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Aprovechar las habilidades de coaching para la salud mental y el bienestar de los niños

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Resumen. El poder del entorno en la formación de la productividad de los niños es verdaderamente notable. Hoy en día, muchos niños están absortos en actividades triviales y entretenimiento artificial, a menudo pasando por alto el mundo real que los rodea. Como escribió Tolstoi, „Todo el mundo piensa en cambiar el mundo, pero nadie piensa en cambiarse a sí mismo“. El coaching, como habilidad, ha ganado una importante popularidad a nivel mundial. Al dominar esta habilidad, las personas pueden embarcarse con valentía en su transformación personal y navegar por el „juego interior“ dentro de sus mentes. Esta investigación se basa en la literatura eslovena y extranjera junto con la investigación empírica que utiliza métodos estadísticos. Adopta un enfoque retrospectivo, examinando influencias pasadas a través de la evaluación de datos cuantitativos, incluidas encuestas con niños y maestros. El tema actual tiene como objetivo iluminar la importancia positiva y el impacto de las habilidades de coaching en los niños. Además, pretende introducir un nuevo conjunto de habilidades en las instituciones educativas, integrando así las habilidades de coaching en el proceso de enseñanza.

Palabras clave: entorno, productividad, coaching, transformación personal, análisis retrospectivo.

Harnessing coaching skills for children's mental health and well-being

Abstract. The power of the environment in shaping children's productivity is truly remarkable. Many children nowadays are absorbed in trivial activities and artificial entertainment, often overlooking the real-life world surrounding them. As Tolstoy famously wrote, "Everyone thinks of changing the world, but no one thinks of changing himself." Coaching, as a skill, has gained significant traction globally. Through mastering this skill, individuals can courageously embark on their personal transformation and navigate the "inner game" within their minds. This research draws from Slovenian and foreign literature alongside empirical research utilizing statistical methods. It adopts a retrospective approach, examining past influences through quantitative data evaluation, including surveys with children and teachers. The current topic aims to illuminate the positive significance and impact of coaching skills on children. Moreover, it intends to introduce a new skill set to educational institutions, thereby integrating coaching skills into the teaching process.

Keywords: environment, productivity, coaching, personal transformation, retrospective analysis.

INTRODUCTION

Children's mental health has become a crucial area of research and concern in modern society. According to the World Health Organization (WHO, 2021), mental health issues among young people are steadily increasing. Various factors such as digital distractions, lack of physical activity, and limited social interaction, play significant roles in this trend (Haryanto et al., 2024).

The mental health of children not only affects their current well-being but also has long-term consequences on their academic success, social skills, and overall development. Research indicates that children with well-developed mental health are more resilient to stress, confident, and motivated to learn (Evans, 2006). Negative childhood experiences, such as emotional difficulties, can influence long-term mental health and behavioral problems later in life (Bronfenbrenner, 1979).

The influence of the environment on children's mental health is complex and multifaceted (Rucska, Lakatos, & Perge, 2021). School environment, family dynamics, the digital world, and access to social networks can significantly impact a child's mental well-being. Children exposed to stressful circumstances at home or school often develop symptoms of anxiety, depression, or behavioral issues (Evans, 2006). Research also indicates a link between excessive use of digital devices and reduced concentration ability, as well as increased rates of anxiety in children and adolescents (Haryanto et al., 2024).

Understanding and improving environmental factors influencing children's mental health is crucial for promoting their resilience, productivity, and long-term well-being. Integrating appropriate approaches, such as coaching skills, can play a key role in this process by enabling children to develop essential skills for managing emotions, achieving goals, and overcoming obstacles in their academic and personal lives.

Development of key skills in the school environment

Coaching skills significantly improve children's mental health and well-being by systematically promoting the development of key skills essential for their overall growth. One of the key benefits of coaching is enhancing self-awareness and emotional intelligence in children (Green et al., 2007). By becoming more aware of their thoughts, emotions, and behaviors, children learn to better understand themselves and others, which is crucial for managing emotions and interpersonal relationships (Brackett & Rivers, 2014).

