



Original Article (Qualitative)

Developing a Conceptual Framework for Organizational Coaching in the Education System

Ziba Golmohammadi¹, Mojgan Abdollahi² , Mahtab Salimi¹, Ramezan Jahanian¹,
Parisa Irannejad¹ 

1- Department of Educational Sciences, Ka.C., Islamic Azad University, Karaj, Iran.

2- Department of Educational Sciences, Ka.C., Islamic Azad University, Karaj, Iran.

Receive:

24 November 2025

Revise:

15 February 2026

Accept:

17 April 2026

Abstract

The present study aims to develop a conceptual framework for organizational coaching within the education system. In terms of purpose, the research is applicable-developmental, and in terms of implementation it follows a qualitative approach through thematic analysis. The statistical population consisted of 10 experts and specialists in the field of educational management selected through purposive sampling. Data were collected through semi-structured interviews. Thematic analysis was employed to analyze the collected data.

The findings indicate that the conceptual framework of organizational coaching in the education system consists of three main dimensions. The first dimension is infrastructure and groundwork, which includes the components of defining and positioning coaching within organizational culture, needs assessment and prioritization of intervention areas, a localized coaching model, and senior leadership commitment. The second dimension is process and operational implementation, which encompasses strategic alignment, barriers to adoption and organizational resistance, the role and competencies of coaches (internal and external), setting goals and expectations in coaching sessions, a culture of feedback and mutual trust, development of coaching competencies among leaders, and the impact of coaching on teachers' empowerment. The third dimension is evaluation, sustainability, and knowledge transfer, which includes required infrastructures and resources, monitoring and quality assurance, key performance indicators (KPIs) of organizational coaching, long-term professional development pathways, and the requirements for institutionalization and broader dissemination.

Keywords:

Organizational
Coaching,
Teacher
Empowerment,
Coaching
Competencies,
Strategic
Alignment,
Organizational
Culture.

Please cite this article as (APA): Golmohammadi, Z, Abdollahi, M, Salimi, M, Jahanian, R and Irannejad, P. (2026). Developing a Conceptual Framework for Organizational Coaching in the Education System. *Management and Educational Perspective*, 8(2), 1-21.



<https://doi.org/10.22034/jmep.2026.449560.1341>



Authors retain the copyright and full publishing rights.
Published by Research Center of Resource Management Studies and Knowledge-Based Business. This article is an open access article licensed under the Creative Commons Attribution 4.0 International (CC BY 4.0)

Publisher: Research Center of Resource Management Studies and Knowledge-Based Business

Corresponding Author: Mojgan Abdollahi

Email: mabdollahi49@gmail.com

Extended Abstract

Introduction

Today, the central role of education in the cultural development and scientific advancement of societies is an undeniable reality. To perform this role more effectively and to achieve national goals, the education system of every country relies on specific structures, instructional time allocations, and curricular programs, all of which are determined in accordance with that country's policies, plans, and overarching objectives. Specialists seek to enhance the effectiveness of education by developing innovative models and practices. Creating organizational transformation and strengthening the institutional functions of education can ensure sustainable development and improve quality of life (Ghasemzadeh et al., 2022). Evidently, the development of systematic and standardized training programs to respond to needs and support the growth of all members of the education system is an unavoidable necessity. Therefore, considering a wide range of opportunities for the development of educational personnel can serve as an appropriate solution for schools and educational institutions in fulfilling their commitment to the success of their members. One of the most practical of these policies is the development of organizational coaching programs. Research evidence also suggests that coaching programs should be applied both directly and indirectly in educational systems to promote the development of education (Keikha, 2022).

Coaching is a focused, individualized approach that can be implemented at any time and on any day. Unlike some forms of training, coaching is not an immediate intervention that is quickly forgotten; rather, it has a lasting and long-term impact on both the individual and the organization. Given the complexities of today's world, the capability of human resources to analyze and solve emerging problems and challenges, as well as their readiness to cope with ongoing changes and diverse work and life conditions, is of great importance. Therefore, coaching has become a useful and indispensable tool for dealing with and adapting to many of these changes (Ghafari et al., 2021). Organizational coaching seeks to provide the necessary context for empowering and enhancing human resources so that organizations can invest in and plan for the continuous development, improvement, and knowledge enhancement of their employees. Under such conditions, the necessary infrastructure is created for delegating greater authority and decision-making power to employees, enabling individuals to grow and advance along their career paths. The implementation of organizational coaching requires the existence of a coaching mindset and its acceptance by senior organizational managers, because organizational coaching cannot be effective without their participation and cooperation (Fleischhacker & Graf, 2023). Accordingly, in light of the foregoing discussion, the main research question of the present study is: What is the conceptual framework of organizational coaching in the education system?

