

THE ASSESMENET OF COACHING AS AN EDUCATIONAL METHOD BY STUDENTS OF MANAGEMENT

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ABSTRACT

The key attribute of society development, development of organizations as well as development of individual is education. In terms of understanding the contemporary social environment as turbulent with unceasing changes, education enables us to confront these changes, to respond to changes and to propose the changes. In the article we present the results of the research on the assessment of coaching approach within the university education of management students. Research was attended by 268 students of the Faculty of Management, University of Prešov in Prešov. From the obtained data, 119 students undertook the coaching method of education at the beginning of semester and 149 students completed the education without coaching form of learning. Students assessed the coaching method by the original methodology CEM (Coaching as an Educational Method). The results clearly confirmed the suitability of methodology as well as extracting factor structure (factors of personal development and managerial development). It is inevitable to note the positive assessment of coaching approach as educational method at the level of general indicators as well as at the level of extracted factors and itemized analysis. At the same time, students who undertaken a coaching method of education assessed this method more positively.

Keywords: education, coaching.

INTRODUCTION

In the preparation of teaching at universities and its students, it is inevitable to focus on education with aim to acquire general and specific knowledge, developing interpersonal relationships and an appropriate behaviour. Undergraduate preparation of futures managers should be according Birknerová (2011) orientated on coaching development and the ability to lead people, to communicate, to motivate others, the ability to negotiate with other people, to have an influence on them and persuade them.

Among the many innovative methods of university education is the creative education based on experiences. It is the environment that copies the real situations allowing students to experience consequences of their decisions and respond to them (Angelides, Paul, 1999). The aim of mentioned education is according Lencza (1996) to develop positive evaluation of self and others, to use participative education, cooperative and creative education, to encourage communication, creative thinking, interpersonal relationship. It brings changes in behaviour, the creativity and interpretation, to be aware of own values, emotions and attributes (Richlin, 2006).

Fripp (1984) points to the potential of simultaneous games in business research of managerial (behavioural, organizational) problems. Simultaneous managerial games combine the features of modelling (i.e. creating reasonably simplified reality) and behaviour of people in this condition. As an example, the activities are focused on impact of organizational structure on the quality of business process management (measured by the value of sold information, numbers of conflicts and the ways of solving, staff satisfaction, fluctuation and etc.). One of the appropriate form of mentioned education for students of management is education through the coaching method.

Coaching

Coaching is a process that enables people to find and to implement rather personally the most suitable solution (Wilson, 2011). It is a process of personal development that involves structural interaction and the usage of an appropriate suitable strategies, tools and techniques to achieve the desired, sustainable change (Cox, Bachjirova, Clutterbuck, 2010). Gallwey (2000) compare coaching as an art to use communication to create environment in

which person follow and fulfil its goals. Shaw, Linnercar (2007) believe that coaching can have significant effect on achievement and performance of individuals. Greene, Grant (2003) say that coaching improves communication between individuals, increase performance and reduces fluctuation at the same time.

Coaching brings better perception of reality, increase independence and responsibility, more efficient operating, higher performance and productivity, ability to set the goals, improve inner motivation and engagement, greater flexibility and adaptation towards changes (Birknerová, Timková, Filipová, 2014). Stone (2007) say that good coach focus on the same importance of speech when coaching as well as nonverbal signals and body language. This ability refers to emphatic listening. Starr (2008) adds that good coach has the ability not only to listen, but in the listening to go even further and expose untold.

Coaching as an educational method

The pedagogue as a coach, in the process of education, helps the students to achieve higher efficiency/ effectivity by creating dialog leading to awareness and to action. In this assumption, the pedagogue as a coach is concerned about students and want to see his improvement in every area of education. He asks questions, listens and becomes his support. He helps him to explain how his attitude prevent him from achieving the success, into efficiency in education and in other area of education in life (Emerson, Loehr, 2008). Mosca, Fazzari, Buzza (2010) emphasize the importance of coaching. In the context of education teacher has the unique opportunity to extend his knowledge through coaching methods. Fleming, Taylor (2004) note that the coaching means help in improvement of student's performance by using the daily routines commonly handled by the coach as study material and by using of certain approach increase their awareness and ability to solve situations.

RESEARCH METHOD

The aim of this research is to verify the original methodology CEM (Coaching as an Educational Method) focus on an assessment of coaching as an educational method. Mentioned methodology was created and verified to extend the possibilities of assessment of coaching method in the context of higher education for students of management. It was also intended to assess the evaluation of coaching approach as an educational method by comparison the responses of students who participated or not in education by coaching method.

