency) in their opinion and experience lecturers ask, how listeners respond to them, and what are the reasons for certain responses. The results of the study showed that listeners are well-aware of the importance of issues in the educational process. They expressed positive attitudes towards learning environments in which various questions are asked and towards lecturers who often ask questions. At the same time, they were critical of the way questions were asked, especially if they were not placed in the learning space, which enables a positive interaction between listeners and the lecturer and encourages listener responsiveness (Bratož & Pirih, 2020). The study above is an excellent quantitative verification of the tool, which will be described further hereinafter.

The GROW model, developed by John Whitmore in the 1980s, most simply illustrates the essence of the teaching method of coaching. It is considered a fundamental model of coaching. It consists of the following four elements (Levine & Easterly 2010):

- (i) setting goals;
- (ii) defining the real situation;
- (iii) identifying opportunities to move towards the set goals; and
- (iv) the desire and willingness to do anything to achieve the goals.

The basic idea of asking questions in this learning method, i.e., coaching, is that the listener is an active “epistemic actor” (that he is active and that “he comes to knowledge himself”). At this point, it is similar to “Socratic dialogue”. Therefore, it is possible to follow the trend of interdisciplinarity and confirm, from the point of view of philosophy, that this innovative teaching method focused on the listener was

actually found in the foundation of Plato's cognitive theoretical doctrine, which can be traced back about 2500 years (Plato 2004, p. 1165). No one has researched this, so now is the time to make a breakthrough in this area of study.

4.2 The Csikszentmihalyi Flow Model and Its Use in the Coaching Process

The teacher should never give listeners the feeling that they do not know or will be unable to do something. The teacher should include the word "yet" in communication. How does it sound if a teacher says to a listener, "You don't know this" or "You don't know this yet"? The second option is much more acceptable. A teacher who is a coach strives to help listeners achieve their goal and, even though it seems like a small step in communication, the teacher takes a huge step in the listener's well-being. However, the well-being is what influences the attainment of flow and the attainment of a goal. If we are positive, it is almost impossible not to get the job done. From this one may conclude that when the listener achieves flow, they are perfected, happy, and feel successful. This was also confirmed in a survey conducted by Paşcu (2020), as well as in a survey conducted by Bakker (2005).

Daniel Goleman was the first to write about the importance and usefulness of including emotions in a variety of processes in his book *Emotional Intelligence*. In the field of education, various models of emotions from the listener's point of view are also presented.

However, from the teacher's point of view, it has not yet been possible to trace these models.

If the listeners are not respected by the teacher, they also do not respect the teacher. If the listeners are valued, they are more eager to acquire knowledge. Their desire for new knowledge also increases. The more productive they are, the easier it is to remember things. The following are the results of a survey that offer facts about how this works in the business world. The Gallup Institute showed that the productivity of employees increased up to four times in companies where managers respected people, communicated with them, and gave them sufficient quality knowledge¹. Another example is cited from the world of sports. In 2017, Igor

¹ <https://techjiry.net/blog/employee-engagement-statistics/>

Kokoškov led the Slovenian basketball team to the title of European champion – he himself said that the reason was that he respected all the players on the team, encouraged them and offered them support (Žunec, 2021, p. 113).

The flow model, which was included in the coaching process, was measured through self-assessment in order for the listeners to be able to assess their own emotional state (as described in Csikszentmihalyi, 2004; 2008) in each phase of the GROW model implementation, i.e., in the time available to them.

Csikszentmihalyi (2008) – a Hungarian psychologist, defined eight emotional states in his model of flow: anxiety, worry, numbness, boredom, relaxation, control, flow, and awakening. He studied one of the above emotional states, namely flow, in order to better explain the mechanism of motivation. We should also say that the concept of flow was first defined by Csikszentmihalyi. According to Csikszentmihalyi, flow occurs when an individual is confronted with clear sets of goals so that they can respond without questions about how and in what way something should be done. Optimal experiences typically involve a balance between an individual's abilities and challenges (Demerouti, 2006). Flow is a balance between challenge and ability. It most often occurs in activities with a specific goal and rules that require an investment of mental energy, effort, certain skills, and abilities, which can be detected through the introduction of the GROW model.

Much research has been conducted on this topic (DeTombe, 2002; Bakker 2005; Leitner & Leopold-Wildburger, 2011; Emeršič, 2013; Bokal & Steinbacher, 2019; etc.), however only the most prominent will be presented. Namely, a survey that was conducted among music teachers and their listeners, which included 178 music teachers and 605 listeners from 16 different music schools. Based on the literature, it has been hypothesized that work resources, including autonomy, performance response, and social support, have a positive impact on the balance between teacher challenges and skills that contribute to the experience of flow. In addition, it is hypothesized that flow passes from teachers to their listeners. The results of the analyses support both the first and the second hypothesis (Emeršič, 2013).