Theoretical Framework

Organizational Coaching

Organizational coaching is a process in which an individual acting as a coach utilizes specific principles and techniques to support managers, employees, and teams within an organization in moving toward organizational goals and improving performance and productivity. Ultimately, this process leads to enhanced organizational performance, development, advancement, and increased revenue and profitability (Ahmad et al., 2023).

Thawesaengskulthai et al. (2025) examined the empirical implementation of a **coach-critical-connective coaching model** for innovation-driven companies in Thailand, providing insights for policy development and sustainable growth. The findings indicated that the coaching model consists of three phases and seven stages: the **foundation phase** (entry into the ecosystem and networking), the **acceleration phase** (focused coaching centered on three



key elements), and the **evolution phase** (development and improvement). This framework balances structural guidance with adaptability, making it applicable across sectors such as deep-tech, health-tech, agricultural technology, and the creative economy. Policy recommendations include the establishment of a national coaching platform, stage-based funding mechanisms, coach certification systems, and integrated monitoring frameworks aligned with national innovation objectives. The model also strengthens collaboration among incubators, accelerators, and public-private stakeholders while enabling continuous support for developing startups.

Ghasemi and Mahmoudi (2025) investigated the application of coaching skills as a supportive professional approach to improving the quality of education. The results demonstrated that the use of coaching skills in the educational domain can have positive effects on multiple dimensions of educational quality. These effects include increased student motivation, improved academic performance, enhanced self-regulation skills, development of critical thinking, and greater satisfaction among both students and teachers. Furthermore, coaching can help teachers improve their communication, leadership, and problem-solving skills. Therefore, coaching skills can be considered a powerful tool for enhancing the overall quality of education.

Research Methodology

This study is applicable-developmental in terms of its objective, and was conducted by a qualitative approach through thematic analysis. The research population consisted of 10 experts and specialists in the field of educational management selected through purposive sampling. Data were collected by semi-structured interviews.

Research Findings

The data were analyzed by thematic analysis. The findings of the present study revealed that the conceptual framework of organizational coaching in the education system comprises three primary dimensions:

- 1. Infrastructure and Groundwork**, which includes the components of defining and positioning coaching within the organizational culture, needs assessment and prioritization of intervention areas, a localized coaching model, and senior leadership commitment.
- 2. Process and Operational Implementation**, which encompasses strategic alignment, barriers to adoption and organizational resistance, the role and competencies of the coach (internal and external), setting goals and expectations in coaching sessions, fostering a culture of feedback and mutual trust, developing coaching competencies among leaders, and the impact of coaching on teacher empowerment.
- 3. Evaluation, Sustainability, and Knowledge Transfer**, which includes the required infrastructures and resources, monitoring and quality assurance, key performance indicators (KPIs) for organizational coaching, long-term professional development pathways, and the requirements for institutionalization and broader dissemination.

Conclusion

The present study aimed to develop a conceptual framework for organizational coaching in the education system. The findings of this research are consistent with the results reported by Thawesaengskulthai et al. (2025), Ghasemi and Mahmoudi (2025), Adabi and Askari (2025), Raisi (2024), Darakhshan Mehr (2024), Sajadinia and Ramezanipour (2024), Hughes and Vaccaro (2024), Solthong et al. (2024), Fleischhacker and Graf (2023), Ives et al. (2023), Hackel and Samson (2023), Cannon-Bowers et al. (2023), Pourjamshidi et al. (2023), Jozi and Yousefi (2023), and Gharibi et al. (2023). Jozi and Yousefi (2023) demonstrated that



coaching supports individuals in making more conscious decisions and undertaking new actions. Their findings also indicated that the more organizational managers adopt the role of a coach, the greater the improvement observed in the performance of their subordinates.

Based on the research findings, the following recommendations are proposed:

Institutionalizing Organizational Position: The education system should formally define the position of organizational coaching within its organizational structure—particularly at central and regional levels—and clearly distinguish it from other managerial and advisory roles.

Leadership Commitment: Senior managers, from the ministerial level to school principals, should receive specialized coaching training in order to develop a shared language of trust and inquiry and demonstrate their commitment to developmental approaches rather than relying solely on directive management practices.