Research Sample

In the research data were obtained form 268 students of Faculty of Management, University of Prešov in Prešov. Out of all responded, 119 of students participated and attended lesson by method of coaching education (21 men, 98 women aged from 19 to 24, the average age 21 years, standard deviation 0,769 years) and 149 students attended classical form of education (43 men, 106 women aged from 19 to 24 years, mean year 21 years, standard deviation 1,059 years).

Methodology and research methods

In order to achieve the aimed research goals, we used the original authors questionnaire of an assessment of coaching as an educational method (CEM) which consists of 15 items. In the questionnaire the individual items were formulated as closed items with 5point response Linkert type scale. Individuals responded to scale where 1-certainly not, 2-rather not, 3-do not know, 4-rather yes, 5-certainly yes. The examples of items:

1. Coaching expands the puzzles of managerial competences.
2. Findings of coaching method is beneficial to me in further personal development.

The above analysis was obtained from SPSS 20 the statistical programme through factor analysis, Cronbach's Alpha, t-test for two independent selection and Pearson correlation analysis.

Results

By factor analysis, based on results of KMO test – 0,855, resp. Bartle test Sphericity – Approx. Chi- Square = 1456, significance 0,000, Principal Component with varimax rotation was used. Subsequently, two factors characterizing coaching method of education (Table 1) were extracted and specified. Factors can be characterized as:

1. Personality development: it relates to questions whether the respondents perceive knowledge of coaching as valuable for their personal development, as well as knowledge and understanding of behaviour of others among the interpersonal relationship management.
2. Managerial development: it relates to questions whether the coaching is one of the essential managerial competences and if the coach's competences are needed in managerial work.

Table 1: Factor analysis of CEM methodology

	Factors	
	Personality development	Managerial development
Coaching expands the puzzles of managerial competences		,503
Findings of coaching method is beneficial to me in further personal development.	,621	
Coaching increases the effectiveness of managerial work	,575	
Acquiring knowledge in the coaching area is needed for managerial performance.		,697
Knowledge of coaching enables me to understand human behaviour.	,720	
Coach's competences are needed in managerial work.		,721
I can evaluate the education in the coaching area as beneficial for managerial work.	,653	
Based on knowledge from coaching area helps me to know people better.	,631	
Coaching is one of the essential managerial competence.		,681
Education in the coaching area increases the effectivity of interpersonal relationship management.	,510	
Findings of coaching method is beneficial to me in further managerial development.	,641	
Coaching is the method how to lead people effectively.	,474	
Coach's skills support managerial competences.		,431
By acquiring knowledge in the field of coaching, the manager can better motivate people.	,567	
I expect that coaching information help me to work with people.	,685	

The specified factors explain 42% variance (Table 2), which can be consider as acceptable. The individual factors are quite clearly content specified. This result can also prove satisfied values of Cronbach's alpha reliability of items within individual factors: Personal development: ,835; Managerial development factor: ,744.

Table 2: Explained variance of specified factors

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4,921	32,809	32,809	4,921	32,809	32,809	3,937	26,248	26,248
2	1,434	9,557	42,366	1,434	9,557	42,366	2,418	16,118	42,366

The extraction of factors is proved by intercorrelation of individual factors by methodology CEM (Table 3).

Table 3: Intercorrelation of individual factors of CEM (we present correlation coefficients and importance).

		Personality development	Managerial development
Personality development	Pearson Correlation		,493**
	Sig. (2-tailed)		,000
Managerial development	Pearson Correlation	,493**	
	Sig. (2-tailed)	,000	

Statistically significant correlation was addressed among the factors of CEM methodology which enables the assessment of coaching as an educational method by students of management (Table 3). The recorded relationship means that the more students perceive knowledge from area of coaching as beneficial in their personal development, their acquired knowledge are applied into performance of managerial work.

The aim of the research was to evaluate of the assessment of coaching approach as an educational method through comparison of student's responses who attended respectively did not attended lessons by coaching method of education. The presented analysis were performed by t-test for two independent selection in SPSS 20 statistical programme. Differences were analysed on the level of extracted factors (Table 4), as well as through items analysis of personality development factors (Table 5) and managerial development (Table 6).

Table 4: Differences on the level of extracted factors

Factors	Measurement	Mean	Std. Deviation	t	Sig. (2-tailed)
Personality development	Not attended	3,8624	,43019	5,445	,000
	Attended	4,1790	,52155		
Managerial development	Not attended	3,6886	,48120	,715	,475
	Attended	3,6420	,58447		

The assessment of extracted factors in terms of attendance, either attending or not, (Table 4) we assessed significant difference only in personality development factor, in which higher score were obtained by students who attended the lessons. Their responses tend to be rather yes, which means they agree more with the coaching education and perceive as beneficial for manager work as it increases the effectivity of interpersonal relationship development and thus better understanding of people around them. The presented findings have a greater contribution in their further managerial education.

