

Eğitim Koçlarının Güçlü Sorgulama Yeterlilikleri ve Öğrenci Farkındalığını Geliştirme Yaklaşımları

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Özet

Eğitim koçluğu; sorgulama, aktif dinleme ve uygun meydan okuma yoluyla koçluk yapılan kişinin öğrenmesini kolaylaştıran, artan kişisel farkındalık ve sorumluluk duygusuyla, gelişimine odaklanan destekleyici bir yaklaşımdır. Bu yaklaşımın en önemli unsurlarından birisi güçlü sorular sormaktır. Bu araştırmada, Türk eğitim koçlarının güçlü soru sorma yetkinliklerine göre danışmanlık sürecinde, öğrencilerin hedef farkındalığını geliştirme yaklaşımları incelenmiştir. Araştırma nitel araştırma yöntemlerinden olgubilim deseni ile gerçekleştirilmiştir. Araştırmanın çalışma grubunu Ankara ilinde aktif olarak eğitim koçluğu görevini yürütmekte olan on altı katılımcı oluşturmaktadır. Araştırmada veri toplama aracı olarak araştırmacılar tarafından geliştirilen yarı yapılandırılmış görüşme formu kullanılmıştır. Yarı yapılandırılmış görüşme formlarından elde edilen verilerin analizinde, içerik analizi yöntemlerinden tümevarımcı analiz kullanılmıştır. Yapılan analizler sonucunda, çalışmanın bulguları koçluğun tanımı, koçluk süreci, güçlü soru sorma ve hedef ve hayal kavramları olmak üzere dört tema halinde gruplandırılmıştır. Katılımcıların çoğu koçluğu yol arkadaşı, farkındalık yaratma ve potansiyeli ortaya çıkarma olarak tanımlamaktadır.

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Powerful Questioning Competencies of Educational Coaches and Approaches to Improving Student Awareness

Abstract

Educational coaching is a supportive approach that focuses on the development of the individual. This is achieved by facilitating their learning through the use of questioning, active listening and appropriate challenge, which ultimately leads to increased self-awareness and a sense of responsibility. One of the most crucial aspects of this methodology is the powerful questions. This study examined the approaches of Turkish educational coaches to developing students' goal awareness in the counselling process, with a particular focus on their competencies in asking powerful questions. The research was conducted using a phenomenological design. The study group comprised 16 participants who were actively engaged in the role of educational coaches within the Ankara province. A semi-structured interview format, developed by the researchers, was employed as the primary data collection instrument. The data obtained from the semi-structured interview forms was analyzed using inductive analysis. The findings of the study were grouped into four themes: the definition of coaching, the coaching process, asking powerful questions, and the concepts of goals and dreams. The majority of participants defined coaching as a form of companionship, raising awareness, and unlocking potential.

Keywords

Educational Coaching
Powerful Questioning
Student Awareness

About Article

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INTRODUCTION

Education is critical to the development of countries and nations, the advancement of the national economy, and the development of society (Idris et al., 2012). Education is also a power that an individual can utilize to make a difference in their inner world and expand their awareness in this process (Thangeda et al., 2016). Individuals need to receive support to make the best use of this power, to make career planning with the right choices, and to be successful in this process (Stringer et al., 2011). It can be possible to take this support during the education process through coaching, which allows them to establish a one-to-one relationship (Toll, 2018). Coaching, which is included in the education process, is to support students with issues such as exam anxiety, academic success, orientation in choosing a profession, communication with parents, school success, and time management (Çatalbaş, 2017). In this support process, while a trust-based relationship is established between the student and the coach, coaches create an approach that encourages thinking, listening, questioning, learning, and acting, as opposed to being judgmental or directive (Knight & Van Nieuwerburgh, 2012).

Coaching Concept

Coaching is to help individuals improve their performance in different areas and increase their personal development and competencies. In addition, it is to lead individuals to reveal what they want and do not want to do throughout their lives and to rebuild their personalities and characters (Hamlin et al., 2008; Özalp & Demirci, 1999). There are many types of coaching in the literature. The coaching types stated by Damas (2010) are shown in Figure 1.

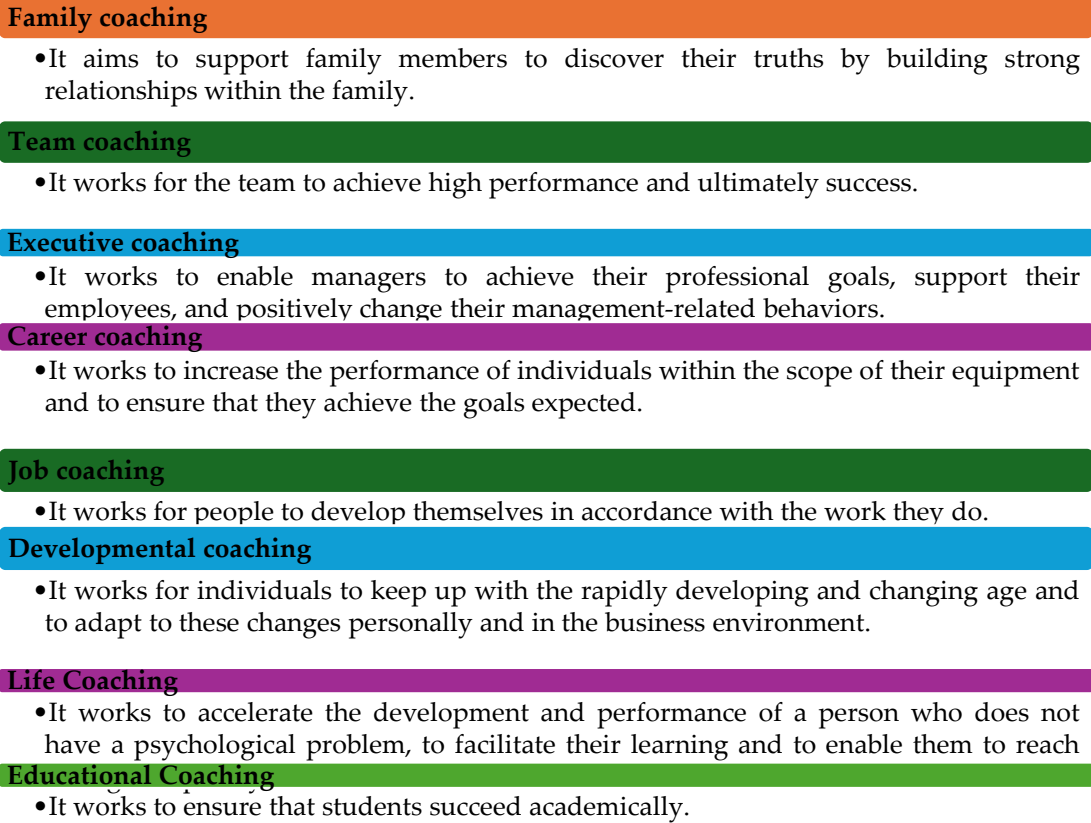


Figure 1. *Types of Coaching (Damas, 2010)*

Educational Coaching

For the development of society, it is important to consider the wishes and needs of the individuals who make it up, especially students, and to support their development. In this regard, educators and educational coaches are very important. In this respect, educational coaching, targeting individuals in adolescence, one of the most important stages of an individual's development, has an important place among other types of coaching (Öz, 2013). In the 19th century in England, students who continued their university education in England described their tutors as coaches during their academic life, which constitutes the basis of educational coaching (Wilson, 2004). Later on, educational coaching was applied by psychological counselors, and then it was seen as a service offered to students in schools through guidance counselors (Atasayar et al., 2010). Educational coaching facilitates the individual to learn how to learn and increases their self-awareness and a sense of personal responsibility while enhancing their learning and development. In doing so, the coach engages in active listening and offers a supportive approach by challenging the coachee (Van