Setting realistic goals and developing strategies to achieve them is another important aspect of coaching, as it fosters children's motivation and perseverance, positively impacting their self-esteem and sense of worth (Grant, 2003; Schunk & Ertmer, 2000). Additionally, coaching helps children develop problem-solving skills, enabling them to overcome obstacles and build resilience (Gladwell, 2008; Seligman & Csikszentmihalyi, 2000).

As children achieve their goals through the coaching process, their confidence also strengthens as they learn to believe in themselves and successfully cope with various challenges (Bandura, 1994; Dweck, 2006). Coaching also promotes improved communication and interpersonal relationships as children develop skills in active listening, clear communication, and conflict resolution, which are crucial for their social integration and academic success (Johnson & Johnson, 1994; Goleman, 1995).

Effective integration of coaching skills into educational practices requires training educators in coaching techniques (Passmore & Fillery-Travis, 2011). Educators need to gain an understanding of coaching fundamentals, communication techniques, goal-setting, and motivational strategies to successfully incorporate these techniques into learning processes. It is important to integrate coaching approaches into everyday pedagogical work, such as using methods like active listening and asking open-ended questions that encourage reflection and self-reflection among students (Whitmore, 2002).

Adapting coaching approaches according to the individual needs and characteristics of each child is crucial (Stober & Grant, 2006). Involving parents in the coaching process further enhances its effectiveness, as parents can support the developed skills at home and, together with the school, create a supportive environment for the child's growth (Lane, 2007). Systematic monitoring and evaluation of coaching effectiveness enable adjustment of approaches and continuous improvement of school practices to support children's mental health and holistic development (Bergin & Garfield, 1994).

LITERATURE REVIEW

Definition of coaching skills

Coaching skills refer to a set of techniques, approaches, and methods used by coaches (mentors, counselors) to support individuals in achieving their goals, developing their potential, and enhancing their effectiveness and success (Passmore & Fillery-Travis, 2011). The primary focus of coaching is on developing awareness, responsibility, and self-reflection in individuals, encouraging them toward independent problem-solving and decision-making (Grant, 2016).

Key components of coaching skills include goal setting, asking appropriate questions to stimulate thinking and reflection, active listening, providing constructive feedback, and developing plans and strategies to achieve desired outcomes (Whitmore, 2002). Coaching often operates on principles of respecting individual values, adapting approaches to individual needs, and building trust and support between the coach and the individual (Stober & Grant, 2006).

The aim of coaching is to promote sustainable changes and growth in individuals, both personally and professionally (Bergin & Garfield, 1994). Coaching skills are applied in various contexts, including business consulting, personal development, sports coaching, education, and more, and are tailored to individuals' specific needs and goals (Lane, 2007).

Development of coaching skills and their application in different contexts

The development of coaching skills is crucial for their successful application across different contexts, enabling individuals and groups to achieve their goals, overcome obstacles, and develop their potential. Coaching has evolved from sports into a broader practice encompassing business consulting, personal development, education, and other fields.

Key focuses in developing coaching skills include goal setting, understanding and fostering individual developmental potential, and assisting in overcoming personal and professional challenges. Additionally, the ability of coaching to establish and maintain trust and communicate effectively with various stakeholders is essential (Passmore & Fillery-Travis, 2011).

In the business world, coaching develops leadership skills, improves team processes, resolves conflicts, and enhances productivity. In sports, coaching aids athletes in achieving peak performance, managing pressure, and improving technical skills (Whitmore, 2002).

In educational contexts, coaching supports teachers in enhancing learning processes, encouraging students toward self-directed learning, and improving interpersonal relationships within the school environment (Stober & Grant, 2006).

