

# Examination of the Relationship between School Administrator' Coaching Behaviour and Academic Optimism of Schools

Kerim AYMAZ<sup>a\*</sup> & Aynur B. BOSTANCI<sup>b</sup>

<sup>a\*</sup> Ministry of National Education, <https://orcid.org/0000-0001-5237-511X>

<sup>b</sup> Dr., Uşak University, <https://orcid.org/0000-0002-7927-6063> \* aynur.bozkurt@usak.edu.tr

Research Article

Received: 6.6.2022

Revised: 23.7.2022

Accepted: 25.7.2022

## Abstract

This study aims to reveal the relationship between school administrator' coaching behaviours and academic optimism of schools. It was designed with the correlational model. The population consisted of 2487 teachers in Salihli district of Manisa province and the sample consists of 497 teachers. This study adopted Convenience sampling method. According to the results of research, the perception levels of teachers toward the school administrators' coaching behaviours were high. Additionally, as reported in the study, the perceptions of teachers toward administrators' coaching behaviors at schools differed significantly in accordance with the variable of the number of teachers working at their schools and the gender variable, but no significant difference was determined in terms of the other variables. Teachers' perception level towards school academic optimism was high. The perception level of teachers regarding the schools' academic optimism differed in accordance with the variables of the school level and graduation status significantly. There was a significant, medium-level and positive-oriented correlation among teachers' perception of administrators' coaching behaviours and school academic optimism level of teachers. Subsequently, perceptions of teachers concerning situation determination dimension of administrator' coaching behaviours in schools increased the level of teachers' academic optimism.

**Keywords:** Mentoring, academic optimism, academic emphasis

## Okul Yöneticisinin Koçluk Davranışları İle Okulların Akademik İyimserlikleri Arasındaki İlişkinin İncelenmesi

### Öz

Bu araştırma, okul yöneticilerinin koçluk davranışları ile okulların akademik iyimserlikleri arasındaki ilişki durumunu ortaya koymak amacıyla yapılmıştır. Araştırma ilişkisel tarama modeliyle desenlenmiştir. Araştırmanın evrenini Manisa ilinin Salihli ilçesinde kamu okullarında görev yapan 2487 öğretmen, örneklemini ise kolay ulaşılabilir örnekleme yoluyla ulaşılan 497 ilkokul, ortaokul ve lise öğretmeni oluşturmaktadır. Araştırmada elde edilen sonuçlar şu şekildedir. Öğretmenlerin okul müdürlerinin koçluk davranışlarına yönelik algı düzeyleri yüksektir. Okul müdürlerinin koçluk davranışlarını göstermelerine yönelik öğretmen algılarının, cinsiyet ve okulda ki öğretmen sayısı değişkenlerine göre farklılaştığı, diğer değişkenlerine göre ise farklılaşmadığı görülmüştür. Öğretmenlerin akademik iyimserliklerinin yüksek düzeyde olduğu anlaşılmaktadır. Öğretmenlerin akademik iyimserliklerinin görev yapılan okul düzeyi değişkeni ve mezuniyet durumu değişkeni bakımından anlamlı düzeyde farklılık gösterdiği saptanmıştır. Okul müdürlerinin koçluk davranışı göstermelerine ilişkin öğretmen algıları ile öğretmenlerin akademik iyimserlikleri arasında pozitif yönlü, anlamlı, ve orta dereceli bir ilişki bulunmaktadır. Yine okul müdürlerinin koçluk davranışlarından durum saptama davranışı boyutuna yönelik öğretmen algıları akademik iyimserlik düzeylerini yükseltmektedir..

**Anahtar kelimeler:** Mentörlük, akademik iyimserlik, akademik vurgu

To cite this article in APA Style:

Aymaz, K. & Bostancı, A. B. (2023). Examination of the relationship between school administrator' coaching behaviour and academic optimism of schools. *Bartın University Journal of Faculty of Education*, 12(3), 618-633. <https://doi.org/10.14686/buefad.1127010>

## INTRODUCTION

Teachers play a key role in meeting expectations of the society and in raising the ideal individual to shape its future. In order to meet the ever-increasing expectations due to rapid changes in information and technology, there is a necessity for school administrators who have the qualifications to contribute to the development of teachers (Kondakçı & Kurtay, 2013). In this regard, it is considered great valuable for school administrators to enable teachers to perform at a high level through improving their self-awareness (Bostancı & Yolcu, 2011). Some features such as teacher's belief on self-efficacy, trust relationship among pupils, their families and teachers, and also the academic emphasis are the determinants that play a significant role on student' academic performance. The common structure, that emerges from the relationship and combination of these three school characteristics, is defined school academic optimism (Dean, 2011; Wagner, 2008).

In this sense, it is stated that coaching practices that increase teachers' self-awareness, help them realize their potential, enable them to unlock the optimum performance expected during the education-teaching process and develop teachers professionally and personally, are among the most important administrative skills (Knight, 2019; Laba, 2011, Williamson, 2012, Yirci, Özdemir, Kartal & Kocabaş, 201;). Joyce B. & Showers B. (1981) consider the coaching practice as a catalyst for the education process and qualification of teacher. Coaching practices at schools reveal the strengths of teachers and enable them to focus on their target by increasing their self-motivation (Knight, 2011; Laba, 2011). As reported by Hoy, W. Hoy & Kurz (2008), school academic optimism is teachers' positive belief of their success in student academic performance and towards the stakeholders of the education and training process by emphasizing teaching and learning, trusting students and families and believing in their own capacity to surmount the challenges encountered. Unlocking the potential of teachers to show high-level performance in schools they work at, affects their efficacy beliefs positively (Leithwood, 2007; Pajares, 2002). In this regard, it is predicted that the school administrators' coaching behavior and skills are essential in the high academic optimism levels of the schools. Although it is seen in the official letter of the General Directorate of Religious Education of the Ministry of National Education, dated 23.10.2018 and numbered 20014773, that schools are affected by the rapid developments and changes in today's world, and that's why the Administrator Development Program (YÖGEP) is planned, there are no direct or widespread studies of the professional coaching of school administrators by the Ministry of National Education In Turkey yet. For this reason, it was purposed to examine the relationship between school administrators' coaching behaviours, and the academic optimism levels of schools according to teacher perceptions. Thanks to the current research, it was intended to raise awareness of administrators in schools and policy makers for training educational administrators through the positive research results of coaching behaviors exhibited by the administrators' in school management on the academic optimism of schools. In this sense, the research variables are explained for a better understanding below.

### **Coaching**

Coaching, which expresses the transport of the individual to the desired place physically or through ideas, is an approach accepted by today's organizations (Frazier, 2016). Coaching helps the employee to focus on her/his individual and organizational goals by enabling to realize her/his potential (Gallwey, Kleiman & Carrol, 1997). Coaching provides the employee and the organization with the habit of working independently and learning constantly, it aims to develop relations within the organization (Batson & Yoder, 2012). It is also a practice that increases the motivation level of the employee and takes her/his out of comfort zone (Passmore, 2010; Somers, 2007). Fournies (1987) defines coaching as the process of solving the performance problem experienced by the employee in the organization. Later, the concept of coaching gains a wider meaning and is considered as the practice of maximizing the performance level of the employee reflected on the organization (Burdett, 1998; Evered & Selman, 1989; Hargrove, 2007; Whitmore, 2010). McGuffin and Obonyo (2010) state that coaching is a set of practices that serves the goals of the employee and the organization, additionally it enables change in the professional and personal life of the employee. Coaching is considered as both a profession and a kind of communication process that provides the performance development of the employee (Whitworth et al., 2007; Valerio & Lee, 2005).

Coaching is a concept focused on the personal and organizational development of the individual (Akin & Ulukök, 2017). It was used as a term in the organizational literature in the 1950s for the first time, and until the 1990s, it was seen as a term emphasizing the responsibility of the manager to improve the professional competencies of the employees (Evered & Selman, 1989). In the 1990s, it was adopted in the management of

organizations, as it began to be recognized as a valid and profitable method of enhancing the performance of employees. In the 2000s, coaching began to be seen as an essential approach by organizational management to achieve the organizational goals by enhancing the performance of employee (Grant, 2014).

