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A Scale Development Study to Measure Secondary School Teachers' Opinions On Coaching Behaviours[1]

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ABSTRACT

Purpose: Coaching is an approach that enables individuals to realize their own potential and strengths, to increase their awareness, to find themselves, and that encourages and supports the process of fulfilling goals by balancing different spheres of life. Adoption and implementation of coaching philosophy also have great importance in terms of teachers' relationship with students.

In this study, it was aimed to identify the opinions of high school teachers on adoption and implementation of coaching behaviors according to the variables of gender, age, education level, branch, status of participating in coaching training, conferences or seminars, and status of considering the display of coaching behavior significantly.

Method: The study was designed as a descriptive survey model study and employed the quantitative research method. The sample of the study composed of 362 teachers in total who worked in high schools located in districts of Ankara, in 2017-2018 academic year.

Findings: Teachers adopted all of the sub-dimensions of coaching behaviors, yet they were incompetent in terms of implementation. Female participants demonstrated a significant difference in terms of adoption and implementation of coaching behaviors. Significant differences occurred in the adoption and implementation status of the ones who participated in coaching seminars or conferences and considered the display of coaching behavior significant. In addition, there was a significant difference in vocational education high school teachers' adoption and implementation levels of the dimension "enabling coachees to make choices according to their core values" in comparison to teachers of other branches.

Implications for Research and Practice: The research findings revealed that teachers who participated in coaching training, conferences and seminars provided benefits to their students by implementing coaching skills. Therefore, it is suggested for teachers to get training from leading experts of the field. It is possible to say that new legislative regulations that will be made by the Ministry of National Education by including coaching education to their in-service trainings, and inclusion of coaching implementations in educational institutions will make a positive contribution to teachers' personal and professional, and students' academic and individual development.

[1] This study is an outcome of the authors Master Thesis under supervision of Prof. Dr. Inayet Aydin

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Introduction

Nowadays, there is a rapid change in every sphere of both daily and professional lives of people. While some of these changes have a positive impact on people, some may have a negative impact as well. In order to cope with this rapid change occurring in their lives, people search for opportunities. In this context, one of the methods that people apply is getting coaching support. Coaching can be expressed as an approach that enables individuals to realize their own potential and strengths to increase their awareness, to find themselves, and that encourages and supports the process of fulfilling goals by balancing different spheres of life. Provision of coaching for teachers will make a positive contribution both to teachers' professional development and students' educational and instructional success. The study aims to identify the impacts of teachers' coaching behavior both on themselves and students in education-instruction environments.

In the literature, there are plenty of definitions for the term 'coaching'. Coaching is a method that is used in different environments and fields such as the health sector, military, workplace and personal life for a different variety of purposes (Engel, 2011; Frisch, 2013; Jarrett, 2013; Newnham-Kanas, Irwin & Morrow 2008). The processes of questioning and giving feedback developed by Socrates 2400 years ago are among the first efforts in the field of coaching (Nielsen & Norreklit, 2009). Socrates can be considered as the first coach of the history and the expression of Socrates "I cannot teach anybody anything. I can only make them think" can be provided as its proof (Wilson, 2008).

Coaching is a term, which has been defined by a number of theorists and researchers differently. According to the definition of Poussard (2003), coaching is teaching someone to learn by himself/herself instead of providing information. In a certain sense, coaching is providing guidance. Individuals have enough resources to perform, create or realize a task. In this case, what is important is to be the one who is a 'guide', not an 'enforcer' (Uckun & Kilinc, 2007). The coachee who receive coaching service improves effective communication skills, adapts to different situations more easily, and acquires more flexible and moderate behavioral patterns in various spheres of life. The time and management skills of an individual also develop. In addition to that, it becomes a tool that helps to learn from the mistakes. The contributions of an individual to the workplace increase and the individual takes responsibility for his/her decisions (Barutcugil, 2006). Coaches recognize the obstacles that a coachee confronts by making observations in this process, and by reflecting the expressions of a coachee. In this way, coaches are able to determine the sources and obstacles that a coachee has, and conditions that a coachee already has resistance to. If required, these resistance points are reviewed by the coach to determine the direction of a coachee (Griffiths, 2005).