Nieuwerburgh & Passmore, 2012). While the educational coach does not intervene in the student's life, on the contrary, he/she tries to keep him/her on track in his/her life struggle. He/she stands by the student as he/she struggles with the difficulties he/she encounters on this path and helps him/her to move forward by enabling him/her to encounter new opportunities. In addition, while making certain plans to ensure that the student reaches his/her goals, the coach develops appropriate systematic ways to implement these plans and on the way to the result (Yüksel, 2017). Thanks to educational coaching, the student learns how to manage time, develops his/her thinking system positively, uses his/her inner state efficiently while getting to know himself/herself, realizes his/her potential, and takes an important path in setting goals in line with his/her potential (Yüksel, 2017). In this process, the educational coach should establish good communication using effective communication methods, build a mutual trust relationship, and provide appropriate feedback at appropriate times (Kirkpatrick & Kirkpatrick, 2006; Nieuwerburgh, 2012; Avcı & Tarakçı, 2013).

Educational coaching is used in many countries. The United States has been using educational coaching practices as a way for teachers and students to be successful for many years. In this context, it was realized that many schools implemented educational coaching to students and achieved success (Hasbrouck, 2017). Educational coaching practices, which have achieved success and are frequently used in developed countries such as the United States, have increased their importance and have become widespread in developing countries (Bean, 2014). In Turkey, a project was conducted between 2012 and 2014 in which 8th and 12th-grade students were interviewed by educational coaches at least once a week. According to the results of the project, interviews with educational coaches, regular follow-ups, regular lesson plans, and motivational activities increased the success of students (Çam Tosun, 2017). You have to indicate the reference in your direct quotations. Up to 40 words, you should write the quotes in quotation marks. Immediately after the quotation mark, you should indicate the source or surname of the author, year of publication, and page number.

Theoretical and Empirical Background

Oreopoulos & Petronijevic (2018) in their study titled "Student Coaching: How Far Can Technology Go?" compared the effects of mobile communication, one-on-one coaching interviews, and online exercises on students' academic achievement and stated that while one-on-one coaching interviews made significant difference on students' academic achievement, mobile communication and online exercise did not. Byrd (2015), in his study titled "Student Success Through Academic Coaching", researched whether academic coaching had an impact on student success. During the study, educational coaches worked with students in a planned manner with the cooperation of parents. As a result of educational coaching activities, it was found that it had positive effects on students' success and attitudes. In his study titled "Instructional Coaching", Knight (2007) researched the effect of coaching activities in the classroom on students' academic achievement. According to the results of the study, it was found that the academic development of the students involved in the coaching process was positively affected. Çiçekdağ (2022), in his study titled "A Conceptual Perspective on Educational Coaching", stated that educational coaching is a process in which a student's maximum potential is revealed by combining his ability and capacity and that in this process, the educational coach helps the student to improve his social development and active learning skills by enabling the student to recognize himself. He also argues that educational coaching helps students to improve themselves in

educational activities. In this context, he discussed coaching and coaching types in detail in his study and then included information about educational coaching and the benefits of educational coaching. Çatalbaş (2017), in his study with 8th-grade students, examined the difference between the academic achievement in mathematics courses of students who received educational coaching and those who did not. According to the results of this study, it was concluded that the academic achievement in the mathematics course of the students who received educational coaching was higher than the students who did not. Pınar (2013) in his study titled "A Research on the Relationship between Coaching and Mentoring Competencies of Primary Classroom Teachers and Students' Exam Achievement Scores in terms of Mintzberg's Management Approach" stated that having coaching and mentoring competencies was important not only in the field of management but also for educators to raise students with competitive characteristics. In this study, a broad literature review on coaching and mentoring competencies was conducted.

Significance and Purpose of The Study

In literature, there are studies examining the effects of educational coaching practices on various variables related to student achievement, motivation, and success in courses. However, there are no studies on the possible contributions of educational coaching to students' educational processes and its possible effects on course achievement and motivation. Educational coaching, which has a very important place in developed countries and has started to become widespread in developing countries, should be introduced, its principles should be put forward, findings on how it can be beneficial and the negativities that may be experienced in educational coaching practices should be determined and a contribution should be made to the literature in this sense (Kalçık, 2017). Since educational coaching, which has become very popular today, is addressed from different perspectives in this study, it is considered that it will guide the related literature. When the literature on educational coaching was examined, it was found that scientific studies on this field remained at a limited level. In this context, it is important to determine what the equivalent of the concept of coaching is in education. In addition, it is a matter of curiosity to what extent educational coaches can reveal the awareness of the students they counsel by using their strong questioning competencies to reach their goals. This study, which emphasizes the importance of educational coaching, is also expected to include suggestions for the development of the field.

Purpose of The Study

The purpose of this study is to examine Turkish educational coaches' approaches to developing students' goal awareness in the counseling process according to their powerful questioning competencies. In this context, the following sub-problems were formed to answer the question "What are the opinions of educational coaches about their approaches to developing students' goal awareness in the counseling process using their powerful questioning competencies?".

1. How do participants define "Educational Coaching"?
2. How do Turkish educational coaches carry out the educational coaching process? What do "strong questioning competencies" mean to Turkish educational coaches?

3. How do Turkish educational coaches define the concepts of goals and dreams? What are the approaches and techniques they use to get their coachees to reach their dreams to their goals?

METHOD

Research Design

The study, which aims to examine Turkish educational coaches' approaches to developing students' goal awareness in the process of counseling according to their strong questioning competencies, was conducted with a phenomenological design, one of the qualitative research methods. The phenomenological design draws attention to the phenomena that we realize but perceive superficially and do not understand the details and depths. These phenomena can include many situations such as events, experiences, concepts, orientations, and perceptions in the world we live in (Yıldırım & Şimşek, 2021).