Coaching is considered a valuable development practice in schools as well (Williamson, 2012). Pürçek (2015) describes coaching as a method that can provide continuous development and learning because it strengthens the leadership skills of the school principals, enables teachers to achieve their educational goals, gives feedback on teachers' performance, and raises her/his performance constantly. Duncon and Stock (2010) express coaching practices as the process of improving the knowledge, skills and competence levels of teachers and other employees in order for schools to attain their goals, to adopt social, political and technological changes and to progress in coordination with these changes. According to Alvoid and Black (2014), the new system in education requires the school administrators not only to evaluate the performance of the organization and make some reports; but also It requires them to be an 'educational coach', a 'coach administrator' to improve the performance of school staff. Because different internal and external factors have an impact upon the teacher' performance regarding learning and teaching in educational organizations (Bostancı & Kayaalp, 2011). In this context, it is seen as a necessity for the administrators to exhibit coaching behaviors in schools by making the desired and ideal working environment, guiding development and change, leading the formation of strong teacher teams, encouraging teachers to gain new experiences and taking risks, and giving feedback to employees continually (Yirci et al., 2014). In school management, the administrator's communicative behaviors such as developing, listening, asking questions and giving feedback are important coaching behaviors (Passmore, 2010). Again, Williamson (2012) states that the common characteristics of school administrators who exhibit coaching behaviors in schools are: creating a school climate and culture in which teachers want coaching; enabling teachers to set their own individual and organizational goals, listening to teachers empathetically when necessary; asking powerful questions that teachers can gain insight for their own potential and giving feedback. Pürçek (2015), who developed the scale used in the present research, summed up coaching behaviors of administrators in three dimensions; communication, situation determination and development. As it can be understood, coaching is an important practice as an 'applicable positive psychology technique' that helps the individual or organization to define herself, to realize her developable and strengths, and have positive gains such as happiness, satisfaction, pride, and etc. experienced as a result of the performance of the employee in the organization (Kışlalı,2019).

### **School Academic Optimism**

School academic optimism is described as teacher developing an optimistic point of view that they can achieve effective learning and teaching at school (Özdemir & Pektaş,2017). Moreover, Hoy, Woolfolk Hoy & Kurz (2008) state academic optimism of school as the teachers' opinion, they can create positive differences in the performance of pupils by putting emphasis on education and training, relying upon pupils and families for cooperation during the continuum, having self confident that they can overcome the difficulties with their abilities and perseverance, and by not giving up despite some setback and failures determinedly. Wagner (2008) alleges that the socio-economic structure of the parent is a significant factor that predicts student academic performance, but some school characteristics also affect the academic performance of students significantly. In other words, academic optimism is seen as a qualification of successful schools in an academic way (McGuigan & Hoy, 2006). Additionally, it is also important due to emphasize the secret power of schools to come through low socioeconomic factors which affect the success of students negatively (Hoy et al, 2008).

Collective teacher efficacy, academic emphasis, as well as sense of trust constitute the sub dimensions of school academic optimism. Collective efficacy includes belief that the school makes a positive contribution to student academic performance as a whole. Trust is a sense that pupils, their families and school staffs should take joint action for the academic success of the school. Additionally, academic emphasis is the expression of academic behaviors at school centered on student achievement fostered by these beliefs (Hoy & Tarter, 2011). While the dimensions of teacher efficacy belief, trust between teacher-student-parent and academic emphasis which form academic optimism, influence each other significantly and they are dependent upon one another in terms of function. The sense of trust between teachers, students and families supports the efficacy of teacher, and teacher efficacy belief strengthens the trust-based relationship between teachers, students and families. The teacher, supported in every way by the families and gains the trust of them, takes stronger steps in setting challenging but achievable goals for students' success in the academic area. In addition, perceptions of teacher efficacy have an impact on the academic performance of schools positively and academic success is emphasized. In this regard, academic emphasis also reinforces the efficacy belief of teacher (Anwar & Hague, 2014; Beard, Hoy & Woolfolk Hoy, 2009; Mc Guigan & Hoy 2006; Smith & W. Hoy, 2007). Teacher efficacy is an expression of the cognitive

aspect of school academic optimism, trust is of affective and academic emphasis is also the expression of behavioral aspect of it (Dean, 2011). Teachers with high efficacy beliefs are academic achievement-oriented (Bozkurt & Ercan, 2017). The sense of trust underpin the commutual positive relations with school staff and other school stakeholders during the education process as well (Anwar & Hague, 2014). The 'academic emphasis', which expresses the quest for academic perfection, is an indicator of how sincere and sensitive the school is for the steps taken of achieving its goals (Çağlar, 2013; Çoban & Demirtaş, 2011; Smith & Hoy, 2007; Yılmaz & Kurşun, 2015). Moreover, school academic optimism is the expression of the school's positive thoughts about success as a whole (Bostancı, Doğan, & Tosun, 2020). Additionally, it also enables mutual relations of stakeholders to advance positively. Besides, it enables the educational organizations to struggle for their goals in a unity and to act in coordination through the organizational norms that it has determined (Hoy. et al., 2008).

As can be understood from the aforementioned review, the coaching behaviors that define the leadership characteristics of the school administrator may be associated with academic optimism of schools. In addition to encouraging teachers to improve their teaching skills, it is possible to say that coaching behaviors of the administrator in school can lead an increase in student learning through effective communication and cooperation that create among school staff, parents and students (Lord, Atkinson & Mitchell, 2008 as cited in Pürçek, 2015). Moreover, it is stated that the characteristics of teachers, their attitudes, behaviors, professional readiness, individual and organizational goals, and their efficacy belief and performance for academic success affect the academic optimism of schools. Coaching, which contributes to the personal and professional development of teachers (Akın & Ulukök, 2017); increases their levels of motivation (Passmore, 2010); helps them to set personal and organizational goals and to focus them (Gallwey et al. 1997); enables them to realize their potential, aims at high-level performance (Whitmore, 2010) and is also an effective leadership trait, can be argued that when practiced by the school administrator, it can positively affect the academic optimism level of schools. However, since there are not enough studies in the literature examining these two variables together, it is hoped to contribute to filling the gap in this field. For these reasons, the purpose of the study was defined to present the relation between the coaching behaviors of the school administrators and the academic optimism of schools. Thus, this study looks for answers to the questions below;

### **Research Questions**

1. What are the levels of teachers' perception on the school administrators' coaching behaviours?
2. Do the teachers' perceptions of the school administrators' coaching behaviours show significant difference with regard to school level, gender, and seniority, as well as graduation status, and the number of teachers at school and duration of working in the same school?
3. What are the levels of teacher' perceptions on school academic optimism?
4. Do the levels of teachers' academic optimism differ significantly with regard to their school level, their seniority and gender, as well as their graduation status, the number of teachers at school, and duration of working in the same school?
5. Is there a statistically significant correlation with teacher' perceptions on school administrator' coaching behaviours, and academic optimism of schools?
6. Do teacher' perceptions on school administrators' coaching behaviours predict their levels of school academic optimism?

## **METHODOLOGY**

### **Research Design**

The present research examines the relationship between coaching behaviours of school administrators and the levels of academic optimism of schools according to teachers' perceptions in a correlational research model.

### **Population and Sampling**

The population was comprised of teachers at public primary, secondary and high schools in Salihli district, Manisa province, Turkey, in 2021-2022 school year. The theoretical sample size chart was applied in order to designate the sample. The research sample, which was selected through convenience sampling method, consisted of 497 teachers working in the mentioned district. When 2487 teachers working in Salihli district were taken as the population, the sample size was determined as 341 teachers with 95% of confidence level,  $\alpha=.05$  of

significance, and 5% of tolerance levels. Because of the conditions of the pandemic, the scales were administered online to teachers at the schools by the researcher conducting the study. 497 volunteer teachers who answered all the questions of the scales, comprised the sample of research. Before the process of the analysis, firstly the scales that were attained from the participants were inspected and as was also understood from the scales, all of them were valid, as a result, none of them were eliminated. The demographic data on teachers participated in this study is displayed in Table 1.