Table 5: Differences on the level of items analysis of Personality development factor

Personality development	Measurement	Mean	Std. Deviation	T	Sig. (2-tailed)
Findings of coaching method is beneficial to me in further personal development.	Not attended	3,50	,759	3,007	,003
	Attended	3,82	,939		
Coaching increases the effectiveness of managerial work	Not attended	4,03	,647	3,355	,001
	Attended	4,32	,780		
Knowledge of coaching allows me understand people behaviour	Not attended	3,61	,820	4,897	,000
	Attended	4,13	,929		
I can evaluate the education in the coaching area	Not attended	4,17	,739	2,362	,019

as beneficial for managerial work.	Attended	4,39	,771		
Based on knowledge from coaching area helps me to know people better.	Not attended	3,40	,686	3,834	,000
	Attended	3,78	,958		
Education in the coaching area increases the effectivity of interpersonal relationship management.	Not attended	3,79	,643	4,353	,000
	Attended	4,15	,732		
Findings of coaching method is beneficial to me in further managerial development.	Not attended	3,86	,604	3,419	,001
	Attended	4,16	,833		
Coaching is the method how to lead people effectively.	Not attended	4,07	,745	1,130	,260
	Attended	4,19	,985		
By acquiring knowledge in the field of coaching, the manager can better motivate people.	Not attended	3,99	,663	5,204	,000
	Attended	4,41	,643		
I expect that coaching information help me to work with people.	Not attended	4,21	,690	2,550	,011
	Attended	4,44	,777		

In terms of assessment of differences through items analysis of Personality development factors

(Table 5) we assessed statistically significant differences in almost every item, in which the higher score was obtained from students attended the lessons of coaching method. Table 6 describes differences of items analysis of managerial development factor.

Table 6: Difference on the level of items analysis of Managerial development factor

Managerial development	Measurement	Mean	Std. Deviation	T	Sig. (2-tailed)
Coaching expands the puzzles of managerial competences	Not attended	3,67	,801	1,043	,298
	Attended	3,78	,931		
Acquiring knowledge in the coaching area is needed for managerial performance.	Not attended	3,55	,825	2,549	,011
	Attended	3,85	1,087		
Coach's competences are needed in managerial work.	Not attended	3,61	,696	1,971	,049
	Attended	3,78	,750		
Coaching is one of the essential managerial competence.	Not attended	3,28	,735	1,314	,190
	Attended	3,41	,911		
Coach's skills support managerial competences.	Not attended	3,73	,684	2,934	,004
	Attended	3,99	,765		

Based on analysis results from Table 6, is inevitable to point out that although on the level of extracted factors in managerial development factor we did not assess statistically significant differences (Table 4), in the terms of items analysis, significant differences were assessed in three items. It means that students who had experienced and gone through coaching approach are more likely tend to believe that acquiring knowledge in area of

coaching is needed in performance for managerial work. More likely they believe that coach's competences support managerial competences that includes coaching method too.

The results of presented analysis clearly proved suitability authors methodology as extracted factor structure (Personality development and Managerial development). At the same time, it is proved that on the level of general indicator, as well as on the level of extracted factors and items analysis were assessment of coaching approach assessed positively as an educational method, in which students who attended the lessons assessed this method more positively.

DISCUSSION AND CONCLUSION

Nowdays, the coaching is represented as phenomenon. Although, it is possible to use coaching in many areas of life, it is more often applied in managerial environment and can also tend to be as decision- making tool. Therefore, it is inevitable to obtain the essential coaching basics during the higher education of management at universities. Authors Krazmien, Berger (1997) described coaching paradoxes based on the research. The research findings point out on importance to focus not only on spreading coaching awareness and on how to coach, but subsequently on the further control of effective coaching in education.

From that reason we decided to explore responses on coaching certainly for management students. In the article we present the results of research of the assessment as an educational method within higher education of management students obtain from the sample of 268 students of Faculty of Management, University of Prešov in Prešov. The results of research have definitely proven the suitability of methodology as well as extracted factors structure. We recorded positive assessment of coaching as an educational method. Subsequently, students who attended the lessons of coaching method assessed this method more effective. During the coaching, students learned that coaching is not only an effective tool for efficient and effective management of employees to meet the company objectives, but it is possible to fulfil personal and work objectives.

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