

Academic Coaching at Higher Secondary level**Bakhla, Dr. Deepshikha¹; Kujur, Dr. Sudhanshu Cyril²****DOI: <https://doi.org/10.5281/zenodo.19605850>****Review: 01/01/2026****Acceptance: 04/01/2026****Publication: 09/04/2026****Abstract:**

Academic coaching has increasingly emerged as an important support mechanism for students studying at the higher secondary stage. This phase of education represents a critical turning point in a learner's academic life because it prepares students for higher education, competitive examinations, and future career pathways. Students at this level often experience considerable pressure to achieve high scores in board examinations, entrance tests, and other academic evaluations. Managing such expectations and academic responsibilities can be challenging for many learners. In this situation, academic coaching provides valuable guidance that helps students strengthen their learning approaches, enhance academic performance, and build self-confidence. Academic coaching can be understood as a systematic guidance process in which teachers, mentors, or trained academic coaches support students in developing productive study habits, setting clear academic goals, managing time effectively, and improving subject comprehension. Unlike conventional classroom instruction, which mainly focuses on delivering course content, academic coaching emphasizes personalized assistance, ongoing feedback, and tailored learning strategies. Through this process, students are encouraged to recognize their strengths and limitations, establish realistic objectives, and adopt appropriate methods to address learning challenges. At the higher secondary stage, learners are often exposed to complex concepts and a demanding syllabus. Academic coaching helps simplify difficult topics by breaking them into smaller and more understandable components. It also promotes active learning techniques such as analytical thinking, problem-solving, and self-evaluation. Coaching sessions may involve academic planning, strategies for effective exam preparation, motivation enhancement, and techniques for managing stress. Such support enables students to maintain regular study habits and improves their capacity to handle academic pressure. Moreover, academic coaching plays a significant role in strengthening students' self-discipline, sense of responsibility, and independent learning abilities. With consistent monitoring and constructive guidance, coaches assist students in staying focused on their academic targets. It also creates a positive and supportive environment where learners feel comfortable sharing their academic difficulties and seeking advice. Consequently, academic coaching contributes not only to better academic results but also to the overall personal development of students. *In summary, academic coaching at the higher secondary level functions as an effective educational support system that enhances students' academic achievement and prepares them for future educational and career opportunities. By emphasizing individualized guidance, skill development, and motivational support, academic coaching assists students in successfully managing the demanding phase of higher secondary education.*

Keywords: Emerged, mechanism, pathways, strengthen, significant, significant, motivation.

¹Assistant Professor, Department of Education (M.Ed.), Bethesda Women Teachers' Training College, Ranchi, Jharkhand, India.

² Asst. Professor, Department of Education, St. Xaviers College Ranchi, Jharkhand, India Email: deepshikha.bakhla1981@gmail.com

Introduction:

The higher secondary stage is an important milestone in a student's educational journey. It is a period when learners begin to make crucial decisions regarding higher studies, career choices, and personal aspirations. At this level, students are introduced to a more challenging and advanced curriculum that requires a deeper level of understanding and analytical thinking. Simultaneously, they must prepare for board examinations, competitive entrance tests, and other evaluations that often play a significant role in shaping their future educational and professional opportunities. Due to these growing academic expectations, many students experience stress, uncertainty, and difficulties in organizing and managing their studies effectively. In such circumstances, academic coaching has emerged as a useful approach to support students in strengthening their learning abilities and improving overall academic achievement. Academic coaching can be described as a systematic form of academic support that helps students develop productive study habits, set achievable goals, manage their time efficiently, and apply effective problem-solving strategies. Unlike conventional classroom teaching, which primarily focuses on delivering subject content, academic coaching emphasizes individualized guidance that addresses the unique needs of each learner. Through this process, teachers, mentors, or trained academic coaches assist students in recognizing their academic strengths and identifying areas that require improvement. They also encourage students to adopt suitable learning techniques that enhance understanding and academic engagement. As a result, students gradually become more organized, motivated, and confident in their studies.

At the higher secondary level, learners frequently face complex topics and an intensive syllabus that demands consistent dedication and independent learning. Academic coaching supports students in simplifying challenging concepts, structuring their study plans effectively, and preparing strategically for examinations. Coaching sessions may involve academic planning, monitoring students' progress, providing constructive feedback, and offering methods to cope with examination-related stress. Such support enables students to maintain regular study habits and cultivate a positive approach toward learning. Moreover, academic coaching contributes significantly to the development of self-confidence, accountability, and independent thinking among students. By fostering a supportive and encouraging learning environment, coaches motivate students to share their concerns, raise questions, and actively search for solutions to academic problems. Consequently, students become more capable of managing their own learning and working toward their academic objectives.

Thus, academic coaching at the higher secondary level is increasingly acknowledged as an effective educational support system that not only improves academic performance but also promotes the overall personal development of students.

