

# **Analysis of educational institutional management in relation to coaching and mentoring: The role of the principal in the new framework of interpersonal communication**

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## **Abstract**

Coaching and mentoring techniques are essential tools for optimizing institutional educational management. These methods are frequently used by educational leaders to facilitate positive change, improve performance and enhance the satisfaction of teachers, support staff and students. Coaching is an effective means for educational leaders to manage the dynamics of rapid change in the education sector. It provides a supportive framework and an open communication environment in which administrators can improve their managerial skills, strategic thinking and leadership vision. Through coaching, they receive constructive feedback and opportunities to develop the skills needed for effective leadership. Mentoring, in turn, plays a significant role in institutional educational management and has a long-term impact. It provides individualized support, professional guidance and opportunities for reflection on the challenges faced by educational leaders in the course of their work. Through mentoring, they can learn to adapt to change, identify key management issues and hone their professional skills. Coaching and mentoring are fundamental tools for the development of educational leadership, helping to create an environment conducive to both the individual development of leaders and the improvement of the educational process and strengthening the school community. The head of the educational institution has a central role in the new interpersonal communication framework, with responsibility for ensuring equitable access to the information needed for clear and effective communication. He/she acts as a facilitator, promoting an organizational climate based on accountability, collaboration and mutual respect. In addition, the Director ensures that all participants in the communication process comply with ethical rules and behave appropriately, avoiding non-constructive language. He/she also ensures that the messages conveyed are clear, concise and unambiguous, thus contributing to the reinforcement of an institutional culture based on transparency and effective communication.

**Keywords:** Coaching, performance

## **1. Introduction**

People in leadership positions are a relevant segment of beneficiaries of coaching services, with the opportunity to develop the knowledge, skills and competencies essential for improving performance and achieving professional goals. Coaching focuses on fundamental issues such as developing interpersonal skills, strengthening relationships, building self-confidence and identifying common goals. In the coaching process, leaders benefit from a coaching framework that helps them develop accountability, clarify their personal leadership style and overcome obstacles that can affect organizational performance. Creative solutions

and innovative strategies adopted through coaching contribute significantly to success in educational and managerial environments.

Coaching also supports leaders in managing the stress associated with leadership responsibilities, facilitating strategic decision-making and adaptation to the challenges of the professional context. The process also helps to overcome feelings of isolation or dissatisfaction at work by helping to set clear professional boundaries and realistic goals.

In Romania, the selection of directors of educational institutions is carried out according to a specific methodology, regulated by Order No. 3969/2017. It involves submitting documentation on a specialized platform, validating it, holding a public competition and an interview in front of a mixed commission, made up of teachers, representatives of trade unions, parents and local public administration. The interview involves an analysis of the specific competences of the position of head teacher, including his/her ability to mediate relations between the school, parents, authorities and the business environment.

Principals must respond to external challenges that influence the work of the institution, having a direct impact on teachers, students and parents. This context calls for a coaching process based on systems thinking and the ability to analyse and anticipate the outcomes of an integrated education system. Principals who go through a coaching program acquire the necessary skills for a structured analysis of the mechanisms that define the school and the education system. The development of professional coaching in Romania is supported both by the experiences of principals who become direct beneficiaries of this process and by their impact on the dissemination of the concept at institutional level. A head teacher who has benefited from coaching has effective tools for organizational diagnosis and can adopt an effective, motivating managerial approach adapted to the needs of the school as an organization. Coaching for school principals involves transforming communication, organization and management skills into effective tools for managing institutional resources.

This process facilitates the optimal management of financial resources from public funds (e.g. per-pupil funding, funds for material expenses), as well as the attraction of additional resources through parents' associations, educational projects and partnerships with the private sector. At the same time, coaching supports the alignment of student learning with the requirements of the labour market, with a focus on digital competences and innovation.

## **2. Methods**

The main objective of these programs is to improve institutional performance, increase investment in human capital and develop initiatives that expose schools to the opportunities generated by the knowledge and innovation-based society. Coaching for principals is a customized training process, aimed at optimizing educational management and relations with the school community, according to the specifics of the institution and the resources available. Principals' participation in coaching programs offers multiple benefits, including:

- improved communication with educational partners (parents' associations, business, local government, civil society).
- gaining an integrated view of the educational institution, allowing decisions to be made in relation to resources and influencing factors.
- developing the capacity to manage conflict and professional stress, particularly in the context of financial constraints.
- leveraging human capital according to the needs of the institution.
- the formation of a competent administrative team, adaptable to national and European legislative changes, able to identify and exploit the educational opportunities available in the medium and long term.

Coaches contribute significantly to improving the management of schools by facilitating organizational development. Educational organizations develop through three main

mechanisms: organic growth, strategic alliances and integration. The role of coaches is to support the identification of the most appropriate combination according to the specifics of the institution as well as to facilitate the implementation of effective educational management strategies. The aim of coaching techniques is to make the best use of human potential by integrating cultural diversity, different educational approaches and varied interpretations of school plans and curricula. Coaching transforms differences into opportunities for progress by enabling teaching and administrative staff to expand their vision and competences through a process of continuous learning. This process fosters the development of the educational institution's image and the improvement of learning outcomes.