Working Group

Patton (1987) states that the purposive sampling method allows in-depth and detailed examination of phenomena that are thought to have a lot of information load. He also argues that the snowball technique is effective in identifying people or situations with rich information according to the researcher's problem situation. As time progresses, the names or situations reached will grow like a snowball, and after a while, certain names or situations will come to the fore, thus reducing the number of individuals or situations that the researcher will interview. The "Snowball" approach may be appropriate in research using a phenomenological design (Yıldırım & Şimşek, 2021). Considering all these situations, an interview was first conducted with a participant we knew, and then other participants were interviewed with the guidance of that participant. Volunteerism was taken as a basis during the interview. The demographic features of the study group are given in Table 1.

Table 1

Demographic Features of the Interview Participants

Demographic Information					
Participants	Gender	Graduated faculty/department	Education status	Professional experience in educational coaching	Occupation other than educational coaching
K1	Female	Faculty of Communication	Master's Degree	3 years	No
K2	Female	Faculty of Pharmacy	Master's Degree	1.5 years	Retired
K3	Female	Faculty of Arts and Sciences/Faculty of Education	Master's Degree	20 years	No
K4	Female	Faculty of Arts and Sciences/	Master's Degree	15 years	No

Biology					
K5	Male	Faculty of Economics and Administrative Sciences/Public Administration	Master's Degree	4 years	Diving instructor
K6	Female	Faculty of Education/Chemistry teaching	Master's Degree	4 years	Chemistry teacher
K7	Female	Technical High School	High School	2 years	Networker/Housewife
K8	Female	Faculty of Education/PDR	Master's Degree	10 years	Therapist
K9	Female	High School	High School	10 years	Life coaching
K10	Female	Faculty of Education/Classroom teaching	Master's Degree	1 year	No
K11	Female	Faculty of Education/PDR	Master's Degree	11 years	Teacher
K12	Female	Faculty of Arts and Sciences	Master's Degree	1.5 years	Teacher
K13	Female	Faculty of Education / PDR	Bachelor's Degree	9 years	Play therapist
K14	Female	Faculty of Economics and Administrative Sciences/ Business Administration	Bachelor's Degree	6 years	Retired
K15	Female	Faculty of Arts and Sciences/ Meteorological Engineering	PhD	10 years	Company manager
K16	Female	Faculty of Arts and Sciences/Biology	Bachelor's Degree	1 year	Teacher

Table 1 shows the participants' gender, faculty of graduation, educational background, professional seniority in educational coaching, and occupation other than educational coaching. Fifteen of the sixteen participants were female and one of them was male. Six of the participants graduated from the faculty of education, eight of them graduated from different faculties and departments, and two participants graduated from high school. One participant had a doctorate and ten participants had a master's degree. Participants continue to work in different fields other than educational coaching and there are also retired participants. The participants' seniority in educational coaching varied between one year and twenty years.

Data Collection Tools

"Interview" is used as the main data collection tool of phenomenological studies (Yıldırım & Şimşek, 2021). In accordance with the purpose of this study, semi-structured interview technique was used as a data collection tool to find answers to the sub- problem statements. The interview questions were formulated by reviewing the literature in line with the purpose of the study, and a semi-structured interview form consisting of two parts: demographic features and questions section.

Semi-structured Interview Form: The interview form was organized and finalized according to the following stages by taking the opinions of field experts.

- In the first version of the interview form, there are 5 questions in the personal information section and 14 questions in the questions section.
- In the second version of the interview form, the question "Do you have any other professional occupation besides educational coaching?" was added to the personal information section and the number of questions was 6. A question about "techniques used" in the questions section was deleted because it was similar to a question about "techniques used" and the number of questions was 13.
- A research question was added to the third version of the interview form. The sub-question of the seventh question in the second form was added as the main question, the number of questions was increased again to 14, and 7 probes and 10 alternative questions were added to obtain more detailed information.
- As a result of the pilot study, in the fourth version of the interview form, some probe, and alternative questions were changed, the number of alternative questions was changed to 6, and one alternative question was transformed into a main question, increasing the total number of questions to 15.

Data Collection Process

Sixteen educational coaches were interviewed and data were collected individually and face-to- face through semi-structured interviews at a time convenient for each participant. Before starting the interview, the participants were informed about the purpose

of the interview, and their permission was obtained for audio recording. The interviews lasted 35-40 minutes on average and all interviews were completed within one month. The interviews were audio- recorded by the researchers and the participants were informed that they would be transcribed for later analysis. Feedback was given to the participants with the notes taken at the end of the interview.

Ethical Considerations

The ethics committee approval of the research was obtained with the decision of the Hacettepe University Social and Human Sciences Ethics Committee dated 19.03.2024 and numbered E-76942594-600-00003425466.

Analysis of Data

In the analysis of the data obtained from semi-structured interview forms, inductive analysis, one of the content analysis methods, was used. There are two content analysis methods frequently used in the analysis of qualitative research data: inductive and deductive analysis. In inductive analysis, codes and themes in the data are at the forefront, and codes and themes are created after the data are collected, while deductive analysis is a method in which codes and themes are organized according to a previously created framework (Yıldırım & Şimşek, 2021). In this study, inductive analysis was used because codes and themes were created after the data were collected. The data analysis process was carried out by two academicians in qualitative research and four science specialists, as well as PhD students. The data created by audio recordings were transcribed and converted into texts. The transcribed data were sorted and coded, and common themes were organized with the codes created. As a result of these organizations, 5 themes and codes belonging to these themes were determined. To keep the names of the participants confidential, each participant was given symbols such as K1, and K2, and these symbols were used while interpreting the findings. In addition, quotations from each participant's answers were included in the findings.

Researcher Role

The interviewer should reveal the participant's feelings and thoughts by acting in accordance with the interview plan during the interview and should be equipped in this sense. In particular, the interviewer should be impartial towards the subjective situations of the participants (Creswell, 2021). During the research process, the researchers who conducted the interview created a sincere interview environment where the participants felt comfortable and could reveal their feelings and thoughts. Creswell (2021) emphasizes the importance of creating a collaborative interview environment between the interviewer and the participant by adhering to the research topic. In this study, the participant and researcher cooperation emphasized by Creswell (2021) was ensured by considering the views of the participants before, during, and after the interview and by giving feedback at the end of the

interview. According to Aziz (2011), for the interview process to be carried out in accordance with its purpose, the researchers must have a deep understanding of the research topic. In this direction, the researchers, under the supervision of an expert in the field of educational coaching, reviewed the literature in detail and analyzed the relevant studies. All researchers carried out the process in cooperation at the stages of literature review, data collection, data analysis, and reporting.