Coaching vs. Tutoring:

Coaching and tutoring are both supportive learning approaches, but they differ in purpose and method. Tutoring mainly focuses on helping students understand specific academic subjects or topics, often by explaining concepts, solving problems, and improving subject knowledge. It is usually short-term and subject-oriented. Coaching, on the other hand, emphasizes overall development, guiding learners to improve study skills, confidence, motivation, and goal-setting abilities. A coach encourages students to think independently and develop strategies for learning and performance improvement. While tutoring concentrates on academic assistance, coaching aims at personal growth, self-awareness, and long-term educational and career success.

Coaching vs. Advising:

Coaching and advising are both forms of guidance that support learning and development, but they differ in their approach. Advising mainly involves providing information, suggestions, or expert recommendations to help individuals make informed decisions about their studies, careers, or personal matters. The advisor typically shares knowledge based on experience and expertise. Coaching, however, focuses more on facilitating self-discovery and personal growth. A coach encourages individuals to reflect, set goals, and develop their own solutions through guided questioning and support. While advising delivers direction and advice, coaching empowers individuals to build confidence, skills, and independent decision-making abilities.

Objectives of Academic Coaching:

- **Enhancing Academic Performance:** A key goal of academic coaching is to boost students' academic success. It does this by guiding them to build effective study routines, proven learning strategies, and strong time-management skills.
- **Promoting Self-Regulated Learning:** Academic coaching builds students' skills to independently handle their learning. It encourages them to define clear goals, monitor progress, and reflect on experiences for improved results.
- **Enhancing Study Skills and Learning Methods:** Another key goal is to develop vital skills like effective note-taking, reading comprehension, exam preparation, and analytical thinking. These empower students to dive deeper into their studies.
- **Building Motivation and Self-Confidence:** Through continuous support and constructive feedback, academic coaching helps learners develop greater confidence in their abilities. It also fosters motivation and encourages a more positive attitude toward academic tasks and challenges.
- **Facilitating Goal Setting and Academic Planning:** Academic coaching guides students in identifying clear educational objectives and organizing their academic plans. It supports them in creating structured study schedules and making informed decisions about their educational paths.
- **Developing Time Management and Organizational Skills:** An important focus of academic coaching is to teach students how to manage their time effectively. This includes prioritizing tasks, meeting deadlines, and maintaining balance among various academic responsibilities.
- **Overcoming Learning Difficulties:** Academic coaching assists students in recognizing obstacles that may hinder their learning, such as procrastination, lack of concentration, or examination stress. It provides strategies and guidance to help them manage and overcome these challenges.
- **Promoting Independent and Lifelong Learning:** Another objective is to encourage students to become self-directed learners. Academic coaching supports the development of habits and strategies that enable learners to continue learning effectively throughout their lives.
- **Strengthening Problem-Solving and Critical Thinking Abilities:** Academic coaching also focuses on enhancing students' ability to analyze academic issues, explore possible solutions, and apply critical thinking skills in different learning situations.
- **Offering Individualized Academic Guidance:** Finally, academic coaching provides personalized support tailored to the unique needs and abilities of each student, thereby helping them achieve improved academic results and overall learning success.

Importance of academic Coaching:



Academic coaching centers on the individual student, acknowledging that each learner brings distinct styles, hurdles, and strengths to the table. Rather than a one-size-fits-all approach, it tailors guidance to unlock personal potential. A cornerstone of this method is fostering strong communication skills, vital for academic and professional triumph. Coaches guide students in honing these abilities, enabling them to engage confidently in discussions with peers, instructors, and experts. This empowers clear expression of ideas, boosting participation and comprehension in group settings, presentations, and debates. Many students grapple with self-doubt, harboring limiting beliefs about their capabilities and academic prospects. Coaches play a pivotal role here, offering encouragement and targeted support to dismantle these barriers. Through reflective exercises and positive reinforcement, they help learners reframe challenges as opportunities, revealing untapped strengths. Central to this process is cultivating a growth mindset—the conviction that abilities can develop through effort and persistence. Coaches inspire students to embrace difficulties, view setbacks as learning moments, and pursue excellence relentlessly.

This shift transforms passive learners into proactive achievers, ready to tackle complex tasks. Implementing coaching strategies in teaching and learning promises transformative benefits for higher education. Institutions adopting these practices see enhanced student engagement, retention, and outcomes. Faculty evolve from lecturers to facilitators, creating dynamic environments where students thrive. Ultimately, coaching bridges gaps in equity, preparing diverse learners for lifelong success in a competitive world.

Objectives of the study:

The study is primarily conducted with the following objectives:

- To know the attitude of male and female students of class 11th towards the coaching.
- To know the attitude of science and arts students of class 11th towards coaching.