In Slovenia, a survey among higher education teachers was conducted in 2012. The purpose of the study was to examine the associations between flow and work. The participants were 293 professors from three Slovenian universities: the University of Ljubljana, the University of Maribor, and the University of Primorska. The results

of the study showed that teachers achieve greater flow if they have a free path in planning their work (Emeršič, 2013).

Emeršič (2013) tackled the problem in her study, where she assumed that the listeners' flow would be most influenced by the personality of the professor. She was able to confirm her hypothesis; as many as 48.3% of all surveyed listeners stated that the professor's personality had a very strong influence on their experience of study flow. The results showed that there were more first-year listeners who agreed that the professor's personality influenced their experience of flow the most ($M = 4.40$) than fourth-year listeners ($M = 4.21$). Bakker (2005) also found in one study that flow can be transmitted. Music teachers and their listeners participated in the study. They demonstrated that the experience of flow in teachers is positively related to the flow in their listeners.

4.3 Survey Questionnaire for Listeners as a Tool for Assessing the Teacher/Coach After the Implementation of Coaching

Schermerhorn et al. (2005, p. 296) label feedback as “the process by which a listener communicates with a teacher by returning another message.”

Brookhart also speaks about the effectiveness of feedback (2011, p. 33). He believes that effective feedback is only that which “helps the teacher to improve their work” and that which says: “What the teachers need to hear, not what the listener has to say.”

A potential problem that may arise in giving feedback to a teacher is, as Birkenmaier and Timm (2003, p. 13) point out, hindering the listener from giving feedback for fear that it will affect their evaluation or assessment.

In summary, one can simply state that feedback is important because:

- (i) We know where we are.
- (ii) We know how we are progressing.
- (iii) We know how we can become even better.

That is the whole point. Feedback is important for both the teacher and the listener.

We focus on receiving feedback after conducting coaching, which, however, is not always easy for the teacher. The essential principle is that the teacher must be open, rather than defensive and antagonistic. The proper delivery of feedback plays a key role in achieving teacher flow, as well as healthy authority.

In the field of coaching, which was included in the educational process, the teacher obtained feedback with the help of questionnaires, which the listeners had to solve after completing the educational process and after successfully achieving the goal and performing all activities related to the subject. The survey questionnaires were completed by the listeners, who remained anonymous. Based on this, it can be concluded that they gave honest answers. By doing so, the potential problem highlighted by Birkenmaier and Timm (see above) was also avoided. The results of the survey questionnaire, which was used as one of the tools after the implementation of coaching, are given in the empirical part of the study.

5 Discussion: Empirical Results and Findings

5.1 Results and Findings of the Empirical Research – Introduction of the GROW Model

At the time of the study, the author of this paper had been the holder and executor of the *Economics and Business Management* course at a higher education institution for 7 years. She carried out the educational process for 5 years without introducing coaching. For the last two years, however, she decided to introduce a new method of work into her educational process – coaching – with all the tools presented in the theoretical part of the study.

Table 1 shows the data on:

- (i) how many listeners were enrolled in the course in each academic year;
- (ii) how many listeners attended the course;
- (iii) how many listeners completed all the tasks that were a condition at a given time to complete all activities in this course; and
- (iv) the average percentage of success among listeners, who completed their tasks on time.

Table 1: Number of listeners and achievement of the target set separately in each academic year from 2014 to 2021

Academic year	The education process includes coaching	Number of listeners enrolled in the subject F_i	Number of active participating listeners F_i	Percentage of active participating listeners f_i %	Number / percentage of listeners who performed all tasks on time f_{i/f_i} %	Share of the average of all performed tasks
2014/2015	NO	15	11	73.33	9 / 81.82	74
2015/2016	NO	33	24	72.73	18 / 75.00	73
2016/2017	NO	25	14	56.00	11 / 78.57	72
2017/2018	NO	22	17	77.27	15 / 88.24	73
2018/2019	NO	35	27	77.14	24 / 88.89	74
Average				71.29		73.20
2019/2020	YES	21	19	90.48	19 / 100.00	83
2020/2021	YES	39	31	79.49	31 / 100.00	83
Average				84.99		83.00
together		190	143			

Source: own

Table 1 shows that the survey was carried out on a sample of 190 listeners, of which 70.52% (average) were actively involved in the educational process. In the continuation, the author will focus on the difference between the number of listeners who achieved the set goal and received coaching in the educational process, and the number of listeners who achieved their goal and were not involved in the educational process through coaching.