Coaching techniques include consultation, training, communication development and multi-level teamwork, with an emphasis on networking and collaboration. These methods allow to focus on specific problems, generate relevant solutions and discuss them in a participative framework. Professional development, both individual and collective, must be carried out in a concerted manner, ensuring coherence and strategic alignment of institutional objectives. The concept of 'global coaching culture' complements the idea of 'cultural coaching', based on the principle that human potential is vast and multidimensional. By introducing an authentic dialog about culture into coaching processes, new educational perspectives are created, adapted to the specific contexts of each institution. Cultural coaching addresses multiple dimensions relevant to educational leaders and professional coaches, including organizational accountability, time management, defining identity and purpose, organizational structure, institutional boundaries, communication patterns, and cognitive processes.

The implementation of cultural coaching allows the adaptation of educational strategies to the specific realities of each educational institution, thus providing appropriate responses to the challenges posed by the cultural diversity of students, teachers and their families. Consistent coaching helps to motivate employees, increase institutional performance, improve professional qualifications and facilitate knowledge transfer. Coaching is an essential element in optimizing educational management, as principals apply the techniques learned and integrate them into their management strategies. Effective leadership means focusing on results, with attention to the methods and tools used. In this context, several key coaching techniques are highlighted:

1. Asking strategic questions - Asking relevant questions generates meaningful answers, facilitating constructive dialog and the development of effective professional relationships.
2. Promoting a positive approach - A proactive attitude helps manage difficult situations and foster an organizational climate conducive to change.
3. Active listening and consensus - Building relationships based on trust involves integrating employee input and feedback into decision-making processes.
4. Developing communication skills - Using emotional intelligence techniques facilitates constructive dialogues and supports informed decision-making.
5. Lifelong learning - The manager should be a role model for professional development, supporting continuous employee learning and promoting educational excellence.
6. The role of mentor and coach - Principals should demonstrate a continuing interest in staff development, providing guidance and support in meeting professional challenges.

Coaching techniques applied in the educational environment aim at identifying and valuing cultural diversity, transforming it into effective leadership models and strengthening a management team capable of responding to the needs of the educational institution. Through this approach, principals take on a complex, structured and effective managerial role with a positive impact on the whole school community.

Coaching is an essential element in restructuring and optimizing educational systems, with significant benefits for institutional performance. It facilitates constructive dialog and creates opportunities for two-way, positive and solution-oriented communication. Implementing a coaching culture in educational institutions brings multiple benefits, including professional development of staff and improved organizational performance. Strategic planning, implementing the educational vision and promoting curricular innovation requires collaboration and trust between decision-makers. Decentralized leadership is essential in this context and coaching creates the necessary framework for this process to be effective. Leaders who trust their teams and promote a culture of mutual support foster positive change and organizational development.

Educational leaders must inspire and mobilize staff to achieve institutional goals. Coaching plays a crucial role in translating the educational vision into concrete goals, providing clarity and direction. Through collaboration and mutual support, educational teams are motivated to generate positive change and create a culture of learning and innovation.

An effective coaching culture involves developing leadership and collaboration skills. Middle leaders and discipline coordinators need to acquire skills to facilitate clarity of purpose and motivate teams. Coaching helps them to define clear priorities, support professional development and create an environment conducive to learning and innovation.

Coaching is an essential pedagogical methodology contributing to the development of teachers' competences. By using the techniques of deep questioning, active listening and motivation, teachers can facilitate learners' self-reflection and independence. Teachers applying coaching strategies increase their pedagogical awareness and create an educational environment based on collaboration and continuous exploration. The position of head teacher is in a continuous process of transformation, both from an institutional perspective and in terms of the managerial and leadership skills needed to fulfill this role. Appointment to the post involves passing an examination that assesses both administrative and strategic leadership skills. In this context, school management integrates both psychological and motivational dimensions as well as technical aspects, geared towards optimizing resources and maximizing educational outcomes. The principal needs to develop specific coaching skills or work with a coach to implement a supportive organizational climate among students, teachers and parents and to develop constructive relationships with relevant educational stakeholders. Key objectives of school management include raising the visibility of the institution, establishing partnerships with the business community to improve the technical preparation of pupils and attracting additional financial resources to support the educational process.

The role of the headteacher has gained in importance in the context of strengthening the school as a determinant of human capital development. This role involves interaction with various categories of people - teachers, administrative staff, pupils, parents and community representatives. Unlike in other areas of management, the head teacher needs to work effectively with each of these groups to ensure coherent and quality education. Effective leadership cannot be exercised in isolation, and the support of a coach becomes essential in strategic decision-making.

The concept of educational coaching is based on the provision of constant feedback and specific instructions aimed at improving managerial and pedagogical performance. Adapted to the educational environment, coaching aims to support the management team and teachers in adapting to the demands of the labour market and integrating transversal competences into the curriculum. Coaching also plays an essential role in highlighting the factors that contribute to the added value of an educational institution, from the working environment to the provision of a relevant educational program for the professional integration of graduates.

The main objective of implementing coaching in educational institutions is to improve the quality of the learning process and to optimize teaching. Coaching provides personalized

support for teachers and principals to apply good educational and managerial practices, thus having a direct impact on student success. In addition, this approach allows contextualization of educational objectives to the specifics of each educational unit, facilitating the integration of the most effective methods into teaching practice.

Methods used by coaches in educational settings include questionnaires, surveys, direct observation and heuristic conversations with teachers and students. These tools help identify educational strengths and needs, providing personalized support in defining learning goals. The coach supports teachers in choosing appropriate strategies for improving teaching practice and developing students' competences, thus promoting an educational climate based on collaboration and continuous progress.