Validity and Reliability

In scientific research, all dimensions of the research must be clear and precise, consistent with each other, and verifiable by different researchers and experts. Thus, doubts about the credibility of the research are eliminated (Yıldırım & Şimşek, 2021). To ensure the internal validity, in other words, the credibility of this research, expert review, and participant confirmation were applied. One professor, one associate professor who are expert in qualitative research methodology, and four PhD students, critically reviewed the data collection tools and data analysis, provided feedback, and confirmed the process. In addition, the participants' confirmation of the interview notes increased the credibility of the study. Erlandson et al. (1993) stated that the detailed description method was effective in ensuring the validity of the study by increasing transferability. In this context, direct quotations were used to present the findings. According to Erlandson et al. (1993), consistency review increases the reliability of qualitative research. The purpose of consistency review is to look at the studies from an outside perspective and to reveal whether they are consistent in every step of the research process. While conducting the interviews in this study, the researcher asked questions to all participants with a similar approach and recorded them. In addition, the process of the research was confirmed by experts, thus ensuring consistency and reliability through confirmation.

RESULTS

In this study, the views of Turkish educational coaches were sought to examine their approaches to developing students' goal awareness during the counseling process according to their powerful questioning competencies. As a result of the analysis conducted for this purpose, the findings of the study were grouped into four themes: the definition of coaching, the coaching process, asking powerful questions, and the concepts of goals and dreams. There were 20 sub-themes and 109 codes related to these themes.

Findings Related to The First Sub-Problem

When the findings related to the sub-problem "How do participants define educational coaching?" were analyzed, the theme of "definition of coaching" was formed. The sub-themes, codes, participant distributions, and frequencies of the definition of coaching theme are presented in Table 2.

Table 2.

Participant distributions and frequencies related to the definition of coaching

Theme	Sub Theme	Code	Participants	f
Definition of coaching	What coaching is?	Companion	K1,K4,K5,K6,K7,K8,K9,K10,K11	9
		Creating awareness	K2,K7,K9,K14,K15,K16	6
		Actualizing the potential	K3,K4,K6,K9,K10,K12	6
		Journey to the goal	K1,K2,K5,K10,K14	5
		The art of asking questions	K4,K6,K9,K12,K14	5
		Becoming a guide	K3,K9,K11,K16	4
		Making you questions think with	K12	1
		Being impartial	K15	1
	What coaching is not?	Psychologist	K1,K2,K4,K5,K6,K10	6
		Directive	K6,K7,K8,K9,K10,K12	6
		Mentor	K1,K5,K6,K10	4
		Teacher	K2,K4,K10,K15	4
		Criticizing	K10,K14	2
		Control mechanism	K16	1
	Similarities of coaching types	Creating awareness	K2,K7,K14	3
		Actualizing the potential	K3,K5,K6	3
		Powerful questioning	K7,K12	2
		Becoming a goal	K1	1
	Differences in coaching types	Process carried out	K1,K2,K3,K10	4
		Goals achieved	K9,K13,K14	3
	Self-identification as	Trust-oriented	K2,K3,K4,K13,K14,K15,K16	7
		Equality with the coach	K1,K2,K6,K14,K15	5
	An educational coach			
		Effectiveness in communication	K3,K6,K7,K15	4
		Expertise in the field	K11,K14	2
	Ethical principles	Privacy	K1,K3,K12,K13,K14	5
		Trust	K1,K3,K4,K13,K14	5
		Non-judgment	K2,K5,K10	3
		Objectivity	K3,K10,K11	3

As shown in Table 2, it was found that a total of 6 sub-themes and 28 codes related to the theme of the definition of coaching were obtained. In the sub-theme "What is coaching?", the codes of companion, creating awareness, actualizing the potential, journey to the goal, the art of asking questions, becoming a guide, making your questions think with, and being impartial were found. The code with the highest frequency value for the sub-theme "What is coaching?" was companionship. 9 of the 16 participants defined the concept of coaching as companionship in the process. Some of the opinions related to this finding are as follows:

'Coaching is the art of asking questions. And by asking questions, it is the companionship of people to actualize their potential.' (P4)

'Coaching is a journey from point A to point B to reach one's goal. The coach is the individual's companion' (P1)

The codes with the second highest frequency, which were expressed by 6 of the participants regarding the definitions of coaching, were creating awareness and actualizing the potential. Some of the opinions related to this finding are as follows:

'Coaching is to support people to keep on track and reach their goals by asking them powerful questions to create awareness.' (P14)

'I regard it as a companionship process in which the coach helps the person to actualize their potential with powerful questions.' (P6)

Regarding the sub-theme "What is coaching?", participants defined coaching as making them think with questions and being impartial with the lowest frequency. Some of the opinions related to this finding are as follows:

'Coaching is to make you think with questions and make space for the person to hear their voice.' (P12)

'Coaching is a neutral stance, an objective stance.' (P15)

Regarding the sub-theme "What is coaching not?", the codes of psychologist, guide, mentor, teacher, criticism and control mechanism were found. The codes with the highest frequency value for the sub-theme "What is coaching not?" were psychologist and directive. Six out of the sixteen interview participants stated that coaching was not psychology and that coachees should not be guided. Some of the opinions related to this finding are as follows:

'A coach is not a psychiatrist, not a psychologist.' (P2)

'Coaching is not teaching, it is not a psychologist, it is not a mentor, it does not judge, criticize or manage.' (P10)

In the sub-theme "What is coaching not?", the participants stated that "Coaching is not a mechanism of criticism and control" with the lowest frequency. Some of the opinions related to this finding are as follows:

'Coaching is not a counseling center, it never gives advice, does not produce ideas, does not make judgments on their behalf.' (P14)

'Coaching is not a control mechanism in my opinion.' (P16)

In the sub-theme of "similarities of coaching types", the codes of creating awareness, actualizing potential, powerful questioning, and becoming a goal were found. The codes with the highest frequency value belonging to this sub-theme were creating awareness and actualizing potential. It was found that 3 of the sixteen participants stated that coaching types were similar in terms of creating awareness and actualizing potential. Some of the opinions related to this finding are as follows:

'The similarity is to increase the awareness of the person in the same way, to awaken the essence of the child.' (P7)

'Since all of them aim to take a person to the maximum level, whether it is a life coach or a sports coach, following them and actualizing their potential can be a common aspect.' (P3)

In the sub-theme of "differences between coaching types", the codes of the process carried out and the goals achieved were found. It was found that 4 of the 16 participants stated that the differences between the coaching types were in terms of the process carried out, and 3 of the 16 participants stated that each coaching type differed in terms of the goals they wanted to achieve. Some of the opinions related to this finding are as follows:

'Educational coaching is a longer-term work, in others, it is a coaching that covers a certain period and mostly people apply for coaching on problems.' (P10)

'There are one of three differences between educational coaching and the others: normal, individual, or student coaching. Because all of them lead to different goals, in educational coaching, it is aimed for the person to progress step by step in very good status.' (P9)

In the sub-theme of "Self-identification as an educational coach", the codes of trust-oriented, equality with the coachee, effectiveness in communication, and expertise in his/her field were found. The code with the highest frequency value for this sub-theme was trust-oriented. It was seen that 7 of the sixteen participants who participated in the interview defined themselves as educational coaches who try to build trust with the coachee and carry out the process with a focus on trust. One of the opinions related to this finding is as follows:

'I think what should happen in the first session is to create trust in the individual first, after creating trust, they can open up to you with honesty.' (P13)

In the sub-theme of " Self-identification as an educational coach", it was found that the participants stated the opinion of an expert in the field with the lowest frequencies. One of the opinions related to this finding is as follows:

'First of all, he/she should be specialized in this field, so when we say coaching, we should not have any unanswered questions when we ask him/her a question or when we expect help from him/her, or when he/she will create a team work.' (P11)

In the sub-theme of "ethical principles", the codes of privacy, trust, non-judgment, and objectivity were found. The codes with the highest frequency values in this sub-theme were privacy and trust. It was found that 5 of the 16 participants stated that the ethical principles in the coaching process were based on privacy and trust. Some of the opinions related to this finding are as follows:

'Not exceeding the boundaries, privacy is important, the coachee should know and trust that we will not tell others about the coachee's things, this is the most important of the ethical rules.' (P1)

'Trust is the most important value, mutual trust is very important, one of my students said to me; "Thank God you are my coach, I tried to tell the guidance counselor what I couldn't tell my mother, but this time I heard it from all my teachers, I got feedback, but when I talk to you, I realize that it is between you and me, this is very valuable for me."' (P14)

Findings related to the second sub-problem

When the findings related to the sub-problem "How do Turkish educational coaches carry out the educational coaching process?" were analyzed, the coaching process theme was formed. The sub-themes, codes, participant distributions, and frequencies of the coaching process theme are shown in Table 3. Tables should be prepared by considering the sample table below. All the lines in the table should be ½ pt thickness and dark blue, text 2 should be 40% lighter, and you should not use vertical lines in the table. Notes of the table should be

given just below the table as seen in the sample. There should be 3 pt space with a multiple 1.15 line spacing above the table title and below the reference of the table.

Table 3.

Participant distributions and frequencies for the coaching process theme

<i>Theme</i>	<i>Sub Theme</i>	<i>Code</i>	<i>Participants</i>	<i>f</i>
Coaching process	Coaching level	High school students	K1,K2,K4,K5,K6,K8,K9,K10,K11,K12,K13,K14, K15,K16	14
		Secondary school students	K3,K4,K5,K7,K10,K11,K15	7
		University students	K1,K2,K6,K7,K14	5
		Teachers	K15	1
		Academics	K15	1
	Initial interview and approach	Chemistry meeting	K1,K2,K3,K4,K9,K10,K11,K13,K14,K15	10
		Expectation setting	K1,K2,K3,K4,K5,K8,K9, K12,K14,K15	10
		Goal setting	K4,K5,K6,K8,K9,K16	6
		Don't talk about the process	K5,K13,K14,K15	4
	Individual recognition techniques	Question and answer	K1,K3,K4,K7,K8,K9,K10,K12,K14,K15	10
		Individual recognition form	K3,K4,K6,K8,K10	5
		No use of technique	K2,K14,K15	3
		Personality test	K4,K8,K10	3
		Body language	K4	1
		Color test	K4	1
		Tree test	K4	1
		Mirroring	K5	1
		Dreaming	K8	1
		Wheel of Life	K12	1
		Via Test	K12	1
		Autobiography	K13	1
	Reason for counseling	Anxiety and Stress	K4,K5,K6,K7,K8,K9,K11,K12,K13,K14,K15 ,K16	12
		Lack of motivation	K1,K3,K9,K10,K11,K14,K16	7
		Career planning	K1,K2,K8,K16	4
		Time management	K5,K6,K16	3
		Focus problem	K1,K3	2
Resistances encountered		Reluctance	K1,K2,K6	3
		Introversion	K7,K16	2
Strategised inresistance		Leave it to the process	K12,K13,K16	3
		Creating trust	K3,K4	2
		Being patient	K4,K12	2

NLP techniques	K9,K10	2
Arousing curiosity	K2	1
Prompting to think	K2	1
Family interview	K14	1

When Table 3 is analyzed, it was found that a total of 6 sub-themes and 35 codes related to the coaching process theme were obtained. In the sub-theme of "Coachee level", the codes of high school students, middle school students, university students, teachers, and academicians were found. The code with the highest frequency value for the "Coachee level" sub- theme was high school students. It was found that 14 of the sixteen participants who participated in the interview conducted the coaching process with high school students. Some of the opinions related to this finding are as follows:

'I worked with high school students.' (P6)

'I mostly worked with High-school Entrance Exam (LGS) and University Entrance Exam (YKS) students.' (P5)

In the sub-theme of "coachee level", it was found that only one participant conducted the coaching process with teachers and academicians. One of the opinions regarding this finding is as follows:

'There are teachers, there are academics.' (P15)

When the sub-theme of "initial interview and approach" is analyzed, the codes of chemistry meeting, setting expectations, setting goals, and talking about the process were found. The codes with the highest frequency value belonging to the sub-theme "Initial interview and approach" were chemistry meeting and setting expectations. It was found that 10 of the sixteen participants who participated in the interview conducted chemistry meetings to get to know their coachees and tried to determine the expectations of their coachees while starting the coaching process. Some of the opinions regarding this finding are reported below:

'Now we call this first meeting a chemistry meeting.' (P4)

'I try to understand what they want, what they expect from me, I figure out whether they have had such a session or coaching before, what kind of experience they have had and what they expect from these sessions, what they want me to do.' (P1)

In the sub-theme of " Individual recognition techniques", the codes of question-answer, individual recognition form, no technique, personality test, body language, color test, tree test, mirroring, imagination, wheel of life, Via test, and autobiography were found. The code with the highest frequency value belonging to the sub-theme of " Individual recognition techniques" was question-answer. 10 of the sixteen participants who participated in the interview preferred the question-answer technique to get to know the coachee. In addition, three participants stated that they did not use any specific technique to get to know their coachee during the coaching process. Some of the opinions regarding this finding are as follows:

'Actually, we take it as questions and answers, that mutual dialog, communication, cognitive interview.' (P3)

'Yes, we go with questions and answers. The first interview starts with that anyway.' (P8)

'My personal opinion is not to recognize the individual. Because when you get to know them, you start labeling them. And this affects your coaching stance a lot.' (P15)

In the sub-theme "reason for counseling", the codes of anxiety and stress, lack of motivation, career planning, time management, and focusing problems are found. The code with the highest frequency value for the sub-theme "Reason for counseling" was anxiety and stress. 12 of the sixteen participants who participated in the interview stated that the reason for the coachee to be involved in the coaching process was anxiety and stress. Some of the opinions related to this finding are as follows:

'Exam anxiety is what we feel the most and what we see the most. Exam anxiety stems from the meanings attributed to the exam.' (P8)

'Exam stress, exam anxiety, in the last two or three months, people come here because of exam anxiety.' (P5)