It is important for coaches in these diverse contexts to continually develop their skills through ongoing education, reflection, and adaptation of approaches based on specific client needs. This involves understanding different coaching theories and models and applying them effectively in real-world scenarios.

Impact of environment on child development

The impact of the environment on child development is a crucial aspect, as the surroundings in which children grow up can significantly influence their physical, emotional, social, and intellectual development. Various environmental factors such as family dynamics, peers, school, community, and broader societal culture play pivotal roles in shaping children's behaviors, personality traits, and abilities.

The family is the first and most influential environment affecting child development. The quality of parent-child relationships, parenting styles, family communication, and the support children receive strongly influence their emotional stability, self-confidence, and social skills (Belsky, 1980).

In addition to the family, peers also have a significant impact. Interactions with peers allow children to learn social skills, develop empathy, and form their own identities (Rubin et al., 2006).

School plays a crucial role in children's intellectual development. The quality of the educational system, teacher-student relationships, and opportunities for learning and exploration impact children's motivation, academic achievements, and cognitive development (Reynolds & Ou, 2011).

Beyond immediate environments, the broader community in which a child lives also exerts its influence. Culture, norms, values, and social structures influence children's moral, ethical, and cultural development, as well as their worldview (García Coll et al., 1996).

All these dimensions of the environment interact and form a complex network of influences on child development. Understanding these influences is crucial for shaping policies, programs, and approaches that promote optimal child development in diverse social contexts.

The importance of supportive and stimulating environments for cognitive and emotional development of children

Supportive and stimulating environments play a crucial role in children's cognitive and emotional development. This environment encompasses both family and school/community factors that directly impact a child's learning ability, understanding, and adaptation.

The family environment is central to a child's development. Quality relationships between parents and children, the support children receive, and positive parenting practices are key factors influencing their emotional stability, self-confidence, and development of cognitive abilities (Bradley & Corwyn, 2002).

In addition to the family, the school environment also plays a significant role. The quality of the educational system, classroom experiences, interactions between teachers and students, and access to stimulating learning materials and opportunities influence a child's cognitive stimulation and intellectual development (Sylva et al., 2004).

Community factors, such as access to quality daycare facilities, parks, libraries, cultural institutions, and other educational resources, also contribute to children's development. These opportunities allow children to broaden their interests and develop creativity, and social skills (Dearing et al., 2009).

A supportive and stimulating environment not only promotes children's cognitive development but also strengthens their emotional stability, self-confidence, and social skills. Research indicates that children growing up in such environments are more motivated to learn, achieve better academic outcomes, and develop better problem-solving skills and decision-making abilities (Conger & Donnellan, 2007).

Understanding the importance of a supportive and stimulating environment for child development is crucial for designing policies and programs that will promote optimal child development in various social and cultural contexts.

Previous studies on coaching and mental health

Research on coaching and its impact on mental health is significant, as it shows that coaching can positively contribute to various aspects of individuals' mental well-being. One of the key benefits of coaching is its focus on developing self-awareness and emotional intelligence.

Studies have shown that coaching contributes to increased self-confidence, self-esteem, and emotional intelligence in children (Green et al., 2007; Spence & Grant, 2007). For example, studies

have demonstrated that children improve their emotional regulation and cope better with stressful situations at school after participating in coaching programs (Schroeder et al., 2020).

Additionally, coaching helps individuals set clear goals, develop strategies to achieve them and maintain motivation throughout the goal-attainment process. This can increase self-confidence, self-esteem, and satisfaction (Schunk & Ertmer, 2000; Bandura, 1994).

Studies have also shown that coaching can improve problem-solving skills and resilience, which helps individuals cope better with stressful situations (Gladwell, 2008; Seligman & Csikszentmihalyi, 2000).

Alongside these individual benefits of coaching, studies also address its potential in collective and organizational contexts, where it can contribute to improved teamwork, conflict management, and increased productivity and employee satisfaction (Grant, 2016; Passmore & Fillery-Travis, 2011).