Coaching encourages individuals to think and question, supports them to raise awareness in different spheres of life about themselves, and supports them to find unique solutions and improve these solutions. As Griffiths (2005) states, coaches are the individuals who focus on helping their coachee in different aspects of life, and who

help to eliminate obstacles without adding new ones during the coaching process. Coaches help their coachee to reach their objectives by monitoring their questioning, thinking, action planning, and effort and assessment strategies. Furthermore, they aim to enhance individuals' potential and learning skills by increasing their motivation and asking strong questions (Gonzalez, 2008; Lawler, 2011; Sue - Chan & Latham, 2004). As published by ICF [International Coach Federation] (2018) it can be said that the explanation which highlights that coaching is a type of relationship which a coach and coachee are in cooperation within the process encouraging coachee to think more is an integrative expression for all definitions.

Purpose of Coaching

Coaching meetings help a coachee to clarify an objective and determine action steps towards reaching this aim. According to Çetin (2015), the main purpose of coaching is to enable a coachee to improve the skill of realizing an objective, and to be able to manage this process. The mental condition and action steps are exposed by a coach by asking strong questions. In the advancing process, plans are made to realize actions. Coaching is a medium that lightens the unknown points for the purpose of providing preferences which are conscious, creative, imaginative, and related to behaviors. The main purpose of coaching is to increase performance and maintain the cognitive, affective and behavioral changes (Douglas & McCauley,1999). By means of the coaching process, the emotional obstacles that prevent a coachee from reaching an objective can be converted into motivation (Curtis & Kelly, 2013). In this way, coachees can reach their aim, increase their self-efficacy, and enhance their self-confidence (Grant, 2006). It is important to carry out a systematic, scheduled process so as to reach the aim of coaching.

In coaching practices, models such as Single Loop Coaching Model, Double Loop Coaching Model (O'Connor & Lages, 2004), SMART Goals (Doran,1981), Self-Regulatory Loop Model (Grant,2003), RE-GROW Model (Greene & Grant, 2003) are used. The most common model is the GROW model which consists of the first letters of the words goal, reality, options, and wrap up. This model which was developed by Graham Alexander in 1980s, and afterwards popularized by Sir John Whitmore (Whitmore, 1992), separates the coaching session into four interrelated phases as presented in Table 1 (Grant, 2011).

Table 1

GROW Model

Abbreviation	*Definition*	*Example Questions*
G – Goal	Coachee is asked to clarify what s/he wants to achieve from each session. Determines the focus of coaching.	What do you want to achieve this session? How would you like to feel afterwards? How would be the best use of this time?
R – Reality	Raise awareness about present realities. Examine how current situation is impacting coachee's goals.	How have things gone in the past week? How have you handled any problems? What worked? What didn't work?
O -Options	Identify and assess available options. Encourage solution-focused thinking and brainstorming.	What possible options do you have? What has worked for you in the past? What haven't you tried yet, what might work?
W - Wrap-Up	Helps the coachee to determine next steps. Develops an action plan and generates motivation.	What is the most important thing to do next? What might get in the way? Who might be able to support you? How will you feel when this is done?

Sources: (Grant & Greene, 2004; Landsberg, 1999; Spence & Grant, 2007; Whitmore, 1992).

Each step of the Grow Model was defined in Table 1, and the sample coaching questions on these steps were presented in the article of Grant which was published in 2011 in ''The Coaching Psychologist'' journal under the title of ''Is it time to REGROW the GROW model? Issues related to teaching coaching session structures'' (Grant & Greene, 2004; Landsberg, 1997; Spence & Grant, 2007; Whitmore, 1992). It can be argued that GROW Model is an effective session in terms of a coachee's process of determining and structuring a goal.

Coaching Skills

There are a number of important coaching skills that a coach should have during the coaching meetings. According to the Coaching Skills and Strategies Model that was developed by Creswell (1998), five main skills of coaching are effective communication, questioning, raising awareness, planning, and supporting. In the framework of the emotional environment established during the coaching meetings, a coach should listen to a coachee carefully by considering the principle of confidentiality, be able to ask effective questions to provide feedback, help to determine the concrete steps, and cope with the behaviors and emotions of a coachee such as being resistant and self-sabotaging (Curtis & Kelly, 2013; Griffiths, 2005). According to Wilkins (2000), coaches should possess effective communication skills and strategies. Effective communication skills include a coach's skills of listening, questioning, using intuitions, establishing dialogues, and having a mutual interaction with a coachee. Moreover, effective communication skills include strategies such as that a coach should possess awareness, focus, support, and challenges. International

Coaching Federation (ICF) grouped the core competencies as setting the foundation, establishing a relationship simultaneously and co-creating the relationship, communicating effectively, facilitating learning and results (ICF, 2018).