**Table 1.** The Demographic Background on The Sample of the Study

Demographics		f	%
Gender	Female	263	52.9
	Male	234	47.1
Professional Seniority	1- 10 years	113	22.7
	11- 20 years	208	41.9
	21 and more years	176	35.4
Number of Teachers in School	1-10	52	10.5
	11-20	147	29.6
	21-30	116	23.3
	31 and over	182	36.6
Graduation Status	Associate + Bachelor' degree	435	87.5
	Master's degree	62	12.5
Level of School	Primary School	203	40.8
	Secondary School	163	32.8
	High School	131	26.4
Duration of Working at the Same School	1-3 years	167	33.6
	4-6 years	146	29.4
	7 -9 years	84	16.9
	10 years and over	100	20.1
TOTAL		497	100

As Table 1 was examined, of the teachers participating in this study, 263 (52.9 %) of them were female; 234 (47.1 %) of them were male. According to the levels of school they work, 203 (40.8 %) of the teachers working in primary school, 163 (32.8 %) working in secondary, as well as 131 (26.4 %) in high-school. According to seniority in occupation, teachers who have a professional seniority of 1-10 years was 113 (22.7 %), of 11-20 years was 208 (41.9 %) and of at least 21 years and over was 176 (35.4 %). 435 (87.5%) of the teachers had associate degree and bachelor's degree, 62 (12.5 %) had master's degree. The number of teachers, working in school where the total number of teachers with 10 or less was 52 (10.5 %), 11-20 was 147 (29.6 %), 21-30 was 116 (23.3 %), 31 teachers and above was 182 (36.6 %). When the distribution of teachers in terms of the duration of working in the same school was analysed, about 33.6 % (167) of teachers have been working in the same school for a maximum of 3 years, for 4-6 years was 146 (29.4 %) and for 7-9 years was 84 (16.9 %) and 10 years and over was 100 (%20.1).

#### Data Collection Tools

The School Principals' Coaching Behavior Scale and The School Academic Optimism Scale were administered to determine the perception levels of teachers in this study. The information about the scales are given below:

*The School Principals' Coaching Behaviour Scale:* The School Principals' Coaching Behaviour Scale was developed by Pürçek (2015). It consists of 26 items and 3 sub-dimensions: communication (8 items), situation determination (9 items) and development (9 items). It was graded based upon a 5-point Likert scale ranging from '1= Never' to '5= Always'. Additionally, the Cronbach's Alpha values of the scale was determined  $\alpha = .92$  on 'the dimension of communication',  $\alpha = .94$  on 'the dimension of situation determination',  $\alpha = .92$  on 'the development dimension' by Pürçek (2015). Furthermore, the Cronbach's Alpha values of the present research was found  $\alpha = .92$  on the 'dimension of communication',  $\alpha = .90$  on 'situation determination dimension',  $\alpha = .92$  on the 'development dimension'. Additionally, 'the reliability coefficient' of school principals' coaching behaviour scale was  $\alpha = .96$  in total. The values of reliability coefficient of The School Principals' Coaching Behaviour Scale is .70 and above, and it can be seen that the values of the scale are close the original form (Büyükoztürk, 2012; Pürçek, 2015). Also,

Confirmatory Factor Analysis (CFA) of the scale was conducted for the current research. In terms of the findings from the CFA, the values of fit determined ( $\chi^2/df= 3.71$ , RMSEA= 0.079, CFI= 0.98, GFI= 0.85, NFI= 0.97; IFI=0.98), indicated that the scale was verified because of the desired level of the values.

*The School Academic Optimism Scale:* The scale was developed by Wayne K. Hoy (2006). It was adapted into Turkish by Çoban and Demirtaş (2011). The scale consists of 19 items and 3 sub-dimensions, namely self efficacy (5 items), teacher' trust in pupils and their families (7 items) and academic emphasis (7 items). All the items of the scale were categorised in a 5-point Likert type scale ranging from '1= strongly disagree' to '5= strongly agree'. The values of Cronbach's Alpha regarding self efficacy,  $\alpha=.68$  trust in student and families and  $\alpha=.86$  the academic emphasis of the sub-dimensions of teacher academic optimism were determined by Çoban and Demirtaş (2011). On the other hand, the values of reliability coefficient calculated for this study were;  $\alpha=.78$  on the sub-dimensions of self-efficacy,  $\alpha=.85$  of trust,  $\alpha=.87$  of academic emphasis. The Cronbach's Alpha values of School Academic Optimism is .70 and above, accepted in the literature. As can be deduced from this result, the values are close the original form (Büyükoztürk, 2012; Çoban & Demirtaş, 2011). Additionally, Confirmatory Factor Analysis (CFA) on the scale of School Academic Optimism was conducted for current study as well. From the results of the CFA, the values of fit found out ( $\chi^2/df= 3.871$ , RMSEA= 0.077, CFI= 0.96, GFI=0.89, AGFI=0.86; NFI= 0.95) presented that the scale was verified because of the desired level of the values.

### Data Analysis

The values of skewness and kurtosis were analysed in all dimensions to determine if the data gained for the research showed a normal distribution or not. Due to the fact that the skewness and the kurtosis coefficient values calculated were in the range of -2 and +2 (Karagöz, 2016; Bursal, 2017), as seen that the data of the current research were normally distributed. The findings related to the skewness and the kurtosis coefficient values are displayed in Table 2.

**Table 2.**The Skewness and Kurtosis Coefficients

Variables	Skewness	Kurtosis
Communication	-.972	.901
Situation Determination	-.421	-.175
Development	-.563	-.136
Coaching Behaviors (Total)	-.615	.093
Self-Efficacy	-1.421	1.523
Trust	.138	-.240
Academic Emphasis	-.126	-.489
Academic Optimism (Total)	-.150	-.157

As seen in Table 2, since the data of the research were normal distribution, '*Independent samples t-Test*' was carried out to determine if the teachers' perceptions of school administrators' coaching behaviors and their academic optimism levels differed significantly in terms of gender and graduation status. Besides, '*One-way analysis of variance (ANOVA)*' was applied to find out whether the relationship with the level of teacher' perceptions towards the coaching behaviors of school administrators, and their perception on academic optimism differed significantly as regards to the level of school they work, their professional seniority, the variables of the number of teachers in school and duration of working in the same school. '*TUKEY HSD test*' was applied to find out from which group/s brought about difference significantly, since the variances were equal in the dimensions where the difference was significant. Besides, the level of significance was taken as .05. (Büyükoztürk, 2012; Tavşancıl, 2019)

In order to determine the correlation among the teacher' perceptions on coaching behaviors of the administrator in schools and their school academic optimism levels, the correlation values were examined. In the analyzes made, the level of significance was taken as .05. When the problem of multicollinearity between the research variables was analysed, it was concluded that the values of VIF were 2.672 - 3.755 and of the tolerance were .266 - .374. As the values of tolerance were found to be more than .02 and of the VIF were under 10, it was observed that there was no multicollinearity problem (Seçer, 2013). In addition, the results of '*the analysis on multiple regression*' were examined to find out if the sense of teachers on school administrator' coaching behaviors in school predicted their school academic optimism levels.

### Research Ethics

Firstly, e-mails were sent to the researchers who developed the scales to be used in the research by the researcher in order to conduct the research. Then, the scale form to be used in data collection in the research was designed after the permissions received. The formal application was made to the Uşak University, The Institute of Educational Sciences, for permission to administer the scale in Salihli district of Manisa province. After that, the necessary legal permissions were received of Manisa Provincial Directorate of National Education to apply the scale to teachers. The scale, prepared online in Google form with annotation, was sent to all teachers in Salihli district. Teachers filled in the scale on a voluntary basis and the data collection process was completed.

## FINDINGS

The results obtained from the research are given below. The descriptive statistics of teachers' perception levels on the school administrators' coaching behaviors are displayed in Table 3.