Educational coaching also involves analysing student performance data and setting realistic goals tailored to the needs of each student. In this way, the school manager is guided in the process of developing an operational plan geared towards institutional development, in line with the resources available and the development prospects of pupils and teachers. Coaching thus becomes an essential tool in ensuring effective educational management and in creating a stimulating learning environment that is adaptable to the demands of contemporary society. Coaching in pre-university education in Romania is a concept that has gained ground in recent years, aiming to improve school performance and personal development of students. This approach emphasizes on helping students to achieve their educational goals and to develop the skills and competences needed to face the challenges in society.

Coaching in pre-university education involves a collaborative relationship between the student and the coach (who can be a teacher, an educational counsellor or a professional in the field of coaching). It aims to help students identify their strengths and work on areas for improvement, set realistic goals and develop strategies to achieve them.

The analysis of coaching in Romanian pre-university education reveals the following aspects:

1. **Educational context:** The Romanian education system has faced numerous challenges over the years, such as lack of resources, poor school infrastructure and fluctuating quality of education. In this context, coaching can provide an innovative approach to support students' personal development and prepare them for adult life. The educational context in Romania presents several characteristics and challenges that influence the implementation and development of coaching in pre-university education. The relevant aspects of this context are the following:
  - Centralized education system: pre-university education in Romania is organized and coordinated by the Ministry of Education, Research and Innovation (MECI), which sets the national curriculum, performance standards and development strategies. This centralized system can be an obstacle to the implementation of innovative methods tailored to the specific needs of students, such as coaching.
  - Uneven quality of education: The quality of education in Romania varies according to region, environment (urban or rural) and school resources. This variation can lead to significant differences in students' academic performance and personal development, which can accentuate the need for individualized coaching and support.
  - Lack of resources: Many schools in Romania are faced with a lack of material and human resources to provide quality education. This may limit the possibilities for implementing coaching in schools, as teachers and educational counsellors may already be overburdened or lack the necessary training in this field.

- School performance assessment: The Romanian education system places a strong emphasis on the assessment of academic performance through national exams such as the National Assessment and Baccalaureate. This approach can generate stress and anxiety for students, which can create the need for coaching and emotional support in achieving academic goals.
- Educational reforms: In recent years, Romania has undertaken a few reforms in the education system, including the introduction of new teaching methodologies and an updated curriculum. These changes may provide opportunities for the integration of coaching in pre-university education but may also require the adaptation of coaching approaches to new educational requirements and objectives.

In this context, coaching in pre-university education in Romania has the potential to bring an innovative approach to complement efforts to improve the quality of education and support students' personal development.

2. **Benefits:** Coaching in pre-university education offers numerous benefits for students, such as:
  - Improved academic performance by setting clear goals and developing effective strategies to achieve them.
  - Develop social, communication and teamwork skills;
  - Increased self-confidence and motivation for learning;
  - Better management of performance-related stress and anxiety.

Coaching in pre-university education in Romania brings a number of significant benefits for students, teachers and the education system as a whole. Advantages of this approach:

- Improve academic performance: Coaching helps students set clear and realistic goals, develop effective strategies to achieve them and focus on personal progress. This can help improve academic results and increase pass rates in national exams.
- Developing personal and social skills: Coaching supports the development of skills essential for success in adult life, such as communication, critical thinking, problem solving, creativity, empathy and teamwork. These skills can be essential for integrating into the labour market and adapting to the challenges of everyday life.
- Increased self-confidence and motivation: Through coaching, students are encouraged to identify and value their strengths, overcome difficulties and learn from experiences. This can lead to increased self-confidence, self-efficacy and motivation for learning and personal development.
- Reducing stress and anxiety: Coaching can offer emotional support to students, helping them learn to manage the stress and anxiety associated with academic performance, exams and social expectations. This can have a positive impact on students' mental health and quality of life.
- Personalized support: Coaching is based on an individualized approach, which considers the specific needs, interests and circumstances of each student. This allows strategies and interventions to be adapted to the particularities of everyone, ensuring effective and relevant support.
- Parental and community involvement: Coaching can contribute to increasing parental and community involvement in the educational process by promoting collaboration and communication between students, teachers, parents, and other stakeholders. This can have positive effects on the school climate and interpersonal relationships.

- Teacher professional development is essential for improving the quality of the educational act and ensuring quality education in Romania. Implementing coaching in schools can contribute to the professional development of teachers through the following aspects:
  - Continuing education: Introducing coaching in schools requires training teachers in the techniques and methods specific to this approach. This can provide learning and professional development opportunities for teachers, who can acquire new skills and knowledge applicable to their daily work.
  - Changing the educational paradigm: Coaching promotes a student-centered approach that encourages active involvement and autonomy in the learning process. Adopting this paradigm can help teachers reconsider their role in the classroom, improve their teaching strategies, and become facilitators of student development.
  - Developing communication and relationship skills: Coaching involves establishing a relationship of trust and collaboration between teacher and student, based on open and assertive communication. Through coaching training, teachers can develop communication and relationship skills that allow them to interact more effectively with students, parents, and colleagues.
  - Emotional and stress management: Coaching provides tools and strategies for managing emotions and stress, for both students and teachers. Developing these skills can contribute to improving teachers' mental health, preventing burnout, and increasing job satisfaction.
  - Reflection on professional practice: Coaching encourages the process of self-assessment and reflection on professional practice. This can help teachers identify strengths and areas for improvement in their teaching, set development goals, and monitor their progress.
  - Creating a learning community: Implementing coaching in schools can stimulate the creation of a learning community and mutual support among teachers, who can share experiences, resources and ideas to improve teaching.

Introducing coaching into pre-university education in Romania can offer significant opportunities.