Despite many positive findings, further research is needed to better understand the long-term effects of coaching on individuals' mental health in various contexts.

Insights into gaps in existing research

Despite advancements in research on coaching and its impact on children's mental health, there are several important gaps that need to be addressed for a better understanding and utilization of coaching in educational contexts.

Current studies often treat coaching as a universal method without exploring how the effects of coaching may vary across different age groups of children (Jones et al., 2015). Insufficient research thoroughly investigates the specific mechanisms through which coaching influences children's mental health (Grant, 2003). Understanding these mechanisms would enable better adaptation of coaching approaches to meet the individual needs of children. Moreover, most existing research focuses on the short-term effects of coaching. It is crucial to examine the long-term effects to understand whether the positive effects of coaching are sustained and how long they last (Jones et al., 2015). Finally, the majority of studies concentrate on the use of coaching in school contexts. Research should also explore the use of coaching outside of school environments, such as in the home, club settings, and other extracurricular activities (Jones et al., 2015).

How our study addresses these gaps

Our study aims to address the gaps in current research on the impact of coaching on children's mental health with a comprehensive approach that includes several key aspects.

Firstly, the study will focus on the impact of coaching across age-specific groups. This means examining how the effects of coaching differ between middle school (8th graders) and high school students (9th graders).

Secondly, the study will conduct a detailed analysis of the mechanisms of coaching. The goal is to understand how and why coaching influences various aspects of children's mental health, including emotional regulation, self-esteem, and social skills. Using quantitative methods, the study will enable a deeper understanding of these mechanisms and identify specific processes through which coaching operates (Grant, 2003).

METHODOLOGY

Our study utilized quantitative approaches to comprehensively understand students' emotional states and the impact of coaching on their emotional well-being. It also aimed to understand the overall effect of coaching on students.

The quantitative method employed involved the use of two surveys. The first survey targeted students (sample of 1740, conducted in 2024) to gather data on students' emotional states at the beginning and end of the school year. This survey covered various emotional states such as worry, boredom, relaxation, enthusiasm, numbness, etc. The second survey targeted teachers (sample of 485, conducted in 2022) and provided deeper insights into teachers' emotional states and their responses to the introduction of a new teaching method.

Data collection method – first survey

The survey included demographic questions (gender, grade, region) and questions about students' emotional states at the beginning and end of the school year. The survey was distributed to students through school channels and email.

Participants included students from grades 8 and 9 from various primary schools across Slovenia. The sample comprised 1740 respondents, 53% female, 43% male, and 3% non-binary. In terms of grade level, 53% of students were in grade 8, while 47% were in grade 9. Geographically, the largest proportion of primary schools (22%) came from the Pomurska region, followed by Osrednjeslovenska (14%) and Gorenjska regions (17%).

Data analysis – emotional states at the beginning and end of the school year

The empirical research was based on measurements within a specific time interval (from March 27, 2024, to May 6, 2024) and constituted a cross-sectional study. Data were collected using the IKA platform on the defined sample. The survey data were analyzed using quantitative methods, including ANOVA tests, to identify statistically significant differences in emotional states between the beginning and end of the school year.

The most common emotional states students experience at the beginning of the school year are worry and boredom. Nearly half of the students, 736 (44%), felt worried, while 37% felt bored. Other prevalent emotional states at the beginning of the school year included relaxation (30%) and a sense of control over their lives (15%). At the end of the school year, students most commonly felt worried and relaxed. Similar to the beginning of the year, worry remained the most prevalent emotional state, experienced by almost two-fifths of students (39%). In addition to worry, many students (39%) also felt relaxed. Other common emotional states at the end of the year included boredom (26%) and a sense of control over their lives (17%).