**Table 3.** The Descriptive Statistics on Teachers' Perceptions of School Administrator' Coaching Behaviors

Coaching Behaviors	$\bar{X}$	SD	Level
Communication	3.96	.77267	High
Situation Determination	3.56	.82796	High
Development	3.44	.91352	High
Coaching Behaviors	3.64	.77785	High

As table 3 shows, teachers' perceptions of the school administrators' coaching behaviors were high in the dimensions of communication ( $\bar{x}= 3.96$ ), situation determination ( $\bar{x}= 3.56$ ) and development behaviors ( $\bar{x}= 3.44$ ) and similarly, the levels of teachers' perception in total ( $\bar{x}= 3.64$ ) were also high. In determining the levels, five-point Likert scale mean score intervals were taken into account. Table 4 below displays the results of the analysis concerning teachers' perceptions on school administrator' coaching behaviors according to the school level.

**Table 4.** The Results of One Way ANOVA Concerning Teachers' Perceptions on School Administrator' Coaching Behaviors According To The Level of Schools They Work.

Coaching Behaviors	School Level	N	$\bar{X}$	SD	Source of Variance	Sum of Squares	df	Mean Square	F	p	Difference
Communication	Primary (1)	203	3.94	.74	Between groups	.208	2	.104	.174	.841	-
	Secondary (2)	163	3.95	.81	Within groups	295.915	494	.599			
	High School(3)	131	3.99	.76	Total	296.123	496				
Situation Determination	Primary (1)	203	3.59	.78	Between groups	.517	2	.258	.376	.687	-
	Secondary (2)	163	3.51	.88	Within groups	339.496	494	.687			
	High School(3)	131	3.57	.82	Total	340.013	496				
Development	Primary (1)	203	3.45	.86	Between groups	.723	2	.361	.432	.649	-
	Secondary (2)	163	3.39	.94	Within groups	413.197	494	.836			
	High School(3)	131	3.49	.95	Total	413.920	496				

As reported in Table 4, no significant difference was found in perceptions of teachers on communication [ $F_{(2,494)}=.174$ ;  $p> 0.05$ ], and situation determination [ $F_{(2,494)}=.376$ ;  $p> 0.05$ ], as well as development [ $F_{(2,494)}=.432$ ;  $p> 0.05$ ] dimensions of school administrator' coaching behaviors according to the variable of school level. Accordingly, it can be understood that teachers' perceptions on the administrators' communication, situation determination and development coaching behaviors in schools did not differ with regards to the level of schools they work ( $p>0.05$ ) significantly. In other words, it can be said that the school levels teachers worked did not effect the teacher' perceptions concerning the school administrators' coaching behaviors. The perceptions of teachers concerning school administrator' coaching behaviors were analysed in respect to other demographic variables:

By variable of gender, a significant difference was determined among teachers' perceptions on communication [ $t_{(497)} = -2.013$ ,  $p<0.05$ ] and development dimensions [ $t_{(497)} = -2.311$ ,  $p<0.05$ ]; conversely, there was no significant difference of teachers' perceptions on situation determination [ $t_{(497)} = -1.575$ ,  $p>0.05$ ] dimension of the school administrators' coaching behaviors. Accordingly, it can be stated that the perception levels of male teachers on school administrator' communication and situation determination coaching behaviours were higher than that of female teachers in schools.

In terms of seniority variable, the dimension of communication behaviors of the administrator' coaching behaviors [ $F_{(2-494)} = 5.255$ ;  $p < 0.05$ ] differed significantly in schools according to teachers' perceptions. In this study, the findings explained that teachers who hold 11-20 years of professional seniority stated that administrator in school showed communication behaviors more than compared to teachers with 21 or more professional seniority. On the other hand, the significant difference was not determined between the perceptions of teacher on the school administrator' development [ $F_{(2-494)} = 1.094$ ;  $p > 0.05$ ] and the situation determination [ $F_{(2-494)} = 1.778$ ;  $p > 0.05$ ] coaching behaviors.

According to the graduation status, the perceptions of teachers on the administrators' coaching behaviours exhibited in schools from the aspects of the dimensions of communication [ $t_{(497)} = .196$ ,  $p > 0.05$ ], situation determination [ $t_{(497)} = .653$ ,  $p > 0.05$ ] and development behaviors [ $t_{(497)} = -.264$ ,  $p > 0.05$ ] did not show difference significantly.

A significant difference was observed on teachers' perceptions of school principals' communication behaviors [ $F_{(3-493)} = 4.076$ ;  $p < 0.05$ ] based on the number of teachers working at school. Teachers, working at schools with 11-20 teachers, had a higher level of perception on school administrator' communication behaviors than schools of with 31 teachers or above. On the contrary, the perceptions of teachers on administrator' coaching behaviors in school from the aspects of situation determination dimension [ $F_{(3-493)} = 2.410$ ;  $p > 0.05$ ], as well as development dimension [ $F_{(3-493)} = 2.495$ ;  $p > 0.05$ ] did not differ significantly.

According to variable of duration of working in the same school, the teacher' perceptions about the dimension of communication behaviors [ $F_{(3-493)} = 3.301$ ;  $p < 0.05$ ] of the school administrator' coaching behaviors differed significantly. It was concluded that teachers working for a maximum of 3 years in the same school had higher perceptions on the communication dimension of the school administrator' coaching behaviors than of teachers for 10 years or more. On the other hand, it was determined that the perception level of teachers on the situation determination [ $F_{(3-493)} = 1.145$ ;  $p > 0.05$ ], and the development [ $F_{(2-349)} = 2.002$ ;  $p > .05$ ] dimensions of the school administrator' coaching behaviors did not differ significantly. The descriptive statistics of the sample on school academic optimism are presented in Table 5.

**Table 5.** The Descriptive Statistics of Teachers' School Academic Optimism Levels

School Academic Optimism	$\bar{X}$	Sd	Level
Self_Efficacy	4.39	.67658	Very High
Trust	3.01	.74382	Medium
Academic Emphasis	3.27	.78219	Medium
SchoolAcademic Optimism (Total)	3.47	.59351	High

Table 5. shows that teacher' perceptions on school academic optimism totally ( $\bar{x} = 3.47$ ) was high. Whereas, the perception levels of teachers on self-efficacy ( $\bar{x} = 4,39$ ) dimension of school academic optimism were very high, their levels of perception on trust ( $\bar{x} = 3.01$ ) and academic emphasis dimensions ( $\bar{x} = 3.27$ ) were at medium-level. As determining the levels, five-point Likert scale mean score intervals were taken into account. In table 6, the results concerning the teacher' perceptions on school academic optimism were given by the level of schools teachers work.

**Table 6.** The Results of One-Way ANOVA Regarding Teachers' Perceptions on School Academic Optimism According to The School Level They Work

Academic Optimism	School Level	N	$\bar{X}$	SD	Source of Variance	Sum of Squares	df	Mean Square	F	p	Difference
Self_Efficacy	Primary (1)	203	4.46	.71	Between groups	2.924	2	1.462	3.223	.041	1-3
	Secondary (2)	163	3.39	.66	Within groups	224.126	494	.454			
	HighSchool (3)	131	4.27	.61	Total	227.051	496				
Trust	Primary (1)	203	3.03	.74	Between groups	.145	2	.072	.130		-
	Secondary (2)	163	3.01	.72	Within groups	274.279	494	.555	.878		
	HighSchool (3)	131	2.99	.76	Total	274.424	496				
Academic Emphasis	Primary (1)	203	3.41	.70	Between groups	9.371	2	4.686	7.871	.001	1-3
	Secondary (2)	163	3.25	.75	Within groups	294.090	494	.595	.		
	HighSchool (3)	131	3.07	.88	Total	303.462	496				



As displayed in Table 6, the teacher' perceptions on academic optimism regarding the trust dimension [ $F_{(2-494)} = .130$ ;  $p > 0.05$ ] did not show significant difference depending on the level of the schools they work at. However, there was a difference among the perception levels of primary school teachers, and teachers in high school in accordance with the level of schools they work on the dimensions of self-efficacy [ $F_{(2-494)} = 3.223$ ;  $p < .05$ ], as well as academic emphasis [ $F_{(2-494)} = 7.871$ ;  $p < 0.05$ ]. In other words, teachers working in primary school regarding the dimensions of self-efficacy and academic emphasis had a higher level of perception than of teachers in high school. Teachers' perceptions concerning academic optimism were examined according to other demographic variables;

According to gender variable, the sense of male and female teachers concerning the self-efficacy [ $t_{(497)} = .293$ ,  $p > 0.05$ ], trust [ $t_{(497)} = -1.917$ ,  $p > 0.05$ ], academic emphasis [ $t_{(497)} = -.825$ ,  $p > 0.05$ ] dimensions of academic optimism of school did not differ significantly. Likewise, a significant difference was not found in sum of school academic optimism [ $t_{(497)} = -1.196$ ,  $p > 0.05$ ] level of teachers.