3. **Challenges:** The implementation of coaching in pre-university education in Romania faces challenges, including:
  - Lack of resources and training of teaching staff in the field of coaching.
  - Scepticism of some stakeholders regarding the effectiveness of coaching in the educational context.
  - The need to adapt coaching methods and techniques to the specifics of pre-university education and the needs of students.

The implementation of coaching in pre-university education in Romania faces several challenges, related both to the specific educational context and to the resources and training of teaching staff. Among the major challenges are:

- Lack of financial and material resources: Many of the factors that can influence the implementation of coaching in schools, such as teacher training, infrastructure and access to teaching materials, are limited by a lack of financial and material resources. This situation can make it difficult to introduce coaching at a national level and create sustainable programs in the long term.
- Insufficient teacher training: Coaching requires specific training and communication, relationship and emotion management skills. Currently, most teachers in Romania have not received adequate training in coaching, which may limit the effectiveness of these programs.

- Resistance to change: The implementation of coaching in schools implies a paradigm shift in the approach to education, with a greater emphasis on the personal development of students and on the relationship between teacher and student. This change may be met with resistance from some teachers, parents or other stakeholders, who may be skeptical about the effectiveness of coaching or may prefer traditional teaching methods.
- Adaptation of coaching techniques and methodologies: Coaching in pre-university education must be adapted to the specifics of age, needs and educational context. This involves a selection and adaptation of coaching techniques and methodologies to fit the national curriculum, educational objectives and cultural particularities of Romania.
- Evaluating the effectiveness of coaching: In order to obtain support and resources for the implementation of coaching in schools, it is necessary to evaluate the effectiveness of these programs and demonstrate their long-term benefits. This can be challenging, as the impact of coaching often manifests itself in the personal development of students and in improving their quality of life, aspects that can be difficult to measure and compare with traditional school performance indicators.

Despite these challenges, coaching in pre-university education in Romania has a great potential for development and can bring significant benefits for both students and teachers and the education system.

4. **Perspectives:** With all the challenges mentioned, coaching in pre-university education in Romania has significant potential for development.

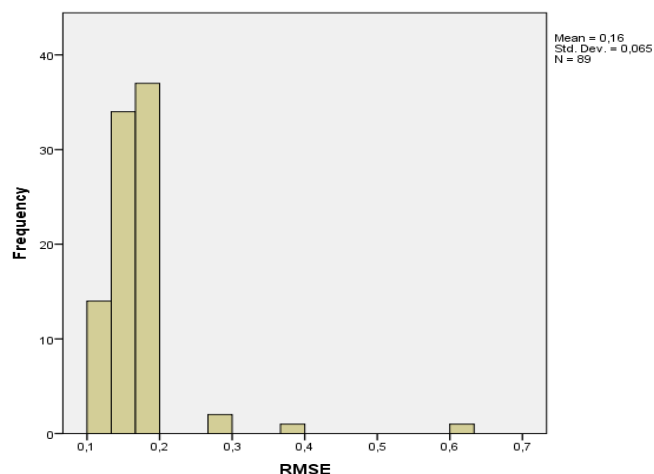
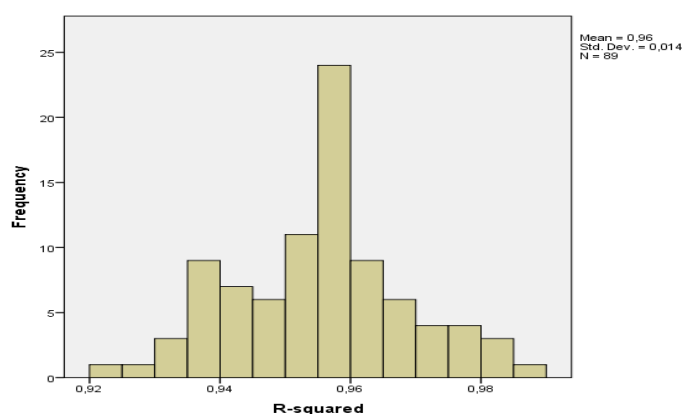
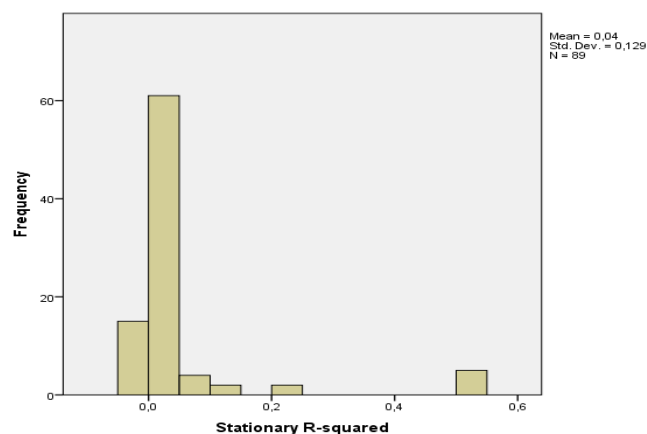
Coaching in pre-university education in Romania has promising prospects, but its implementation will require concerted efforts from all parties involved: authorities, educational institutions, teachers, parents and students. In the future, the development of coaching in schools may include the following directions:

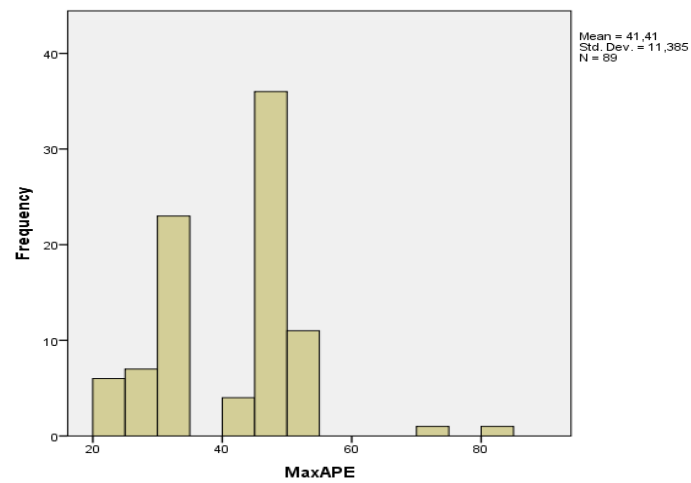
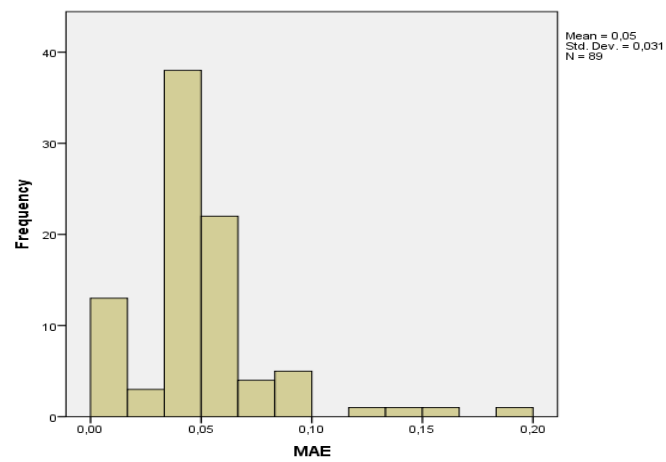
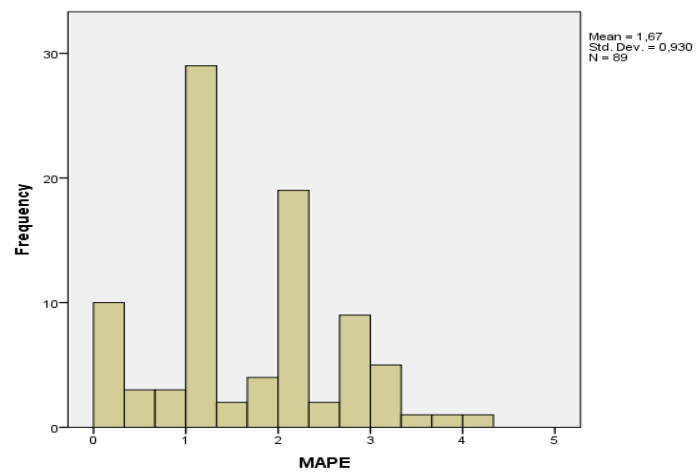
- Teacher training: To facilitate the implementation of coaching in schools, it is essential to provide teachers with adequate and continuous training in the field of coaching. This could be achieved through training programs initiated by the Ministry of Education, universities and non-governmental organizations, covering techniques and methodologies specific to coaching.
- Creating a legal and institutional framework: To support the development of coaching in pre-university education, it is necessary to develop a legal and institutional framework that regulates and supports the implementation of these programs in schools. This framework should set out the quality standards, accreditation criteria and funding mechanisms for education coaching.
- Promoting coaching in the community: Increasing awareness and acceptance of coaching in the educational community and in society as a whole is an important stage in the development of this field. This could be achieved through information and promotion campaigns, partnerships with parents and the active involvement of students in the coaching process.
- Integrating coaching into the curriculum: Integrating coaching into the national curriculum and daily teaching can help to increase the relevance and effectiveness of these programmes. This could include the development of teaching materials and pedagogical resources to support teachers in applying coaching techniques in the classroom.
- Impact evaluation and monitoring: In order to support the development of coaching in pre-university education and to demonstrate the effectiveness of these programs, it is important to develop mechanisms for evaluating and