In the sub-theme of "resistance encountered", it was found that some participants stated that they encountered resistance while others stated that they did not encounter resistance. The codes of reluctance and introversion were among the opinions of the participants who stated that they encountered resistance. The code with the highest frequency value in the sub-theme of "encountered resistance" was reluctance. Three of the sixteen participants who participated in the interview stated that their coachees showed resistance by being reluctant during the coaching process. Some of the opinions related to this finding are as follows:

'He doesn't want to be coached, but his family wants him to be coached. Therefore, I think that these children should not be coached, because you can't get that far, they resist a lot, they don't want it.' (P6)

'Children are sometimes closed, also coaching is not for everyone, only people who are open should want it, when someone tells you to get coaching, someone who doesn't like to open themselves will not open themselves.' (P1)

In the sub-theme of "strategies used in resistance", the codes of leaving it to the process, creating trust, being patient, NLP techniques, arousing curiosity, prompting to think, and family interviews were found. The code with the highest frequency value belonging to the sub-theme of "Strategies used in resistance" was left to the process. 3 of the sixteen participants who participated in the interview stated that they usually observed their coachees who showed resistance during the coaching process by leaving them in the process. Some of the opinions related to this finding are as follows:

'I try to see if the child is ready to talk about what he/she is running away from, if not, I do not insist' (P16)

'It is an important development for me not to be disturbed by the silence there, to wait a little bit, to slow down a little bit, maybe to ask again, or if not, to think that he/she is not ready and continue from another point.' (K12)

Findings related to the third sub-problem

The findings related to the sub-problem "What do powerful questioning competencies mean according to Turkish educational coaches?" were analyzed and the theme of powerful

questioning was created. The codes, participant distributions, and frequencies of the powerful questioning sub-theme are shown in Table 4.

Table 4.

Participant distributions and frequencies for the theme of powerful questioning

<i>Theme</i>	<i>Sub Theme</i>	<i>Code</i>	<i>Participants</i>	<i>f</i>
Powerful questioning	Definition	Open-ended question	K1,K2,K3,K4,K6,K8,K10,K13,K14,K15	10
		Thought-provoking question	K3,K4,K6,K9,K10,K12,K14,K15,K16	9
		Awareness-creating question	K5,K6,K7,K9,K11,K12,K14,K16	8
		'AHA' moment question	K1,K2,K5,K11,K14	5
		The prompt question	K4,K5,K14	3
	Importance	Raising awareness	K2,K7,K10,K15	4
		Evoking	K1	1
		Triggering tool	K1	1
		Bonding	K6	1
	Used Technique	Brainstorming	K1,K12	2
		Emotion Wheel	K2,K6	2
		Time management	K2	1
		Metaphor	K6	1
		Kaizen	K7	1
		Sandwich	K7	1
		Tango	K7	1
		Wheel	K7	1
		Swot	K9	1
		Wheel of life	K9	1
		Wald Vistney	K9	1

When Table 4 is analyzed, it was found that a total of 3 sub-themes and 20 codes related to the theme of powerful questioning were obtained. In the "Definition" sub-theme, open-ended questions, thought-provoking questions, awareness-creating questions, 'AHA' moment questions, and prompt question codes were found. The codes with the highest frequency value belonging to the "Definition" sub-theme were open-ended questions, thought-provoking questions, and awareness-raising questions. Ten of the sixteen participants who participated in the interview defined asking powerful questions as an open-ended question without yes or no answer, Nine of them as a thought-provoking question, and eight of them as awareness-creating question. It is also noteworthy that five of the participants defined powerful questioning as an 'AHA' moment question. Some of the opinions regarding this finding are as follows:

'I mean a strong question, I should ask such a question that the answer I get in return should not be a one-word answer such as yes or no, that is, I should ask such a question that the answer I give in return should be something full of something to tell a lot'. (P13)

'When the powerful question goes to the person, for example, I want to go on vacation, it is so important, for example, I want to go on vacation, but when I say what a vacation means to you, it

makes the person stop and think about what a vacation means to you. In other words, we make them think differently by revealing their awareness and thinking power.' (P9)

'You ask something and the other person says aha at that moment, we even exaggerate it sometimes, we say Oha Aha moment among ourselves, but it is the moment of Oha, but the question that makes you catch the moment of Oha is a powerful question.' (P2)

In the sub-theme of "importance", the codes of raising awareness, evoking, triggering tools, and bonding were found. The code with the highest frequency value belonging to the "Importance" sub-theme was raising awareness. Four of the sixteen participants who participated in the interview stated that the importance of powerful questioning is to increase the awareness of their coachees. Some of the opinions regarding this finding are as follows:

'When strong questions are asked, the student's self-awareness develops, this awareness helps him/her to discover his/her potential, to see the potentials in the environment, to see the handicaps related to the course, related to the family, related to the social environment, in other words, it improves the awareness of the child and gives a clearer point of view.' (P10)

'To increase one's self-awareness, to increase one's awareness of one's power, what one can do, what one can achieve'. (P7)

In the sub-theme " Used techniques", brainstorming, emotion wheel, time management, metaphor, kaizen, sandwich, tango, wheel, swot, and wheel of life codes were found. The code with the highest frequency value belonging to the " Used techniques " sub-theme was brainstorming and emotion wheel. Two of the sixteen interview participants stated that they utilized brainstorming and emotion wheel techniques when asking powerful questions. Some of the opinions regarding this finding are as follows:

'The techniques used in asking questions can include questions in Brainstorming, this can be a technique.' (P12)

'It is more difficult for Generation Z to express emotion, so I'm working on the Emotion Wheel. Because, for example, you ask something good and they say good, what does good mean? You know, I felt good. Okay, what does it mean to feel good? Then you need to find the correspondences under that good because good is different for you and different for me.' (P2)

Findings related to the fourth sub-problem

When the findings related to the "How do Turkish educational coaches define the concepts of goal and dream? What are the approaches and techniques they use to help their coachees achieve their goals from their dreams?" sub-problem was analyzed, the theme of goal and dream concepts was formed. The sub-themes, codes, participant distributions, and frequencies of the theme of goal and dream concepts are shown in Table 5.

Table 5.