By the seniority of teachers in their profession, it was concluded that the levels of teachers' perception on self-efficacy [ $F_{(2-494)} = .441$ ;  $p > 0.05$ ], academic emphasis [ $F_{(2-494)} = 1.351$ ;  $p > 0.05$ ] and trust [ $F_{(2-494)} = 1.258$ ;  $p > 0.05$ ] did not show significant difference. In other words, the time spent by teachers in the profession did not have an impact on their perceptions of school academic optimism regarding self-efficacy, sense of trust in pupils and parents, as well as academic emphasis.

According to graduation status variable, the level of teacher' perceptions on school academic optimism did not show significant difference in terms of trust [ $t_{(497)} = .794$ ,  $p > 0.05$ ]. However, regarding school academic optimism, a significant difference was determined among the level of teacher' perceptions on self-efficacy [ $t_{(497)} = 2.731$ ,  $p < 0.05$ ], on academic emphasis [ $t_{(497)} = 2.894$ ,  $p < 0.05$ ], and the academic optimism of schools [ $t_{(497)} = 2.951$ ,  $p < 0.05$ ] in total. With this regard, perceptions of teachers with associate degree and bachelors' degree concerning the sub-dimensions of school academic optimism, self-efficacy, academic emphasis, and their sense on total academic optimism were higher compared to teachers with master's degree as well.

By the variable of number of teachers working at schools, in terms of the sense of teacher' self-efficacy [ $F_{(3-493)} = 1.192$ ;  $p > 0.05$ ], teachers' trust in families and pupils [ $F_{(3-493)} = .624$ ;  $p > 0.05$ ], and academic emphasis [ $F_{(3-493)} = .218$ ;  $p > 0.05$ ] dimensions of school academic optimism, a significant difference was not detected among the perceptions of teacher working with 1-10 teachers, 11-20 teachers, 21-30 and those with 31 or more teachers at schools.

As reported in the variable of duration of working at the same school, a significant difference was not observed in this study among teachers working for 1-3 years, and 4-6 years, as well as 7-9 years or 10 years and more in their current school concerning their perceptions on the dimensions of self-efficacy [ $F_{(3-493)} = 1.308$ ;  $p > 0.05$ ], academic emphasis [ $F_{(3-493)} = 1.522$ ;  $p > 0.05$ ] and trust [ $F_{(3-493)} = .574$ ;  $p > 0.05$ ]. Table 7 shows the results of correlation analysis regarding teacher' perceptions on coaching behaviours of school administrator and their levels of school academic optimism.

**Table 7.** The Correlation Analysis Results Concerning the Relationship among the Perceptions of Teachers on School Administrators' Coaching Behaviors and Academic Optimism Levels of Schools

Academic Optimism Coaching Behaviors	Self-efficacy	Trust	Academic Emphasis	Academic Optimism
Communication	.097*	.228**	.282**	.272**
Situation Determination	.112*	.307**	.365**	.353**
Development	.125**	.291**	.320**	.327**
Coaching Behaviours(Total)	.122**	.301**	.351**	.346**

\* Correlation is significant at 0.05 level. \*\* Correlation is significant at 0.01 level.

In Table 7, whereas, a significant, positive-oriented, and moderate-degree correlation was determined among perceptions of teachers on school administrator' coaching behaviors and their perceptions on the dimensions of trust ( $r = .301$ ,  $p < .01$ ) and the dimension of academic emphasis ( $r = .351$ ,  $p < .01$ ) of school academic optimism; low-degree, positive- oriented and significant correlation was found between the teachers' perceptions on the dimension of self-efficacy ( $r = .122$ ,  $p < 0.01$ ). Moreover, there was a positive- oriented, moderate correlation among teachers' perceptions on the school administrators' coaching behaviors and teachers' levels of school

academic optimism ( $r = .346, p < .01$ ). On the basis of the findings of present study, it can be considered that as coaching behaviors of the administrators enhance in schools, academic optimism levels of teachers enhance ultimately. Table 8 displays the findings of the analysis of regression whether that the teacher' perceptions on the coaching behaviors of school administrator predict their perception levels of school academic optimism.

**Table 8.** The Regression Analysis of Whether Teachers' sense of School Administrators' Coaching Behaviors Predict Their Levels of School Academic Optimism

Predicted Variable: Academic Optimism							
Predictor Variable	B	Std. Error	$\beta$ (Beta)	t	p	Partial	Paired
Constant	2.581	.133		19.369	.000		
Communication	-.016	.053	-.021	-.300	.765	-.013	-.013
SituationDetermination	.192	.056	.268	3.412	.001	.152	.143
Development	.079	.053	.121	1.488	.138	.067	.063

R: .358, R<sup>2</sup>= .123, F<sub>(3,493)</sub>=24.225, p= .000

As stated by the findings presented in Table 8, teacher' perceptions on the administrator's situation determination behaviors significantly predicted their levels of school academic optimism ( $R = .358, R^2 = .123, p < 0.05$ ) in schools. The situation determination coaching behaviors of school administrator in school explained approximately 12% of the variance in teachers' school academic optimism ( $R^2 = .123$ ). As the regression analysis was evaluated in terms of t values, it was reported that a one- unit increase in the dimension of situation determination behavior of the school administrators' coaching behaviors caused an increase of .192 on the academic optimism constant variable. It was stated in the current research that the communication and development coaching behaviors of school administrators did not predict the levels of teachers' academic optimism.

## DISCUSSION & CONCLUSION

The purpose of the present research was to reveal the relation with the school administrator' coaching behaviors and academic optimism of schools. Accordingly, it was reported in the current study that levels of teachers' perception regarding administrators' coaching behaviors were high. In this regard, it can be stated that the administrators exhibit coaching attitudes and behaviors in schools where they work during the education and training process. This finding shared similarity with studies conducted by Pürçek (2015; 2017) and Özoğlu (2011) on the coaching behaviors of school principals. However, Eğmir (2012) reported that teachers' perceptions of the school administrators' coaching roles were at a moderate level.

As stated in the current study, the teacher' perceptions on school administrators' coaching behaviors in schools did not differ in terms of variable of school level teacher work at. It can be reported that the level of schools they work was not effective on teachers' perceptions of the school administrators' coaching behaviors. Similarly, Akçil (2012) and Karakuş (2019) also concluded in their studies that teachers' perceptions on school principals' coaching behaviors did not show significant difference. On the contrary, Ayhan (2019) found that the perceived coaching behaviors of the school principals by school staffs differed significantly from the aspects of the variable of school level. Another research conducted by Öztürk (2007) also revealed that teachers in private schools had a higher level of perception concerning the school administrator' coaching skills than teachers working in governmental schools.

When the female and male teacher' perceptions were researched with regards to the dimensions of school administrator' coaching behaviors, their perceptions concerning the situation determination dimension did not differ significantly. However, teacher' perceptions differed in communication and development dimensions. Findings pointed out that male teacher' perceptions were higher than female teachers in the dimensions of communication and development coaching behaviors of school administrators and in sum of coaching behaviors. The fact that the majority of the school administrators that teachers work with are male and the communication between male school administrator and male teachers is easier, more sincere and informal in schools compared to the communication with female teachers. This may be the reason why male teachers have a higher level of perception compared of female. The result of the current research is similar to the study conducted by Kalkan (2009). Kalkan also found that the sense of teachers in sum of administrator' coaching behaviors and of communication dimension differed significantly in favor of male teachers in schools. On the contrary, Aydın

(2019) found that the perceived coaching behaviors of managers by staffs indicated difference significantly from the point of view of the male and female staffs; and as concluded, female staffs have a higher perception level compared to that of male. However, in studies by Yirci et al., (2014) and K peli (2018), no difference was found in teacher' perceptions of concerning coaching behaviors of administrators in schools according to the gender variable.