Ninety-three other staff members were teaching without coaching in a five-year period. On average, 71.29% of listeners were active in all years included in the survey. Based on the sample, when coaching was not involved, listeners who actively participated in the education process did not successfully complete all tasks in the time available to them. The highest percentage of successful tasks was 88.89% in the 2018/2019 academic year. The listeners' grade or percentage achieved on average for the completed tasks was also measured. The share of the average of all performed tasks thus amounted to 73.20%, which is the average rating of the grade very good (8).

For the last two years of study, the lecturer decided to include the teaching method of coaching with all the previously mentioned tools in the educational process. Fifty listeners were actively involved in this process. On average, 84.99% of listeners were active in both years when the provider carried out the educational process with the

help of coaching. In this process of education, based on the sample and a period of two years, one sees that all listeners who actively participated in the process of education successfully completed all tasks in the time they had at their disposal. With this, the teacher, the coach, received confirmation that they had made the right decision regarding the introduction of a new method in the educational process. The listeners' average grade or percentage achieved for the completed tasks were also measured. The share of the average of all performed tasks thus amounted to 83.00%, which is the average grade of very good (9) and is almost 10% higher than the percentage was when the teaching method of coaching was not included. At this point, it is important to mention that before the 2020/2021 academic year, this subject was carried out both remotely and live from the very beginning. So, the COVID-19 situation, in which we found ourselves in 2020, did not affect the educational process itself. It only influenced the implementation of the final exam (assessment of theoretical knowledge), which was conducted remotely in 2020/2021, via the Sava Exam Browser² online tool.

Given that the sample is small, the t-test statistic or the listener's t-distribution can be chosen to confirm the set hypothesis H_1 . With 95% certainty or a 5% level of risk, one can say that between 74% and 93% of listeners, all populations who will be involved in the educational process in the future with the help of coaching, will successfully complete all tasks.

Based on the results of the quantitative analysis, hypothesis H_1 was confirmed: *The number of listeners who achieve the goal and receive coaching in the educational process is greater than the number of listeners who are not involved in such an educational process.*

A teacher can check the level of their authority by reviewing what percentage of the tasks are done by active listeners at a given time. If this percentage is higher than 80%, then the teacher has a strong and healthy level of authority; if the percentage is between 50% and 80%, then the teacher has a good level of authority; but if the percentage of completed tasks is below 50%, the teacher's level of authority is weak (Žunec, 2021, p. 107). The percentage of average tasks performed when the teacher introduced the method of coaching into the educational process averaged 83% in

² It should be mentioned that the teacher, coach, already evaluated the listeners during the educational process in a combination of practical knowledge (project work, seminars, and evaluation, which accounted for 35% of the final grade) and relationships (participation in the forum, activities in the Trello tool, which accounted for 5% of the final grade), and finally with the assessment of theoretical knowledge (written part of the exam, which accounted for 60% of the final grade).

both years, which means that this teaching method is also effective in raising the teacher's level of authority.

5.2 Results and Findings of the Empirical Research – Introduction of the Csikszentmihalyi Flow Model

In this quantitative study, the descriptive method was used as a basis, drawing on information from foreign sources mostly. A survey was used to collect data, and a questionnaire was used as the research instrument.

Data were collected using an anonymous questionnaire, which was intended for listeners, who attended the Mathematical Modelling³ subject at the Faculty of Science and Mathematics at the University of Maribor. The listeners answered the survey questionnaires in the 2019/2020 summer semester and the 2020/2021 summer semester via the Trello tool⁴.

In the 2019/2020 academic year, 15 listeners participated in the survey. In the 2020/2021 academic year, 13 listeners participated in the study. The sample included 28 listeners – a small sample. The sample will be used to infer for the population, so inferential statistics will be discussed. All listeners were involved in coaching that was conducted through the educational process. The author also used the GROW model in the implementation of coaching. The study focused on the individual listener (basic unit), who participated in the process, and measured at what stage of implementation the GROW model reached flow (flow is the variable, which is descriptive and nominal). The author did not focus on gender, field, or level of study, so demographics were not the subject of the survey.

At the beginning of each phase of the GROW model implementation, each listener was asked the same question: In which part of the emotional state graph are you currently located? The listeners were able to choose from the following emotional states: anxiety, worry, numbness, boredom, relaxation, control, flow, and awakening. In exploring the concept of flow, Table 2 shows how listeners experienced it after individual stages of the implementation of the educational process. All other possible emotional states are left aside.

³ The author of this paper was involved in this course as a coach and not as a lecturer.