Participant distributions and frequencies for the theme of goal and dream concepts

Theme	Sub Theme	Code	Participants	f
Concepts of goal and Goal dream	Concepts of goal and Goal	Being achievable	K1,K4,K10,K12,K14	5
		The path to the dream	K4,K10,K12,K15	4
		Realistic	K3,K5,K11	3
		Predictability	K1,K4	2
	Dream	Desired to be achieved	K2,K4,K5,K14,K15	5
		Being unlimited	K5,K11,K16	3
	Techniques for Moving from Dreams to Goals	Question and answer	K1,K6,K7,K14,K16	5
		Goal study	K7,K10,K11,K12	4
		Swot Analyze	K5,K13	2
		Setting realistic goals	K3,K6	2
		Mind map	K2	1
		Time Line Technique	K4	1
		NLP techniques	K4	1
		Sandwich model	K9	1
		Circle of life	K16	1
		Metaphor	K16	1
		Kaizen technique	K16	1
	Approaches that Lead from Dreams to Goals	Effective communication	K1,K2,K3,K10,K13	5
		Achievable goal setting	K4,K14,K16	3
		Regular follow-up	K3,K6,K13	3
		Triple pillar	K11,K13	2
		Building trust	K3,K7	2
	Reason for not Achieving the Goal	Family problems	K11,K13	2
		Reluctance	K2,K16	2
		Inability to take action	K1	1
		Lack of motivation	K9	1

When Table 5 is examined, it was found that a total of 5 sub-themes and 26 codes related to the theme of goal and dream concepts were obtained. In the "goal" sub-theme, the codes of being achievable, the path to the dream, and being realistic and predictable were found. The code with the highest frequency value belonging to the "Goal" sub-theme was accessible. Five of the sixteen participants who participated in the interview defined the goal as accessible. Some of the opinions regarding this finding are as follows:

'Their goals are achievable, they are timed, they have a measurable feature.' (P14)

'The goal is something predictable. I mean, the goal tells us whether it can be achieved, whether it is real.' (P1)

In the sub-theme of "dream", the codes of desired to be achieved and being unlimited were found. The code with the highest frequency value belonging to the sub-theme of "dream" was desired to be achieved. Five of the sixteen participants who participated in the interview defined the dream as the desired to be achieved. Some of the opinions regarding this finding are as follows:

'Dreams are what children or all of us want to achieve in general.' (P14) *'People call what they believe they can do a Dream.'* (P4)

In the sub-theme "Techniques that lead from dreams to goals", the codes of question-answer, goal study, swot analyze, setting realistic goals, mind map, time-line technique, NLP techniques, sandwich model, circle of life, metaphor and kaizen technique were found. The code with the highest frequency value belonging to the sub-theme "Techniques that lead from dreams to goals" was question-answer. Five of the sixteen participants who participated in the interview stated that they mostly used question-and-answer techniques in the process of taking their coachee from their dreams to their goals. In addition, it is noteworthy that 2 of the participants stated that they use the technique of setting realistic goals in the process that leads their coachees from their dreams to their goals. Some of the opinions regarding this finding are as follows:

'We ask powerful questions again, teacher. For him to get out of his dream and reach his goal with questions.' (P7)

'You know, in the form of questions and answers, but the questions there will be powerful questions, to enable them to see where they are, to reveal realism, and to ensure that they are close to their own goal and reality in the dream they will build through their realism.' (P16)

'Setting realistic goals is more valuable.' (P6)

In the sub-theme "Approaches that lead from dreams to goals", the codes of effective communication, setting achievable goals, regular follow-up, triple pillar, and building trust were found. The code with the highest frequency value belonging to the sub-theme "Approaches that lead from dreams to goals" was effective communication. Five of the sixteen participants who participated in the interview stated that they used the most effective communication approach in the process of taking their coachee from their dreams to their goals. In addition, it is noteworthy that 2 of the participants stated that they use the triple pillar approach that provides the unity of the coachee, coach, and family in the process that leads their coachees from their dreams to their goals. Some of the opinions regarding this finding are as follows:

'I think the most effective thing is the dialog and communication between us.' (P3) *'The most effective approach is to listen and understand them in the best way.'* (P10) *'I think family support, the strongest factor is whether there is family support'* (P13)

'This is a combination. It is a situation that cannot be progressed without the triple pillar of the educational coach, the student, and the family, our children who receive family support reach their goals, but our children who do not receive family support in the socio-cultural sense cannot reach their goals.' (P11)

In the sub-theme "Reason for not achieving the goal", family problems, reluctance, inability to take action, and lack of motivation codes were found. The codes with the highest frequency value belonging to the sub-theme "Reason for not achieving the goal" were family problems and reluctance. Two of the sixteen participants who participated in the interview

stated family problems and the reluctance of the coachees as the reasons why their coachees could not achieve their goals. Some of the opinions regarding this finding are as follows:

'Cooperative parents are very important, I have had problems when I could not get cooperation from my parents.' (P13)

'The most important thing is for the child to know what they want. As soon as he knows what he wants, the child already achieves the goal very easily, that is, to reveal what he wants. The goal is already there, then it comes by itself, and I think I would make an effort to do whatever needs to be done to achieve the goal.' (P16)

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

This study, which examines Turkish educational coaches' approaches to developing goal awareness in students according to their strong questioning competencies, presents the results obtained from interviews with sixteen educational coaches. According to the results obtained from the findings related to the sub-problem "How do participants define educational coaching?", it was found that most of the participants defined coaching as companion, creating awareness and actualizing the potential. The participants stated that coaching was a companionship process carried out to create awareness in individuals and to actualize their potential. The concept of coaching is defined as the guidance of the coach the coachee (Şimşek et al., 2007), all of the activities carried out to actualize the potential of the person (Whitmore, 2009), and a professional process that raises awareness to a higher level by enabling the person to learn (Haynor, 1994; Milner & Bossers, 2004). The coaching definition results of the study and the statements regarding the definition of coaching obtained from the literature show similarities. In addition, the participants stated that coaching was not psychologizing and guiding the coachees in the process, in other words, mentoring should not be practiced. Although coaching and mentoring are similar concepts, coaching differs from mentoring in that it does not provide direction, or advice and there is no master-apprentice relationship (Anafarta, 2002; Case & Witemeyer, 2006; Peterson, 2005). In essence, coaches leave the actual decision to the coachee instead of providing guidance (Akın, 2002). It was noteworthy that the participants stated that coaching was not a counseling and control center. When the results obtained regarding the similarities between coaching types were examined, it was found that similar results were obtained with the views on the definition of coaching and that all coaching types were similar in terms of increasing the awareness of individuals and actualizing their potential. In addition, when the differences between coaching types were examined, it was stated by the participants that each type of coaching differed in terms of the goals it wanted to achieve. "In the coaching principles of the International Coaching Federation (ICF), it is stated that coaching facilitates the creation of awareness in the individual, monitoring their development and actualizing their potential by supporting them to take responsibility (ICF, 2017). In this context, it was found that the types of coaching that adhere to the coaching principles had similar aspects and were stated by the participants. According to Damas (2010), career coaching is the development of individuals to perform above their goals, developmental coaching is enabling individuals to keep up with the rapid change and development in the work environment, and educational coaching is the communication in the process to maximize the success of the coachees. Different types of coaching have different goals in different areas,

but according to ICF (2017), each type of coaching progresses toward a goal. It was concluded that the participants mostly defined themselves as educational coaches who try to build trust with their coachees and conduct the process with a focus on trust. In addition, when the results regarding the ethical principles in coaching are analyzed, it is noteworthy that the participants prioritized the principles of confidentiality and trust. According to Haynor (1994); and Milner & Bossers (2004), coaching is based on mutual trust between the coachee and the coach. According to the International Coaching Federation (ICF), mutual trust is among the principles of coaching (ICF, 2017). When the definitions and principles in the literature are taken into consideration, the importance of participants conducting the process with a focus on trust emerges and is supported. In addition, Brennan & Wildflower (2010) emphasize the importance of coachee information and confidentiality in the process within the scope of ethical principles in coaching. According to the results obtained from the findings related to the sub-problem "How do Turkish educational coaches conduct the educational coaching process?", it was found that the participants mostly conducted the coaching process with high school and middle school students. When the literature is analyzed, it was found that the coachee level in the studies conducted on educational coaching mostly consists of high school and middle school students (Dağdeviren Çay, 2024; Kalçık, 2018; Çatalbaş, 2017; Çetin, 2015). This result supports the idea that exam group students need the coaching process more.