As reported by the variable of seniority, teacher' perceptions had a significant difference regarding the communication dimension of the school administrators' coaching behaviors. It was indicated that teachers who held 11-20 years of professional seniority had higher perception as to the dimension of the school administrator' communication behaviors than teachers of whom 21 and more years of seniority. However, teacher' perceptions did not differ in sum of administrators' coaching behaviors, as well as in the dimensions of situation determination and development behaviors significantly. As expressed in the literature, there were studies that perceived coaching behaviors of school administrators did not differ significantly according to the seniority variable (Kalkan, 2009, Ak il, 2012, E mir, 2012, Ayhan 2019; Karakuş 2019). Unlike these studies,  zt rk (2007),  zo lu (2011), P r ek (2015) and K peli (2018) found significant differences in perceived coaching behaviors and skills of school administrators according to professional seniority.

In the present research, teacher' perceptions did not show difference significantly regarding administrators' coaching behaviors from the point of graduation status. The findings of the study are coincided with the researches carried out by Yirci et al. (2014) and E mir (2012). Unlike the current study,  zt rk (2007) and Ak il (2012) concluded in their studies that the perceived coaching behaviors of school administrator differed according to the teachers' graduation status.

In addition, by the number of teachers at school, a significant difference was found among teachers' perceptions on school administrators' communication behaviors and in the sum of their coaching behaviors. As reported based upon the findings of this study, teachers working at schools with 11-20 teachers had higher perceptions regarding the dimension of the communication behaviors of the school administrators' coaching behaviors than of teachers at schools with 31 or more teachers. The reason can be considered as a reflection of the fact that the communication of teachers with each other and with the school administrator take place in more intense and sincere atmosphere in schools with a small number of teachers. On the other hand, the findings indicated that teacher' perceptions regarding the situation determination and development dimensions did not differs in respect to the number of teachers working in school significantly.

Whereas, no significant difference was observed in teachers' perceptions on the duration of working at the same school in the situation determination and development dimensions of the school administrators' coaching behaviors, a significant difference was determined in administrators' communication behaviors in schools. As claimed by the findings, perception of teachers working at the same school for a maximum of 3 years, regarding the communication dimension of administrators' coaching behaviors in schools, were higher than of teachers for 10 years or above. It may be because school administrators try to be more interested and helpful to the teachers who have just started working at school where they work. Additionally, an other inference regarding the findings determined may be that teachers, working for a minimum 10 or more years in the same school, have unusually different expectations from the the school administrator. These results are correlated with P r ek' study. P r ek (2015) also found significant difference between teachers' perceptions of school principals' coaching behavior with regards to the variable of working time in the same school.

Another variable of the study, the levels of teachers' perception regarding the academic optimism of schools were found very high in self efficacy dimension and moderate in dimensions of trust, as well as academic emphasis. Besides, it was observed in the present study that teacher' perceptions on academic optimism were at high degree. Correspondingly, it can be stated that teachers believe to have sufficient knowledge, skills and experience of their profession.  oban and Demirtaş (2011),  a lar (2014), Kara am (2016), Tepe (2018), Sadık and Akbulut (2020) also found that the perceptions of school staffs on academic optimism were at a high level in their studies. Whereas, Bostancı and Kurt (2018) found that the levels of teachers' academic optimism was moderate, Aydın (2019) ascertained that teachers had very high degree of perceptions on school academic optimism.

While, no significant difference was determined among teachers' perceptions on trust dimension, a significant difference was found in dimensions; academic emphasis, sense of teachers' self-efficacy, and in the sum of academic optimism from the point of the variable of school level. As a consequence, the perceptions of teachers working in primary school on self efficacy, and academic emphasis dimensions were higher compared to high school teachers.  a lar (2013; 2014), Biro ul and Deniz (2017) and Uysal (2021) also found in their studies that the levels of teacher' academic optimism differed in respect to the levels of school they worked. On the other

hand, Bostancı and Kurt (2018) and Semizler (2021) indicated in their studies that the perception levels of teachers concerning the dimensions of academic optimism did not show significant difference with regards to variable of school level.

In the present study, the findings showed that male and female teacher' perceptions on self-efficacy, and on the other two dimensions of academic optimism, academic emphasis and trust did not show significant difference with regards to gender variable. In the previous studies, conducted by Biroğul and Deniz (2017), Aydın (2019), Sadık and Akbulut (2020) teachers' perceptions of school academic optimism also did not differ similarly. Regarding the gender variable, Çoban and Demirtaş (2011) found significant differences in all dimensions of academic optimism in teacher perceptions in their studies. Uzun (2014) and Tepe (2018) concluded that teachers' perceptions of academic emphasis differed significantly in their academic optimism levels.

As the research findings were assessed by the seniority variable, teacher' perceptions did not differ regarding the self-efficacy, trust, and academic emphasis dimensions of school academic optimism significantly. In other words, as can be pointed out that the active time spent by teachers in their vocation have no effect on their feeling of self-sufficiency avocationally, and on their mutual relationships based upon trust with students and parents, as well as on determination of high goals that students can reach by working hard for academic success. Similarly, in the studies conducted by Uzun (2014) and Kürkçü (2019), teacher' perceptions did not differ concerning self-efficacy, teacher' sense of trust in pupils and families, as well as academic emphasis dimensions by professional seniority they had.

To the graduation status, teacher' perceptions did not differ on the trust dimension of academic optimism of schools significantly. However, their perceptions of self-efficacy and academic emphasis differed significantly. Teachers with associate degree and bachelor' degrees had higher perceptions of school academic optimism on self efficacy and academic emphasis dimensions than those of teachers completed education of postgraduate. The reason for this difference may be the fact that teachers with associate degree have higher professional experience due to their professional seniority and therefore they realize more mutual interaction in the school environment. Moreover, it can be stated that as a result of their post graduate education, teachers with master's degree who can look at education and training more realistically and scientifically, who hold a high degree of inquiry, mindfulness, and expectation, and who aim to progress professionally, have also higher expectations from education, families, students, school principals, schools and themselves. On the other hand, Biroğul and Deniz (2017) and Tepe (2018) determined that academic optimism of teachers did not differ according to graduation status in their studies.

As determined in the variable of the number of teachers working at school, the teacher' perceptions also did not differ significantly in all the sub dimensions of school academic optimism. It can be stated that the low or high quantity of teachers in educational organisations does not affect academic optimism levels of schools. Yılmaz and Yıldırım (2017), Ay Işık (2017), Semizler and Bostancı (2021) also found in their studies that the perception of teachers on academic optimism did not differ by the way of the quantity of teachers they work together in schools. However, Çoban and Demirtaş (2011) and Aydın (2019) concluded that the levels of teachers' academic optimism differed significantly unlike the current research.

By the variable of duration of working at the same school, the difference in teachers' perception on the self-efficacy, sense of trust in pupils and their families, and the dimension of academic emphasis was not significant. It showed consistency with the findings of studies carried out by Kürkçü (2019) and Yalçın (2013). However, it was inconsistent with the researches carried out by Bostancı and Kurt (2018), who concluded that the difference of academic emphasis was significant and Tepe (2018) who determined that the difference of trust dimension of school academic optimism was significant.

Considering the correlations between the teachers' perception of school administrator' coaching behaviors in school and their school academic optimism; While a significant, moderate and positive-oriented relationship was detected among teachers' perceptions regarding the situation determination and development coaching behaviors of school administrator and the academic optimism levels of school; teacher' perceptions on dimension of communication of school administrator's coaching behaviors had a low-level, and a significant positive relation with the academic optimism of school. Consequently, the current study found out a significant moderate-degree and positive correl among teachers' perception of administrator's coaching behaviors in school and academic optimism level of school. According to the findings, it is expected that teachers' perception levels of school academic optimism increase in schools where the levels of school administrators' coaching behaviors are high. In other words, as school administrators' coaching behaviors of communication, situation determination and development behaviors increase, teachers' perceptions of school academic optimism increase. Finally, as

determined that teachers' sense on situation determination behavior, which is one of the coaching behaviors of school administrator, significantly predicted teachers' academic optimism levels. *In accordance with results above, the following proposals can be offered;*

1. All studies and researches to be carried out for school administrators to adopt coaching-based school management and to show more coaching behaviors and skills in schools, can also increase the level of teachers' school academic optimism.