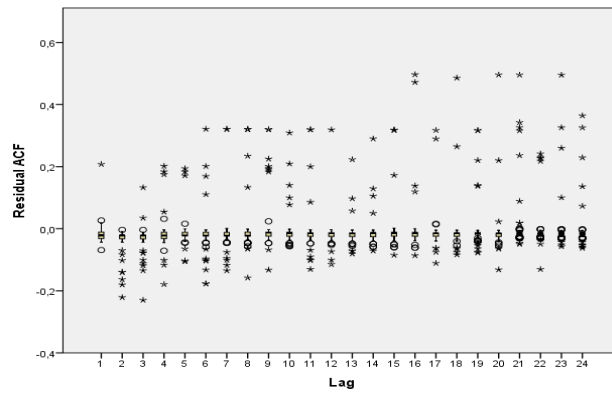
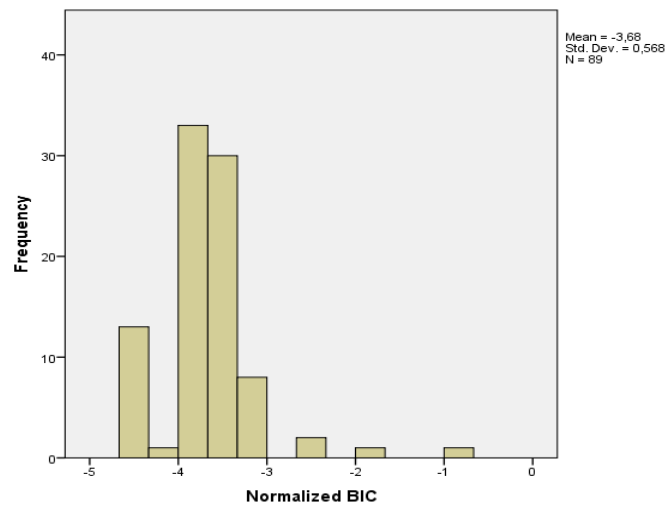
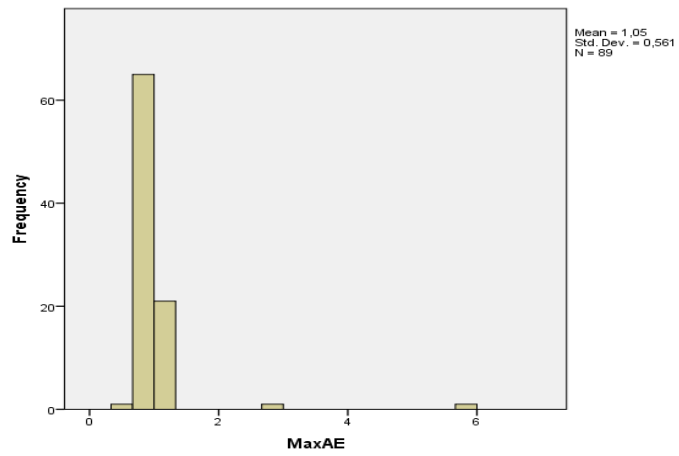


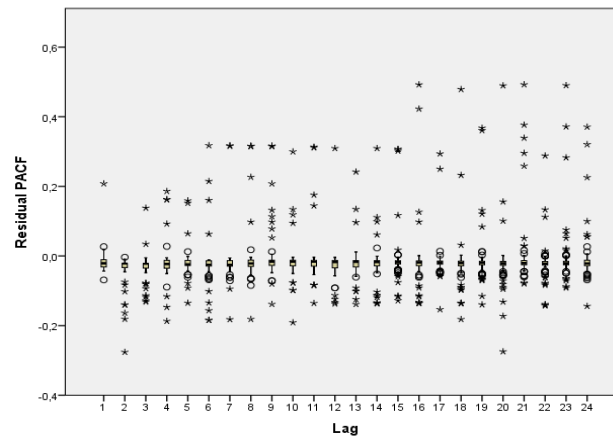
monitoring the impact of coaching on students, teachers and the community. This could involve research and longitudinal studies looking at the long-term effects of coaching.

The prospects of coaching in pre-university education in Romania are promising, but the success of this approach depends on the involvement and collaboration of all stakeholders, as well as on the adaptation of coaching to the educational and cultural specificity of the country.









These statistics help assess the quality of the model's fit and can be used to compare different models or optimize the performance of a model. Here's a brief explanation of each statistic:

1. Stationary R-square: A measure of the proportion of variation in the dependent variable that can be explained by the model when the data is assumed to be stationary (i.e., not changing over time). It is between  $-\infty$  and 1. A higher value indicates a better fit of the model.
2. R-squared: A measure of the proportion of variation in the dependent variable that can be explained by the model. It ranges from 0 to 1. A higher value indicates a better fit of the model.
3. RMSE (Root Mean Squared Error): A measure of the average difference between actual and predicted values. A lower value indicates a better fit of the model.
4. MAPE (Mean Absolute Percentage Error): A measure of the average percentage difference between actual and predicted values. A lower value indicates a better fit of the model.
5. MaxAPE (Maximum Absolute Percentage Error): The maximum percentage difference between the actual values and the predicted values. A lower value indicates a better fit of the model.
6. MAE (Mean Absolute Error): A measure of the average absolute difference between actual and predicted values. A lower value indicates a better fit of the model.
7. MaxAE (Maximum Absolute Error): The maximum absolute difference between the actual values and the predicted values. A lower value indicates a better fit of the model.
8. Normalized BIC (Bayesian Informational Criterion): A model selection criterion that considers the probability of the data and the number of parameters in the model. A lower value indicates a better balance between model fit and model complexity.

The analysis provides the mean, standard error (SE), minimum, maximum, and percentiles (5, 10, 25, 50, 75, 90, and 95) for each of these statistics. These values can help understand the distribution and variability of model fit statistics.

Coaching in pre-university education in Romania is necessary for several reasons, which derive from the challenges and difficulties faced by the educational system and society. Arguments supporting the need for coaching in schools:

1. Increasing societal complexity and labour market demands: Today's world is changing rapidly, and young people must cope with a competitive and uncertain environment where traditional learning skills are not enough. Coaching can help students develop transferable skills, such as communication, critical thinking, and adaptability, that allow them to successfully navigate adult life and integrate into the job market. The increase in the complexity of society and the demands on the labour market is an important factor influencing pre-university education and the need to adapt to these changes. In the context of globalisation

and rapid technological developments, the skills needed to succeed in the labour market and in everyday life are constantly changing. This situation calls for innovative approaches in education, such as coaching, to help students develop skills and competencies relevant to the modern world.