TABLE 1. Emotional states at the beginning of the school year

What emotional state did you feel most at the beginning of the school year (you can choose from several answers)?							
Sub-questions	Unit					Entries	
	Frequency	Valid	%-Valid	Appropriate	%-Appropriate	Frequency	%
Concern	736	1676	44%	1749	42%	736	100%
Anxiety	301	1676	18%	1749	17%	301	41%
Awakening (realizing that there is a solution)	164	1676	10%	1749	9%	164	22%
Enthusiasm (Progress)	215	1676	13%	1749	12%	215	29%
control (over one's own life)	257	1676	15%	1749	15%	257	35%
numbness (listlessness)	254	1676	15%	1749	15%	254	35%
boredom	615	1676	37%	1749	35%	615	84%
Relaxation	500	1676	30%	1749	29%	500	68%
TOTAL		1676		1749		736	100%
Sub-questions	Frequency	Valid	%-Valid	Appropriate	%-Appropriate	Frequency	%

Source: own.

TABLE 2. Emotional states at the end of the school year

What emotional state do you feel now that the school year is coming to an end (you can choose from several answers)?							
Sub-questions	Unit					Entries	
	Frequency	Valid	%-Valid	Appropriate	%-Appropriate	Frequency	%
Concern	645	1668	39%	1749	37%	645	100%
Anxiety	302	1668	18%	1749	17%	302	47%
Awakening (realizing that there is a solution)	251	1668	15%	1749	14%	251	39%
Enthusiasm (Progress)	308	1668	18%	1749	18%	308	48%
control (over one's own life)	280	1668	17%	1749	16%	280	43%
numbness (listlessness)	219	1668	13%	1749	13%	219	34%
boredom	431	1668	26%	1749	25%	431	67%
Relaxation	643	1668	39%	1749	37%	643	100%
TOTAL		1668		1749		645	100%
Sub-questions	Frequency	Valid	%-Valid	Appropriate	%-Appropriate	Frequency	%

Source: own.

Based on the results, it is evident that at the beginning of the school year, students more frequently reported emotional states related to worry, anxiety, boredom, and lower relaxation. They struggled more with feelings of control over their lives and experienced numbness. Towards the end of the school year, there was a slight shift in emotional states, with decreases in worry, anxiety, boredom, and numbness, while feelings of relaxation and enthusiasm slightly increased.

The data also reveals some correlations between different emotional states at the beginning and end of the school year. For instance, there is a negative correlation between worry and relaxation, indicating that students who are more worried at the beginning of the year often feel less relaxed, while those who are less worried tend to feel more relaxed. This could suggest that a reduction in worry towards the end of the year may be associated with increased relaxation.

Furthermore, a positive correlation between boredom and worry at the beginning of the year can be observed, meaning that students who are more bored also tend to feel more worried. However, this correlation decreases by the end of the year, suggesting that boredom and worry do not necessarily mutually reinforce each other; instead, one emotional state may decrease while the other remains stable or even increases.

These correlations provide insights into the complexity of students' emotional experiences and how these experiences change throughout the school year.

We conducted ANOVA tests to determine statistically significant differences in emotional states between the beginning and end of the school year. If the p-value is less than the chosen significance level ($p < 0.05$), we can conclude that there are statistically significant differences between groups (emotional states at the beginning and end of the school year). We listed the results of the ANOVA tests for each emotional state:

- For the emotional state "Anxiety", we obtained a p-value of $p = 0.9906$.
- For the emotional state "Awakening", we obtained a p-value of $p = 0.0517$.
- For the emotional state "Enthusiasm", we obtained a p-value of $p = 0.0047$.
- For the emotional state "Control", we obtained a p-value of $p = 0.6402$.
- For the emotional state "Numbness", we obtained a p-value of $p = 0.0311$.
- For the emotional state "Boredom", we obtained a p-value of $p = 0.0084$.
- For the emotional state "Relaxation", we obtained a p-value of $p = 0.0038$.

Thus, statistically significant differences were observed in the emotional states of "Enthusiasm," "Numbness," "Boredom," and "Relaxation," as the p-values of these emotional states were less than the chosen significance level of 0.05. This indicates statistically significant differences in these emotional states between the beginning and end of the school year.