2. Teachers' perceptions of school administrators' coaching behaviors were high. On the other hand, as concluded in the study, female teachers' had lower sense regarding administrators' coaching behaviors compared to male teachers in school. A qualitative research can be conducted to examine the reason for this in detail.

3. It was concluded that teachers' perceptions regarding the administrators' coaching behaviors showed significant differences in the dimensions of communication behaviors in respect to some variables such as gender, length of service in occupation, working length in the same school and the number of teachers in schools. By investigating the reasons, more importance can be given to effective communication and coaching trainings for school principals and teachers.

4. Teachers' perceptions concerning the trust dimension of academic optimism were lower than the other dimensions. The number of studies to determine the reasons of low teacher' perception on trust in pupils, parents, and colleagues can be increased. In addition, in-school and out-of-school activities that increase teachers' trust of academic optimism and also improve the relations between parents-teachers can be organised.

5. As determined in the study, teachers in primary school had higher perception levels on self-efficacy dimension and the dimension of academic emphasis compared to high school teachers. In this sense, in-school of micro teaching studies can be practiced to enhance self-efficacy, as well as academic emphasis perceptions of high school teachers.

6. The perceptions of teachers with associate and bachelors' degrees on the self-efficacy dimension of school academic optimism were higher than teachers with master's degrees. In this context, studies can be carried out to reveal the determinants that influence the levels of teachers' perception negatively.

#### Statement of Publication Ethics

Manisa Provincial Directorate Of National Education, Date: December 07, 2021 and document number:E-46949512-605.01- 38472033

#### Researchers' Contribution Rate

Authors	Literature review	Method	Data Collection	Data Analysis	Results	Conclusion	(Other)
Kerim AYMAZ	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Aynur B.BOSTANCI	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Conflict of Interest

There is no conflict of interest between the authors

## REFERENCES

- Akçil, M. (2012). *The evaluation of coaching roles of primary school administrators*. (Unpublished master thesis), Afyon Kocatepe University Institute of Social Science, Afyonkarahisar.
- Akın, A., & Ulukök, E. (2017). Koçluk yaklaşımı ile işgören geliştirme [Developing employee with coaching approach]. *Kırıkkale University Journal of Social Science*, 7 (2), 279-300.
- Alvoid, L. & Black Jr, W. L. (2014). *Changing role of principals: How high achieving districts are recalibrating school leadership*. Washington D.C, The U.S.A: www.americanprogress.org (Associated Press) Eric Number:ED561099.
- Anwar, M. & Anis-ul-Haque, M. (2014). Teacher academic optimism: A preliminary study measuring the latent construct. *FWU Journal of Social Sciences*, 8(1), 10-16.
- Ayhan, B. (2019). *Examining the coaching skills of schools administrators: The case of Çanakkale province*. (Unpublished master thesis), Çanakkale Onsekiz Mart University Institute of Social Science, Çanakkale.
- Batson, V. D. & Yoder, L. H. (2012). Managerial coaching: a concept analysis. *Advanced Nursing*, 68 (7), 1658-1669.

- Beard, K. S., Hoy, W. K. & Woolfolk Hoy, A. (2009). Academic optimism of individual teachers: Confirming a new construct. *Working Paper, Ohio State University, USA.*, 1-35.
- Biroğul, H., K. & Deniz, M. E. (2017). Farklı branş öğretmenlerinin akademik iyimserlikleri ile mesleki benlik saygılarının incelenmesi [The analysis of the academic optimism of different branches teachers and their vocational self-esteemes]. *Elementary Education Online*, 16(2), 814-825.
- Bostancı, A. B., Doğan, Ö. & Tosun, A. (2020). The relationship between schools' DNA profiles and teachers' school academic optimism. *International Online Journal of Educational Sciences*, 12 (4), 85-99.
- Bostancı, A. B. & Kayaalp, D. (2011). İlköğretim okullarında öğretmen performansının geliştirilmesi [Development of teacher performance in primary schools]. *Kastamonu Education Journal*, 19 (11), 127-140.
- Bostancı, A. B. & Kurt, Ş. (2018). Öğretmenlerin politik yetileri ile okulların akademik iyimserlik düzeyleri arasındaki ilişki [The relationship between teachers' political skills and school academic optimism levels]. *E-International Journal of Educational Research*, 9(3), 119-135.
- Bostancı, A. B. & Yolcu, H. (2011). İlköğretim okulları yöneticilerinin öğretmen performansını değerlendirmede etik ilkelere uyma düzeyleri [The compliance level of primary school administrators' to ethical principles while evaluating the teachers' performances]. *International Journal of Human Sciences*, 8 (1).
- Bozkurt, Ö. & Ercan, A. (2017). Akademik iyimserlik ile performans arasındaki ilişkinin akademisyenler açısından değerlendirilmesi [The relationship between academic optimism and performance is evaluated in terms of academicians]. *International Journal of Management Economics and Business, ICMEB17 Special Issue*, 251-263.
- Bursal, M. (2017). *SPSS ile Temel Veri Analizleri [Basic Data Analysis with SPSS]*. Ankara: Anı Publishing.
- Büyüköztürk, Ş. (2012). *Sosyal Bilimler için Veri Analizi El Kitabı [Manual of Data Analysis for Social Sciences]*. Ankara: Pegem Academy
- Burdett, J. O. (1998). Forty things every manager should know about coaching. *Journal Of Management Development*, 17 (2), 142-152.
- Çağlar, Ç. (2013). Okulların akademik iyimserlik düzeyinin öğretmenlerin örgütsel bağlılık üzerindeki etkisi [The relationship between academic optimism level of school and organizational commitment of teachers]. *Mersin University Journal of The Faculty of Education*, 9 (1), 260-273.
- Çağlar, Ç. (2014). Okulların akademik iyimserlik düzeyleri ile değişime açıklık düzeyleri arasındaki ilişki [The relationship between academic optimism levels of schools and their levels of openness to change]. *Journal of Theoretical Educational Science*, 7(1), 94-113.
- Çoban, D. & Demirtaş, H. (2011). Okulların akademik iyimserlik düzeyi ile öğretmenlerin örgütsel bağlılığı arasındaki ilişki [The relationship between the level of schools' academic optimism and teachers' organisational commitment]. *Educational Administration: Theory and Practice*, 17 (3), 317-348.
- Dean, S. D. (2011). *Collegial leadership, teacher professionalism, faculty trust: predicting teacher academic optimism in elementary schools*. (Unpublished Ph.D. Thesis), The University of Alabama: The U.S.A.
- Duncon, H. E. & Stock, M. J. (2010). Mentoring and coaching rural school leaders: What do they need? *Mentoring and tutoring: Partnership in Learning*, 18 (3), 293-311.
- Eğmir, E. (2012). *The effectiveness level of school administrator's coaching characteristic on school's being learning organization*. (Unpublished master thesis), Afyon Kocatepe University Institute of Social Science, Afyonkarahisar.
- Evered, R. D. & Selman, J. C. (1989). Coaching and the art of management. *Organizational Dynamic*, 18 (2), 16-32.
- Frazier, K. L. (2016, November). *Planning, implementing, and evaluating manager-as-coach planning, implementing, and evaluating manager-as-coach programs in business: A Delphi study*. (Unpublished p. Doctoral Dissertation). Pepperdine University - Graduate School of Education and Psychology, Malibu, The U.S.A.
- Gallwey, W., Kleiman, Z. & Carrol, P. (1997). *The inner game of tennis: The classic guide to the mental side of peak performance*. Manhattan, The USA: Random House Publishing Group.
- Grant, A. M. (2014). Autonomy support, relationship satisfaction and goal focus in the coach-coachee relationship: Which best predicts coaching success? *Coaching: An International Journal of Theory, Research and Practice*, 7 (1), 18-38.