Among the main trends characterizing the labor market and the complexity of society are:

- Technological advancement: Technological innovations are transforming the way we work and live. In the labor market, this means that certain professions are becoming obsolete, while new ones are emerging. Students must be prepared to learn continuously and adapt to new technologies and skills required by employers.
- Flexibility and adaptability: Today's employees need to be flexible and adaptable to change, given the accelerated pace of transformations in the workplace. Transferable skills, such as critical thinking, problem-solving, and teamwork, are becoming increasingly valuable.
- Globalization: In the context of globalization, the labor market is becoming increasingly interconnected, and students must be prepared to collaborate and communicate effectively with people from diverse cultures and backgrounds. Intercultural competences and communication skills in foreign languages are essential in this regard.
- Knowledge-based economy: The knowledge-based economy emphasizes the creation, dissemination, and use of information and knowledge. This requires the development of lifelong learning skills and a greater ability to access, evaluate and use information.
- Social responsibility and sustainable development: In the face of social and environmental challenges, employers and society as a whole attach increasing importance to social responsibility and sustainable development. Students must be aware of their impact on the environment and develop an ethic of responsibility and social involvement.
- Coaching in pre-university education can contribute to the development of these skills and competences.

2. Increasing the rate of school dropout and school failure: Pre-university education in Romania faces problems such as high dropout rate and school failure in certain national subjects or exams. Coaching can help prevent these problems by improving students' motivation, developing self-confidence, and supporting them in overcoming academic obstacles. The increase in the rate of school dropout and school failure in Romania is a serious problem, which affects not only the students involved, but also society. School dropout and school failure can be the result of a multitude of factors, such as lack of motivation, socio-economic factors, learning difficulties or emotional and behavioural problems.

Coaching in pre-university education can help address these issues in several ways:

- Improved motivation: Coaching can help students identify their interests and passions and use them as a source of motivation in the learning process. Coaching can also help to set realistic goals and develop the strategies needed to achieve them.
- Supporting students with learning difficulties: Coaching can be used to identify and address students' learning difficulties, providing them with personalized support and resources to overcome these obstacles.
- Preventing and combating emotional and behavioral problems: Coaching can provide a safe and supportive environment for students to express their fears, anxieties, and frustrations. Through coaching, students can develop emotion

management and resilience-building skills that help them overcome emotional difficulties and avoid self-destructive or negative behaviours.

- Increasing parental involvement: Coaching can facilitate parents' involvement in children's educational process, supporting them to collaborate with teachers and the school to provide an environment conducive to learning. An active involvement of parents can help prevent school dropout and improve students' academic results.
- Developing a positive school environment: Coaching can help create a school environment where students feel valued, supported and motivated to learn. This can increase student satisfaction and engagement in the learning process, thus reducing the risk of school dropout and school failure.

By addressing these issues and supporting students in developing the skills and competencies needed to cope with academic and personal challenges, coaching in pre-university education can have a significant impact on reducing school dropout and school failure in Romania.

In addition, coaching in pre-university education can have the following positive effects:

- Increasing academic performance: By providing individualized support geared towards the specific needs of each student, coaching can help improve academic performance and increase the pass rate on national exams.
- Development of socio-emotional skills: Coaching emphasizes the development of socio-emotional skills, such as empathy, self-awareness, management of emotions and interpersonal relationships. These skills are essential for success in students' personal and professional lives.
- Strengthening the links between school, family and community: Coaching can facilitate collaboration between teachers, students, parents and the community, creating a support network for students and helping to prevent school dropout and improve the quality of education.
- Promoting equal opportunities: Coaching, through its student-centred approach, can help identify and combat inequalities and barriers that hinder access to education and academic success for certain categories of students, such as those from disadvantaged backgrounds or those with special needs.
- Stimulating personal and professional development: Coaching helps students discover their potential, set goals and develop action plans to achieve them. This process of self-knowledge and personal development can contribute to their long-term success, both in their career and in their personal lives.

Coaching in pre-university education in Romania has the potential to bring significant benefits in terms of reducing school dropout and school failure, developing students' skills and competencies and creating a more adapted and efficient educational environment. By investing in coaching and student-centered educational approaches, one can contribute to improving the quality and efficiency of the pre-university education system in Romania.

3. Increased mental health problems: Stress and anxiety related to school performance, social expectations and pressures that young people feel can have negative effects on their mental health. Coaching can provide emotional support and tools to manage stress and anxiety, helping to prevent and combat mental health problems among students.

The increase in mental health problems among students in pre-university education is a major concern in many countries, including Romania. Stress, anxiety, depression, and other mental health disorders can affect students' ability to learn and enjoy school, which can lead to decreased academic performance and increased dropouts.

Coaching in pre-university education can address these issues by:

- Creating a supportive environment: Coaching can provide a safe and supportive environment where students can discuss their mental health issues without fear of being judged or stigmatized. This can help identify problems and provide appropriate solutions.
- Developing stress and emotion management skills: Coaching can help students learn strategies and techniques for managing stress and emotions, such as relaxation, meditation, exercise, and effective time planning. These skills can be essential in preventing and managing mental health problems.
- Improved self-awareness and self-esteem: Through coaching, students can develop a better understanding of their own emotions, needs, and values, which can help to increase self-esteem and self-confidence. This can help prevent depression and anxiety and improve quality of life.
- Supporting personal development and resilience: Coaching can help students develop coping skills and cope with challenges and changes in life, thereby increasing their resilience in the face of mental health issues.
- Parent and teacher involvement: Coaching can facilitate communication and collaboration between students, parents, and teachers in addressing mental health issues. By involving all stakeholders, effective strategies can be developed to support struggling students and prevent mental health problems from worsening.

Coaching in pre-university education in Romania can play an important role in addressing mental health issues and supporting students to face the challenges of academic and personal life, thus contributing to increasing academic performance, reducing school dropout and improving students' quality of life. By developing stress management skills, resilience, and self-awareness, coaching helps students successfully navigate the current complex and ever-changing context.