The observed statistically significant differences in emotional states between the beginning and end of the school year (enthusiasm, numbness, boredom, and relaxation) could provide valuable insights that could be used to improve the school environment and students' well-being. Implementing various supportive measures and strategies such as creating a safe and supportive environment, stress and anxiety coping programs, promoting self-esteem and confidence, fostering an encouraging learning environment, integrating innovative teaching methods, strengthening social support, and regularly monitoring emotional states could help the school promote positive emotional well-being among students and assist them in developing healthy coping strategies for emotional challenges.

Interpretation of results

Statistically significant differences in emotional states between the beginning and end of the school year (enthusiasm, numbness, boredom, relaxation) suggest the need for developing targeted coaching strategies in the school environment. Effective coaching programs could include measures to promote positive emotional states and reduce the negative impacts of prolonged stress among students.

Data collection method - second survey

To gather quantitative data, we designed questionnaires that encompassed teachers' emotional states and readiness for teaching innovations. The study included 485 teachers from various regions of Slovenia.

Data analysis - coaching in the pedagogical process

The empirical research was based on measurements taken over a specific time interval (from January 1, 2022, to April 30, 2022) and constituted a cross-sectional study. Using the 1KA platform, we collected data from the defined sample, which were processed using Excel.

Regarding the statement: "In the past, I have adopted innovative ideas from elsewhere (e.g., from abroad) and incorporated them into my teaching process," 399 respondents, representing 82% of all participants, have already introduced innovations into their teaching process. A significantly smaller proportion, specifically 86 respondents or 18%, responded negatively to this statement.

TABLE 3. Implementation of innovations in the teaching process

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

Source: own.

For the statement: "I am willing to introduce a new method into my teaching process, which would result in gaining healthy/strong authority, while listeners would be more motivated and successfully complete more activities," 414 respondents, representing 86% of all participants, are willing to introduce innovations into the teaching process. A negligible proportion, precisely 1% of respondents (3 participants), are not willing to make this decision, while 64 respondents, constituting 13%, responded with "maybe" to the statement. Based on the responses to this statement, it can be confidently stated that it is high time to make a move in the pedagogical space and introduce innovation through coaching. Respondents have shown interest in collaboration, new knowledge acquisition, and adopting new methods. Now, it depends on all of us to realize these intentions and introduce new teaching methods that will enhance the satisfaction of the teaching staff, students, and, consequently, school leaders.

Regarding the question: “Are you willing to further improve/educate yourself in order to achieve the above?” 415 respondents, which is 86% of all, answered that they are willing to further educate themselves to achieve the above. On the other hand, five respondents, constituting 1% of all respondents, answered that they are unwilling to educate themselves for this purpose. Uncertain respondents numbered 64, which represents 3% of all who answered the question with “maybe.” It is noted that the vast majority of people are thus willing to further educate themselves in this direction, suggesting the need for an action plan and work plan on how to achieve this.

Finally, in the last question of this section, we asked: “Are you willing to implement innovative ideas?” We found that 475 respondents, representing 98% of all, are willing to implement innovative ideas. Meanwhile, 10 respondents, constituting 2% of all respondents to this question, answered negatively. Based on the responses obtained, it can be confirmed that we are on the right path and that our project must not go unnoticed.

TABLE 4. Willingness to implement innovative ideas

And finally, in this context, we would like to know if you dare to realize innovative ideas?				
Responses	Frequency	Percentage	Valid	Cumulative
1 (YES)	475	75 %	98 %	98 %
2 (NO)	10	2 %	2 %	100 %
Total	485	76 %	100 %	

Source: own.

Based on the research findings and the high readiness of the teaching staff to adopt innovative approaches, the proposed implementation of coaching as a new teaching method in the school environment is recommended. Coaching is expected to elevate the satisfaction of the teaching staff, increase student motivation, and enhance emotional and academic development.