It was concluded that educational coaches first conduct chemistry meetings with their coachees at the beginning of the coaching process and try to determine their expectations of them. In the chemistry meeting, which is the first step of the coaching process, the reason for the coachee to receive coaching is determined and it is revealed in which subject they want to improve themselves (İpçi, 2020). According to Çetin (2018), the coaching process consists of six stages. He states that the keystone of the person's expectation from the interview is the contract phase within the chemistry meeting. Participants stated that in their first meetings with their coachee, they first tried to determine what they expected from the coaching and what their needs were by conducting a chemistry meeting. The views of the participants and the beginning of the coaching process obtained from the literature support each other. In addition, the participants stated that they used different individual recognition techniques during the first interview process. It was concluded that the question-answer technique was the most preferred. On the other hand, some participants stated that they tried to recognize the individual during the coaching process without using a specific technique. The question-answer technique is preferred to recognize and support the coachee (Demir & Doğanay, 2009). In addition, the question-answer technique is accepted as an educational technique in the process of recognizing the individual in the educational coaching process (Hesapçıoğlu, 1998; Çakar, 2011). Educational coaches stated that the coachees generally seek support due to stress and anxiety. They also stated that this stress and anxiety are caused by exams. Educational coaching is a supportive process in achieving the goals they need, making decisions, using time efficiently, and coping with stress and exam anxiety, as their coachee are usually exam groups (Aktuğ et al., 2017). Thanks to educational coaching, the coachee can apply to the coach for the solution of a problem that occurs during the exam process, thus minimizing and controlling exam anxiety and stress (Çetin, 2018).

It was found that some participants encountered resistance while conducting the coaching process with their coachee, while others did not encounter any resistance. The participants stated that the most common reason for the resistance they encountered during the coaching process was that their coachees were reluctant to receive coaching. They stated that the coachees were involved in the coaching process at the request of their families, not themselves. It is seen that the ways of dealing with resistance differed among the participants who encountered resistance and that they mostly preferred the strategy of leaving the process to the process. According to Baltaş (2009), coaches may encounter resistance from their coachees during the coaching process. Coaches need to be equipped against resistance. Coaches should have a supportive attitude towards their coachees by listening effectively during the process while dealing with resistance. According to the results obtained from the findings related to the sub-problem "What do the competencies of powerful questioning mean according to Turkish educational coaches?", the participants defined a powerful question as an open-ended, thought-provoking, and awareness-raising question. It was also concluded that they defined powerful questioning as an "AHA moment" question. According to Guide to Coaching (2015), powerful questions are especially open-ended questions, that is, questions that cannot be answered with yes or no. By asking powerful questions, the coach prompts the coachee to think and helps them realize their goals (Kalkavan, 2015). Coaches remain silent to evaluate some crisis moments and provide opportunities for the coachee's immediate thinking (Whitworth et al., 2008). The question "AHA moment" mentioned by the participants in their statements is similar to the thought that can occur in an instant. Participants expressed the importance of powerful questioning as increasing the awareness of their coachees. One of the most effective methods used in the coaching process is powerful questioning. Coaches should have the ability to ask powerful questions effectively in the process (Landsberg, 1999; Çakar, 2011). Thus, it is thought that they can reveal the awareness of the coachee by powerful questioning. Participants stated that they used different techniques when asking powerful questions. Among these techniques, they stated that they mostly preferred brainstorming and emotion wheel techniques. According to Çetin & Bilen (2017), brainstorming is used when evaluating the coachee's thoughts, solutions, and alternatives that the coachee will find while trying to reach the goal with powerful questions, as in SWOT analysis. According to Plutchik's (2001) Psychoevolutionary Theory of Basic Emotions, the emotion wheel, which contains eight basic emotions, is used when asking powerful questions in the coaching process. These techniques in the literature that can be used in the coaching process overlap with the participants' statements. According to the results of the sub-problem "How do Turkish educational coaches define the concepts of goal and dream? What are the approaches and techniques they use to help their coachees achieve their goals from their dreams?", the participants define the concepts of goal and dream as different concepts. While they define the concept of a goal as being achievable, they define the concept of a dream as being desired to be achieved. The goal, one of the stages of the T-GROW model, which is one of the coaching models, is the stage where the coachee clarifies what they can achieve (Othman & Chia, 2014). According to the Educational Career Institute (2024), the dream is the state that the coachee wants to reach from the current situation. The coaching process is an important factor in transforming these dreams into realistic goals.

The coaches stated that they used different strategies to help their coachees achieve their goals from their dreams. Among these strategies, they stated that they used the question-answer technique the most, and they also stated that setting realistic goals was also effective on the way from dreams to goals. The educational coach asks questions that will increase the performance of the coachee on the way to their goals, reveal their awareness, and prevent the coachee from being indifferent by making them think about these questions. Thus, an Educational coach helps the coachee to focus on their goals (Aktuğ et al., 2017). The participants stated that they used different approaches on the way from dreams to goals and that they preferred the communication approach the most. They also emphasize the importance of the cooperation of the coach, coachee, and family, which they call the triple pillar in this process. For the coachee to achieve their goal, realistic goals are set and plans are made to achieve these goals by determining the competencies that the coachee has (Harvard Business School Press, 2007; Martin, 2012). Educational coaches support their coachees by establishing effective communication while taking them from their dreams to their goals and working to improve the performance of the coachee (Kalçık, 2017). In addition, thanks to educational coaching, the process on the way to the goal is facilitated by the cooperation between the coachee and their family (Çetin, 2018). According to the results of the research, some participants stated that some of their coachees achieved their goals while others did not. They stated that the coachees who did not achieve their goals were mostly due to family problems and reluctance. In the coaching process, there are two criteria, external and internal indicators, which determine whether the coachees achieve their goals or not. External indicators include the person's performance, willingness to realize the goal, determination, family support, and feedback received in this process. Internal indicators include the increase in the coachee's awareness, the continuation of the process, and the increase in willingness to develop positive thoughts about coaching (Çetin, 2018). Inadequate family support and feedback in the external indicators and the coachee's reluctance in the internal indicators overlap with the reasons for not achieving the goal stated by the participants. It is thought that the coachees who achieved their goals successfully fulfilled the conditions included in the internal and external indicators together with their training coaches.

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