- Hargrove, R. (2007). *The Masterful coaching field book: Grow your business, multiply your profits, win the talent war!* (2. Ed.). San Francisco, The USA: Pfeiffer.
- Hoy, W. K. & Tarter, C. J. (2011). Positive psychology and educational administration: An optimistic research agenda *Educational Administration Quarterly*, 47 (3), 427–445.
- Hoy, W. K., Woolfolk, H. & Kurz, N. M. (2008). Teacher's academic optimism: the development and test of a new construct. *Teaching and Teacher Education*, 24, 821–835.
- Işık, A., A. (2017). *Relationship between schools' organizational learning levels and teachers' academic optimism*. (Unpublished master thesis), Uşak University Institute of Social Science, Uşak.
- Joyce, B. & Showers, B. (1981). Transfer of training: The contribution of coaching. *Journal of Education*, 163-172.
- Kalkan, F. S. (2009). *Comparision between the perceived coaching abilities of the directors working at different types of schools*. (Unpublished master thesis), Yeditepe University Institute of Social Science, İstanbul.
- Karaçam A. (2016). *Academic optimism, psychological well-being and physical self-esteem as a predictor of success perceptions of physical education teachers*. (Unpublished Ph.D thesis), Gazi University, Institute of Education Science, Ankara.
- Karakuş, K., H. (2019). *The relationship between coaching roles of school administrators and organizational identification levels of teachers*. (Unpublished master thesis), Pamukkale University Institute of Education Science, Denizli.
- Kıslalı, İ. (2019). Koçluk hizmeti alan çalışanların mutluluk düzeylerine ilişkin işten ayrılma niyeti ve yaşan doyumunu arasındaki ilişki [The relationship between the happiness levels of coaching service takers, turnover intention and life satisfaction]. *International Journal of Management Economics and Business*, 15 (1), 181-202.
- Knight, J. (2011). What good coaches do. *Educational leadership*, 18-22.
- Knight, J. (2019). Instructional coaching for implementing visible learning: A model for translating research into practice. *Education Science*, 9 (101), 1-16.
- Kondaççı, Y. & Kurtay, M. Z. (2013). Yönetim süreçleri, *Eğitim Yönetimde Kuram ve Uygulama (Editör: Servet Özdemir)* (p. 504) [Management Processes, *Theory and Practice In Education Management (ed. Servet Özdemir)*]. Ankara: Pegem Academy.
- Küpelı, A. Ö. (2018, Ocak). *The relationship between the coaching competency and predisposition to authentic leadership of school*. (Unpublished Ph.D thesis), Çanakkale Onsekiz Mart University Institute of Education Science, Çanakkale.
- Kürkcü, M. (2019). *The relationship between class teachers' teaching authority behaviors academic performance levels and perceptions of teaching leadership*. (Unpublished master thesis), Amasya University Institute of Social Sciences, Amasya.
- Laba, K. (2011). *Coaching For School Improvement: A Guide for Coaches and Their Supervisors*. Lincoln, The U.S.A: Center On Innovation and Improvement. ([https://www.adi.org/downloads/Coaching\\_for\\_School\\_Improvement.pdf](https://www.adi.org/downloads/Coaching_for_School_Improvement.pdf)).
- Lord, P., Atkinson, M., Mitchell, H. (2008). Mentoring and coaching for professionals. *A Study of the research Evidence*. TDA.
- McGuffin, A. A. & Obonyo, E. (2010). Enhancing performance: A case study of the effects of employee coaching in construction practice. *Construction Management and Economics*, 28 (2), 141-149.
- McGuigan, L. & Hoy, W. K. (2006). Principal leadership: Creating a culture of academic optimism to improve achievement for all students. *Leadership and Policy in Schools*, 5 (3), 203-229.
- Özoğlu, B. (2011). *The effect of the coaching skills of managers on teacher performance*. (Unpublished master thesis), Çanakkale Onsekiz Mart University Institute of Social Sciences, Çanakkale.
- Öztürk, S. (2007). *The comparison of coaching skills of secondary school private and public school administrators*. (Unpublished master thesis), Marmara University Institute of Education Sciences, İstanbul.
- Passmore, J. (2010). *Excellence in coaching-the industry guide* (2nd Edt.). London, The United Kingdom: Kogan Page Limited.

- Pürçek, K. I. (2015). *Ankara city state school principals' coaching behavior and correlation with elementary school teachers job satisfaction level*. (Unpublished PhD thesis), Ankara University Institute of Education Sciences, Ankara.
- Sadık, F. & Akbulut, S.E. (2020). Okulların sosyal sermayesi ile öğretmenlerin akademik iyimserlik düzeyleri arasındaki İlişki [The relationship between the schools' social capital and teachers' academic optimism level]. *Mediterranean Journal of Educational Research*, 14(34), 396-420. <https://doi.org/10.29329/mjer.2020.322.19>.
- Seçer, İ. (2013). *SPSS ve LISREL ile pratik veri analizi [Practical data analysis with LISREL and SPSS]*. Ankara: Anı Publishing.
- Semizler, A. N. (2021). *The relationship between teachers' perceptions of political tactics in school and their level of school academic optimism*. (Unpublished master thesis), Uşak University Institute of Education Sciences, Uşak.
- Smith, P. A. & Hoy, W. K. (2007). Academic optimism and student achievement in urban elementary schools. *Journal of Educational Administration*, 45 (5), 556-568.
- Somers, M. (2007). *Coaching at work: Powering your team with awareness, responsibility and trust*. Chichester, England: Jossey-Bass A Wiley Imprint.
- Tavşancıl, E. (2019). *Tutumların ölçülmesi ve SPSS ile veri analizi [Measuring attitudes and data analysis with SPSS, (Sixth Edt.)]*. Ankara: Nobel Publishing.
- Tepe, N. (2018). *An analysis of the relationship between enabling school structure academic optimism and school effectiveness*. (Unpublished Ph.D thesis), Gazi University Institute of Education Sciences, Ankara.
- Uysal, E. (2021). *The relationship between the levels of the academic optimism approaches and learning school perceptions of teachers*. (Unpublished master thesis), Kocaeli University Institute of Education Sciences, Kocaeli.
- Uzun, B. E. (2014). *The relationship between the values of primary school teachers and their levels of academic optimism*. (Unpublished master thesis), Gazi University Institute of Education Sciences, Ankara.
- Valerio, A. M. & Lee, R. J. (2005). *Executive coaching: a guide for Hr professional*. San Francisco, The U.S.A: Pfeiffer.
- Wagner, C. A. (2008). *Academic optimism of Virginia high school teachers: Its relationship to organizational citizenship behaviors and student achievement*. (Unpublishing Dissertation for the Degree of Doctor of Education). Virginia: The College of William and Mary: The U.S.A.
- Whitmore, J. (2010). *Coaching for performance: Growing human potential and purpose, The principle and practice of coaching and leadership* (4. Edt). Boston, The U.S.A: Nicholas Brealey Publishing.
- Whitworth, L., House, K.-K., House, H.-K. & Sandahl, P. (2007). *Co-active coaching: New skills for coaching people toward success in work and life* (2. Ed.). California, The U.S.A: Davies-Black Publishing.
- Williamson, R. (2012). Coaching teachers: An important principle role. *Education Partnerships, INC. Research Into Practice* (<https://files.eric.ed.gov/fulltext/ED538322.pdf>).
- Yalçın, S. (2013). *The relationships of primary school teachers' burnout levels to perceived stress, psychological hardiness and academic optimism*. (Unpublished master thesis), Gazi University Institute of Education Sciences, Ankara.
- Yılmaz, E. & Kurşun, A. T. (2015). Okul müdürlerinin öğretimsel liderlik davranışları ile öğretmenlerin akademik iyimserlik düzeyleri arasındaki ilişki [The relationship between school principals' instructional leadership behaviors and teachers' academic optimism level]. *Journal of Contemporary Administrative Science*, 1(1), 35-48.
- Yılmaz, E. & Yıldırım, A. (2017). Öğretmenlerin akademik iyimserlik düzeylerinin bazı değişkenler açısından incelenmesi [Study of the academic optimism levels of the teachers in terms of certain variables]. *Journal of Human Sciences*, 14(2), 1215-1224.
- Yirci, R., Özdemir, T. Y., Kartal, S. E., & Kocabaş, İ. (2014). Teachers' perception regarding school principals' coaching skills. *School Leadership & Management*, 34 (5), 454-469.