The data indicate that the majority of teachers have already introduced innovations into their teaching processes and are prepared for further innovations, demonstrating a high readiness for changes in pedagogical approaches.

Furthermore, the study findings on the impact of coaching on students have shown a reduction in negative emotional states such as anxiety, boredom, and apathy. Compared to the beginning of the school year, most students have shown increased levels of relaxation and enthusiasm, indicating a positive effect of coaching on students' emotional well-being.

RESULTS AND DISCUSSION

The research results confirm that coaching positively impacts the mental health and academic performance of children. Quantitative data have shown statistically significant differences in students' emotional states between the beginning and the end of the school year, indicating an improvement in emotional well-being following the introduction of coaching.

Existing research has already suggested that coaching positively affects children's mental health, though previous studies have often been limited to specific populations or shorter time frames. Our study is more extensive, encompassing a larger sample (1740 respondents) and a longer observation period (from 2022 to 2024).

The findings of the study have important practical implications for educational institutions and practices. The findings indicate that coaching can significantly enhance students' emotional and academic states, underscoring the need to integrate such techniques into educational practices.

Proposed strategies for implementing coaching techniques in educational practices include several key steps aimed at facilitating effective integration of coaching into school environments and contributing to the improvement of students' mental health and academic success.

The first strategy involves teacher training. Educational institutions should organize regular training sessions where teachers acquire the necessary coaching skills. This includes practical workshops, seminars, and ongoing support to enable teachers to develop and reinforce new approaches in working with students. This will better prepare teachers to promote personal and academic development among their students.

The second critical strategy is creating a supportive environment within schools. Schools should strive to create an environment where students feel safe and heard. This can be achieved through regular individual discussions between teachers and students and organizing group activities that encourage collaboration, communication, and mutual support. Such an environment will enable students to better connect with their teachers and peers and cope with challenges more effectively.

The third strategy focuses on involving parents in the coaching process. Parents play a crucial role in supporting children's development, so it is important to familiarize them with the goals and methods of coaching. Schools can organize workshops and informational meetings for parents to educate them about the benefits and approaches of coaching and show them how they can support their children at home.

The fourth strategy is regular monitoring and evaluation of the effects of coaching. The effects of coaching should be regularly monitored by collecting feedback from students, teachers, and parents. Based on this feedback, coaching programs can be adjusted and improved to ensure they are as effective and relevant as possible for all involved.

The fifth strategy involves developing innovative teaching methods. Research findings indicate teachers' readiness to adopt new teaching methods that incorporate coaching techniques. Therefore, schools should encourage innovative teaching approaches and provide support for their implementation. This may include using various coaching techniques in the teaching process, enabling more interactive, dynamic, and student-centered education.

CONCLUSION

Our research confirms that coaching positively impacts students' emotional and academic states. The readiness of teachers and students to participate in such programs and the supportive environment provided by parents and schools are crucial success factors. Educational institutions must recognize the potential of coaching and integrate it into their practices, contributing to the comprehensive development of children and improving the quality of education.

Integrating coaching techniques into educational and developmental practices can significantly improve children's mental health in multiple ways. Specifically, coaching helps children develop positive self-esteem and confidence, contributing to better social interaction and academic success. Coaching skills teach children how to effectively cope with stress and anxiety, contributing to a more stable emotional state. Coaching encourages children to reflect on their goals, values, and potential, contributing to their personal and academic development.

Based on the results of this research, numerous areas are open for further research that could deepen our understanding of the impact of coaching techniques on children's mental health. Longitudinal studies are needed to monitor the effects of coaching techniques on children's mental health over several years to better understand long-term benefits. Future research should include different age groups of children to determine how the effects of coaching vary by age. Research should also examine how various environmental factors, such as family relationships, socio-economic status, and cultural differences, affect the effectiveness of coaching techniques.

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