The implementation of coaching in pre-university education in Romania requires concerted efforts from all stakeholders, including authorities, educational institutions, teachers, parents and students. Investing in teacher training as coaches, developing coaching programs tailored to students' specific needs, and promoting a culture of support and personal development in schools are essential steps in this process.

Coaching represents a valuable opportunity for the Romanian pre-university education system to adapt to new challenges and to provide students with the necessary tools to reach their full potential and to become active and responsible citizens in society.

4. Personalization of education and adaptation to individual needs: Coaching is based on a student-centered approach that considers the specific needs, interests, and circumstances of everyone. This approach can help to create education that is more tailored to the specific realities and challenges of each student, increasing the effectiveness and relevance of education.

Personalizing education and adapting to the individual needs of students are essential aspects to ensure an efficient and equitable educational process. In this context, coaching in pre-university education in Romania can significantly contribute to the development of a student-centered educational system adapted to the needs and interests of each one.

Ways in which coaching can facilitate the personalization of teaching and adaptation to the individual needs of students:

- Identifying students' needs and interests: Through coaching, teachers can get to know students better by understanding their specific needs, interests, and skills. This allows the development of learning strategies and pedagogical approaches that are consistent with the individual characteristics of each student.

- Setting personalized learning goals: Coaching helps students set clear, realistic, and personalized learning goals based on their interests, skills, and needs. This can help increase motivation and engagement in the learning process.
- Adapting learning methods and resources: Coaching allows teachers to adapt learning methods and resources to the individual needs of students, using different pedagogical techniques, digital resources and teaching materials to support the development of students' skills and knowledge in a flexible and effective way.
- Monitoring and Evaluating Individual Progress: Through coaching, teachers can monitor and evaluate individual student progress, providing constructive feedback and guidance in real-time. This allows for continuous adjustment of the learning process and ensures that students receive the support they need to meet their learning goals.
- Developing self-regulation and responsibility skills: Coaching helps students develop self-regulation and responsibility skills in the learning process, plan their time, and critically evaluate their progress. These skills are crucial for long-term academic and professional success.

By implementing coaching in pre-university education in Romania, one can improve the quality of education, increase student performance and satisfaction, and ensure that each student has the chance to reach their full potential in an adapted and personalized educational environment.

5. Developing social-emotional skills: Coaching can help students develop social-emotional skills, such as empathy, self-control, and self-awareness, which are essential for their proper functioning in society and for building healthy and harmonious relationships with others.

The development of socio-emotional skills among students in pre-university education is essential for their success in their personal and professional lives. Coaching can play an important role in cultivating these skills, providing opportunities for personal and interpersonal development.

Social-emotional skills include:

- Self-awareness: The ability to recognize and understand one's own emotions, motivations, and values. Coaching can help students develop this awareness through introspection and reflection on their own feelings and behaviors.
- Emotional self-regulation: The ability to control and manage emotions and reactions effectively. Coaching can teach students techniques and strategies to manage their stress, anxiety, and frustration, helping to develop self-control and resilience.
- Empathy: The ability to understand and share the feelings and perspective of others. Through coaching, students can improve active listening and communication skills while cultivating empathy and compassion.
- Social skills: The ability to establish and maintain healthy and positive relationships with others. Coaching can help students develop communication, collaboration, and conflict resolution skills, thereby facilitating effective and harmonious social interactions.
- Social responsibility: The ability to act responsibly and ethically in relation to others and the environment. Coaching can encourage students to develop a sense of social responsibility and engage in actions that promote the well-being of the community and the environment.

The development of socio-emotional skills through coaching can bring numerous benefits to students in pre-university education, including:



- Increasing academic performance and motivation for learning
- Improving mental health and quality of life
- Reducing negative behaviours, such as aggression and bullying
- Developing healthy and harmonious interpersonal relationships
- Increasing civic engagement and community involvement

Coaching in pre-university education in Romania can significantly contribute to the development of students' socio-emotional skills, preparing them to face life's challenges and fulfill their full potential both personally and professionally. Integrating coaching into the pre-university education system can improve the quality of education and create a learning environment that is more supportive and tailored to the individual needs of each student. In the long term, investing in the development of socio-emotional skills through coaching can lead to the formation of more responsible, empathetic and collaborative citizens, capable of actively and positively contributing to society.

### 3. Conclusions

The implementation of coaching and mentoring in educational institutional management is essential for the development of an effective leadership, capable of responding to the contemporary challenges of the education system. The school principal, as an educational leader, must learn and apply coaching techniques to facilitate a favorable learning climate, based on collaboration, transparency and effective communication. By integrating coaching into the managerial process, the premises for sustainable development are created, which allows both the improvement of teachers' professional skills and the optimization of the educational act for the benefit of students. This process provides educational leaders with essential tools for managing resources, making strategic decisions, and strengthening relationships with stakeholders.

Coaching not only supports adaptability and innovation in education, but also contributes to the creation of an organizational culture based on trust and responsibility. In this context, the continuous professional development of principals and teachers through coaching becomes a fundamental element for improving institutional performance and increasing the quality of education. It can be concluded that a high-performance educational management requires a systemic approach, in which coaching and mentoring play a central role in shaping a leadership capable of responding to the demands of a dynamic and constantly changing society. By applying these strategies, the school becomes not only a learning space, but also an environment conducive to professional and personal development, thus contributing to the formation of a generation ready to face the challenges of the future.

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