⁴ We used it as a support tool for the GROW model tool. Using the Trello board, the listeners monitored their own progress and the progress of the whole group (i.e., the year) in acquiring knowledge.

Table 2: Number and percentage of listeners who achieve flow by stage

Academic year	Fi	Fi - the first phase of the implementation of the GROW model	Fi%	Fi - the second phase of the implementation of the GROW model	Fi%	Fi - the third phase of the implementation of the GROW	Fi%	Fi - the fourth phase of the implementation of the GROW model	Fi%
2019/2020	15	4	26.67	7	46.66	9	60.00	15	100
2020/2021	13	3	23.07	5	38.46	8	61.54	13	100
Total fi	28	7	25.00	13	46.43	17	60.71	28	100
Total % fi%			24.87		42.56		60.77		100

Source: own

From Table 2, one can deduce that the emotional state of flow in listeners as they moved from the first phase to the next phase of implementation of the GROW model increased. In the final phase, flow was achieved by all listeners, i.e., all listeners in the coaching process were motivated to complete their obligations in the course, which in turn meant that they all completed the tasks in the allotted time. Thus, all the listeners achieved the goal they set together with the coach at the very beginning of the educational process. The teacher also achieved the goal, because by introducing coaching in the educational process, they achieved confirmation that the chosen teaching method was correct and appropriate.

In the continuation, for clarity, Figure 1 is used to show the share of listeners who, after individual phases, achieved flow in a comparative period of two years.

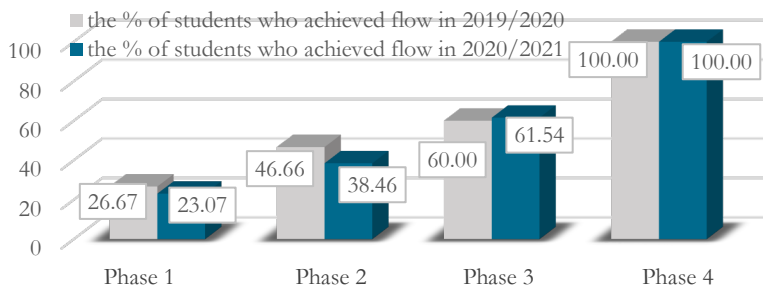


Figure 1: Proportion of listeners with flow

Source: own

In both years 24.87% (average) of listeners reached flow in the first phase, 42.56% in the second phase, 60.77% in the third phase, and all listeners (100%) reached flow in the last phase. The average of both years was also calculated, after all phases. Thus, on average, 57.05% of listeners reached flow after all phases.

Given that the sample was small, the t-test statistic or the listener's t-distribution was chosen to confirm set hypothesis H_2 . With 95% certainty or 5% risk, one can say that 75% of listeners in all populations who will be involved in the educational process with the help of coaching in the future, will achieve flow by the end of the goal they set.

Based on the results, using quantitative analysis of a small sample, hypothesis H_2 can be confirmed: *Listeners who receive coaching in the educational process have a positive experience.*

5.3 Results and Findings of the Conducted Empirical Research – A Questionnaire for Listeners

In Chapter 5.1, the author concretized that a teacher could examine the level of his or her authority by checking the percentage of tasks performed by the listeners involved in the education process. In this case, the teacher had a strong and healthy authority with the introduction of coaching in the educational process, as the average percentage of the tasks performed was 83% in both years.

Žunec (2021, p. 121) gives five more specific suggestions for strengthening the lecturer's authority: (i) the lecturer is always an example to the listeners, (ii) they give clear instructions, (iii) they communicate regularly with the listeners, (iv) they give clear feedback, and (v) when problems occur, they immediate and subject to discussion. The lecturer, who is a coach, considers all five specific proposals for strengthening authority in the process of education with the teaching method of coaching with the listed tools. And if what is written is true, then the lecturer who is also the coach, has a strong and healthy authority. For this to be the case, the mentioned was tested based on questionnaires (the measuring instrument), which were given to the listeners after the educational process was completed. The results of the quantitative analysis are listed below.

Vavra (1997, p. 152) says that descriptive statistics serve as an illumination of respondents' actual assessments on individual basic issues. Descriptive statistics also enable us to learn about all the fundamental characteristics of the answers.

Therefore, for each individual year measured on an interval scale, the following is demonstrated:

1. Arithmetic means or average values → serve as centre of gravity statistical measures of centrality, based on which we estimate the dispersion of individual variables and the average level.
2. Standard deviation → serves to estimate the dispersion of individual variables and the average level (Malhotra & Birks 2003, p. 354).