Hypotheses of the study:

- There will be no significant difference in the attitude of higher secondary level male and female students towards coaching.
- There will be no significant difference in the attitude of higher secondary level science and arts students towards coaching.

Delimitation:

Due to limited time and limited available resources the study has been delimited in the following grounds:

- This study was delimited in twelve secondary schools only.
- This study was limited to C.B.S.E school in Ranchi
- This study was limited to 11th class students only.
- Only 162 sample size has been taken.

Research Methodology:

The Quantitative Research approach was taken up in the present study. Survey method was used for collecting data. Random sampling technique was applied. Primary data gathered by distributing the questionnaire to the respondents. A parametric statistical application was used for data analysis.

Tools used for the study:

A standardized tool was used for collecting data. The tools used in the study are the Scale of students' attitude towards coaching for pupil teachers. It is a standardized tool constructed and developed by Dr Poorva Jain department of education Dr Hari Singh Gaur University Sagar, Madhya Pradesh.

Analysis and interpretation of data

This chapter deals with analysis of data collection with the help of various tools of study. This study finds out the attitude of higher secondary school students towards coaching.

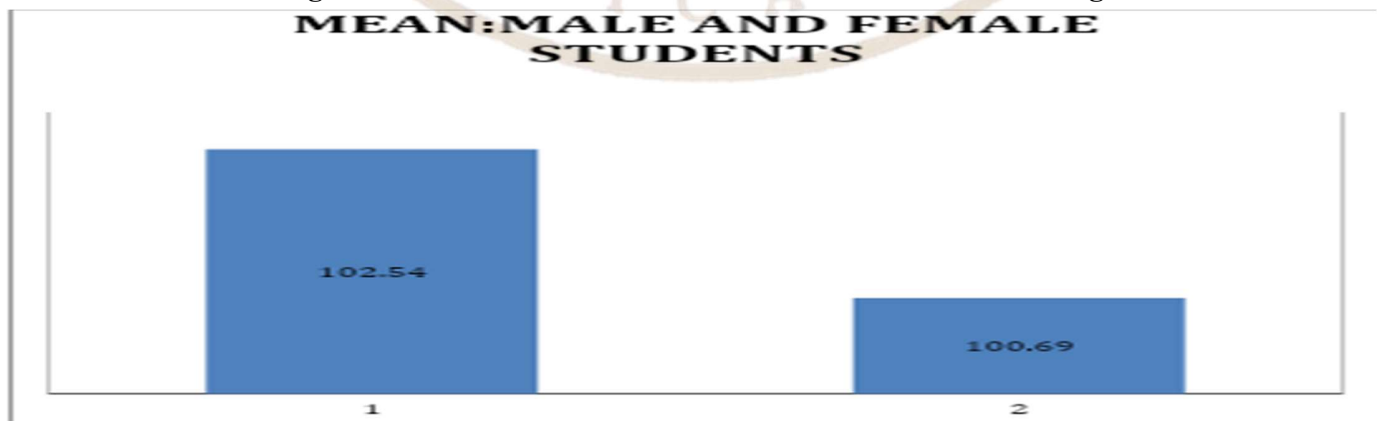
HYPOTHESIS 1

There will be no significant difference in the attitude of higher secondary male and female students towards coaching.

Table 1: Summary of significance test with respect to gender

| Group | MEAN | S.D. | t-test |
|--------|--------|-------|--------|
| Male | 102.54 | 20.29 | 0.57 |
| Female | 100.69 | 21.36 | |

Figure 1: Mean of male and female students towards coaching



On the basis of table 1, mean of male is 102.54 and mean of female is 100.69 and standard deviation of female group is 21.36 and standard deviation of male group is 20.20. The value of t-test is 0.57 which is smaller than table value 1.97 .So hypothesis is accepted Means, no significant difference found between male and female students' attitude towards coaching.