To summarize, the arithmetic mean of the mean values was used as the basic mean value, which is calculated from all the total data (Bastič, 2006, p. 7). The standard deviation was used for the second statistical measure. The standard deviation is equal to the square root of the variance and is shown in the same units as the composite variable and its arithmetic mean. In summarizing Bastič's idea (2006, p. 7), one can state that the standard deviation is used as a measure of the value of the arithmetic mean, which means that the smaller the standard deviation, the smaller the differences between the actual values of the composite variable and its arithmetic mean (Bastič 2006, p. 7).

For all seven years, after completing the educational process, she used questionnaires to obtain feedback from the listeners on their satisfaction with her way of working. The survey questionnaires completed by the listeners remained anonymous. The listeners defined up to 14 statements/questions based on the 5-point Likert scale (1 – never, 2 – rarely, 3 – sometimes, 4 – often, 5 – always).

Table 3 shows descriptive statistics for determining the average grade of the teacher for a period of seven years. As the above was studied, the listeners were asked to indicate their degree of agreement with the 14 statements.

The descriptive statistics show that the lowest value of the grade (3.95) was achieved by the teacher in the first academic year (2014/2015). The highest value of the estimated grade was reached in 2020/2021, which is 4.58. The highest dispersion of answers (standard deviation) was also achieved in the first year of the educational

process, namely 2014/2015, which means that respondents differed the most in their answers according to this indicator. The lowest value of the standard deviation was reached in 2019/2020 indicator, which means that there were the smallest differences in the answers of the respondents. Also, the descriptive statistics show that, on average, the teacher's assessment increased when she included coaching in the educational process. Namely, it rose by as much as 0.52%.

Table 3: Descriptive statistics for determining the average teacher score from 2014 to 2021

Academic year	The educational process includes coaching	Number of participating respondents – number of questionnaires resolved Fi	Average teacher rating	Standard deviation	Average assessment per study course
2014/2015	NO	11	3.95	0.92	3.87
2015/2016	NO	24	4.02	0.85	4.11
2016/2017	NO	14	4.09	0.84	3.88
2017/2018	NO	17	4.05	0.87	4.01
2018/2019	NO	27	4.07	0.87	3.94
Average			4.04	0.87	3.96
2019/2020	YES	19	4.53	0.75	3.96
2020/2021	YES	31	4.58	0.82	3.87
Average			4.56	0.79	3.92
Together		143			

Measured on the Likert scale from 1 – never to 5 – always.

Source: own

The teacher therefore analysed her level of authority in a way that checked the percentage of the average grade from the listeners who completed the questionnaire. As this percentage was higher than 80% (at the time of the introduction of coaching it was as high as 91.2%), the teacher/coach had strong and healthy authority. However, in focusing on the percentage of the average grade in the entire field of study in the last two years, one finds that it was 78%, which means that teachers in the entire field of study had good authority. Based on the results of the analysis, hypothesis H_3 can be concluded and confirmed: *The teacher who practices coaching acquires healthy authority.*

6 Conclusions

Every teacher should:

- (i) have enough knowledge and be professional;
- (ii) be emotionally intelligent;
- (iii) use common sense;
- (iv) have a passion and energy for the work they do;
- (v) be disciplined;
- (vi) assess the knowledge of the listeners both theoretically and practically;
- (vii) have courage in making decisions; and
- (viii) be proud of themselves and of the listeners.

The advantages for listeners who participated in the educational process, which included coaching, can be seen mainly in:

- (i) encouraging ongoing work;
- (ii) tracking one's own progress;
- (iii) quickly identifying potential problems;
- (iv) faster progress towards completed tasks; and
- (v) feedback from the professor, coach.

Based on the study, the hypotheses H_1 , H_2 and H_3 were confirmed. The thesis and the key research question were empirically verified, and it was found that the teacher and the listener, with the help of coaching, made significant progress in achieving the set goal. With the confirmation of all the research hypotheses, the fundamental thesis of the study can also be confirmed.

However, we must all be aware that with the help of coaching, which could be included by all teachers in the educational process, we should not expect perfection. However, we should expect progress. Progress in teachers and progress in listeners. If we stick to this mindset, it will eventually become part of our daily activities. If listeners feel respected, they will be willing to give more of themselves; not necessarily, but the probability is significantly higher. Let us be guided by a thought from Aristotle, who says: "What we repeatedly do, we are. So, excellence is not an act, but a habit."

In other words, being great is not a skill, but it should become a habit. And whoever fails to strive for improvement will eventually cease to even be good. The essence of our contribution is that both teachers and listeners realize that with the help of coaching, they progress more and more every day, until they reach their goal and can take control of their own achievements.

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