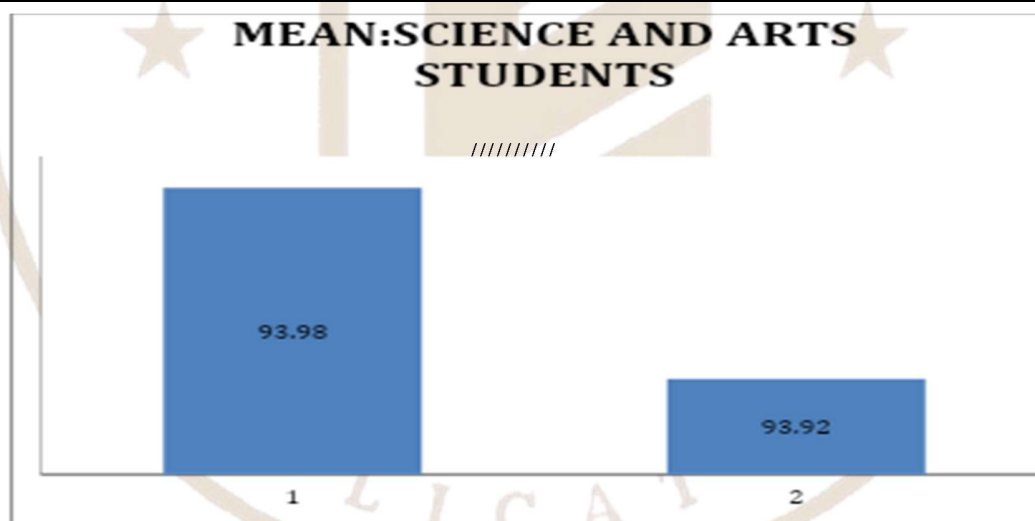
Discussion:-

Male students are having greater mean value. May be they need more guidance and support from a coaching institute for career building in comparison to females.

Hypothesis 2

There will be no significant difference in the attitude of higher secondary level science and arts students towards coaching. Table 2: summary of significance test with respect to subject background

| Group | MEAN | S.D. | t-test |
|------------------|-------|-------|--------|
| Science Students | 93.98 | 16.24 | 0.98 |
| Arts Students | 93.92 | 16.4 | |



On the basis of table mean of science students and arts students .Standard deviation of science students and arts students are 16.24 and 16.4 respectively. t-test value is 0.98. Which is smaller than table value. Statistically no significant difference in science and arts students' attitude towards coaching is found. So the hypothesis is accepted.

DISCUSSION:

The mean value of science students is a little bit greater than arts students' .May be the science students are more aware towards the coaching for career selection in medical and engineering. That is why they have a positive attitude towards coaching after matriculation/10th standard.

Major findings of the study

- There is no significant difference found in attitude of male and female students towards coaching.
- There is no significant difference found in attitude of science and arts students.

Conclusion:

At the upper secondary level, academic coaching is crucial in helping students through a crucial stage of their academic growth. Increased academic demands, board exam preparation, and decisions about further education and future employment are frequently linked to this level of education. In these situations, academic coaching offers students individualized support and structured direction to enhance their academic performance, time management abilities, and learning methodologies. Students are taught to recognize their talents and constructively address their flaws through coaching. Additionally, it fosters motivation, self-assurance, and a sense of accountability for learning. Academic coaching helps students become more self-reliant and engaged learners by encouraging effective communication, goal setting, and reflective thinking. Additionally, it helps kids adopt a growth mentality, which allows them to see difficulties as chances for development rather than barriers. In addition to emphasizing academic success, academic coaching helps students grow personally. Resilience, problem-solving capabilities, and improved decision-making are all enhanced by it. Thus, incorporating academic coaching techniques at the upper secondary level can establish a nurturing learning environment that boosts students' self-esteem and academic achievement while preparing them for postsecondary education and life time learning.

Recommendation for further study:

- The research work can be undertaken on graduation level student.
- Test can be conducted to know the level academic achievement of students doing coaching classes.
- Present study can be done in large sample size .
- Researchers can use various variables in order to know the attitude of students towards academic coaching classes.

References:

- Aggarwal, J. C. (2015). Educational research: An introduction (3rd ed.). Arya Book Depot.
- Albert Bandura (1997). Self-efficacy: The exercise of control. W. H. Freeman.
- Angela L. Duckworth, Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social*
- Anil Sadgopal (2019). Education for liberation and social transformation. Lokayan.
- Anthony M. Grant (2014). The efficacy of executive coaching in times of organisational change. *Journal of Change Management*, 14(2), 258–280. <https://doi.org/10.1080/14697017.2013.805159>
- Bhatnagar, A., & Gupta, N. (2011). Guidance and counselling in education and psychology. Vikas Publishing House.
- Geeta Kingdon (2017). The private schooling phenomenon in India: A review. *IZA World of Labor*. <https://doi.org/10.15185/izawol.309>
- J. P. Naik (2010). Equality, quality and quantity: The elusive triangle in Indian education. Concept Publishing Company.

- John Hattie (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. Routledge.
- Krishna Kumar (2016). Learning from conflict. Orient BlackSwan.
- Marmar Mukhopadhyay (2018). Total quality management in education (3rd ed.). Sage Publications India.
- Peg Dawson, & Richard Guare (2018). Executive skills in children and adolescents: A practical guide to assessment and intervention (3rd ed.). Guilford Press.
- Peter G. Northouse (2016). Leadership: Theory and practice (7th ed.). Sage Publications.
- P. G. Altbach, & Jamil Salmi (2011). The road to academic excellence: The making of world-class research universities. World Bank.
- Psychology, 92(6), 1087–1101. <https://doi.org/10.1037/0022-3514.92.6.1087>
- Sodhi, T. S., & Suri, A. (2013). Philosophical and sociological foundations of education. Kanishka Publishers.