Education Coaching

Education coaching is commonly used particularly in developed countries (USA, England, Australia), however, it can be asserted that there is a limited number of studies conducted on education coaching in Turkey; and therefore, the issue has been underestimated in educational institutions. The explanation of learning and its measurement varies according to the different philosophical theories and psychological studies. However, the common point of these theories on learning process is the eventual change which will be reached as a result of this process. This change can be achieved in terms of people's behaviors, attitudes, skills or knowledge (Jones, 2017). According to Griffiths and Campbell (2009), learning occurs through experience, and result in a permanent or long-term change in knowledge, skills and behaviors of both the coach and coachee. According to Gordon (2008), the responsibility of a teacher in this journey is to maintain this relationship by establishing a special bond with a student for ensuring a productive process. While teaching is carried out by a single individual in this process, the responsibility of learning belongs to another individual.

In the case of coaching implementation in educational environments, coaching will have positive contributions to teachers and students as a result of the learning outcomes. Knight (2006) describes coaching practices in education as a method that might enable eliminating ineffective vocational education methods. Because, there is a cooperation between a teacher and a professional development specialist which is not based on an assessment in coaching. In this cooperation, the primary purpose of both sides is to learn together, improve lecturing style, and enhance student development. In this sense, Gynnild (2007) states that education coaching aims at improving students' creativity and research related skills, making them active in the learning process, and preventing rote learning by filling the gaps in the education system.

From the perspective of teachers, coaching is a professional training strategy that focuses on enhancing the quality of education and student success by putting an emphasis on practices of oneself or other teachers, and provides one-to-one learning opportunities (Loucks-Horsley, Love, Stiles, Mundry & Hewson, 2009). According to Druckman and Bjork (1991), coaching is based on observing students, providing tips, feedback and new tasks to students; reminding them something or drawing their attention to an important issue. They indicated that the purpose of all these actions is to approximate student performance level to an expert performance level as much as possible. Neufeld and Roper (2003) stated that coaching field knowledge is more effective than implementing a curriculum.

A successful coaching implementation has a positive impact on students thinking skills and academic success. In this direction, it can be argued that including coaching practices in educational environments are fundamental for the development of students and teachers. When the relevant literature is reviewed in the framework of

Turkey, no study that addresses the coaching behaviors of teachers comprehensively as in the present study can be found in the field of educational sciences. In this sense, it is believed that this study will be beneficial for the studies conducted in MoNE, teachers, school administrators, and academicians. The purpose of this study is identifying the opinions of teachers who work in public high schools within the borders of Ankara province on the status of adoption and implementation of coaching behaviors. In line with the general purpose of the study answers were sought for the questions given below:

1) What are the opinions of teachers who work in public high schools within the borders of Ankara province on the status of adoption and implementation of coaching behaviors concerning the four dimensions of coaching as a) Effective listening b) Asking strong questions c) Raising awareness d) Enabling coachees to make choices according to their core values?
2) Do the opinions of teachers who work in public high schools within the borders of Ankara province on the status of adoption and implementation of coaching behaviors show a significant difference according to the variables of gender, age, education level, branch, status of participating in coaching training, conferences or seminars, and status of considering the display of coaching behavior significant?

Method

Research Model

The study which was conducted with the purpose of identifying the opinions of teachers who work in public high schools within the borders of Ankara province on the status of adoption and implementation of coaching behaviors was a quantitative study and designed as a general survey model. General survey models are surveying organizations that are conducted on a population consisting of a large number of components to make a judgment on the entire population or on a sample or group that will be taken from the population (Karasar, 2005). In the study, a quantitative research model was employed.

Population and Sample

The population of the study consisted of teachers who work in high schools located in the central districts of Ankara (Altındağ, Çankaya, Etimesgut, Gölbaşı, Keçiören, Mamak, Pursaklar, Sincan, Yenimahalle), in the 2017-2018 academic year. The study was conducted with the participation of 665 teachers in total, including 303 teachers in the pre-implementation phase, and 362 teachers in the post-implementation phase. The stratified sampling method was employed in sample selection. In the selection of schools, in which research instruments were implemented, random sampling method was used. The number of high school teachers who worked in high schools located in the central districts of Ankara was provided by Ankara Provincial Directorate of National Education, Statistics Department for the years of 2016-2017, and the number of teachers taken for sampling (according to districts) are provided in Table 2.

Table 2

The Number of Teachers Working in Public Schools According to the Districts

	Districts	*Number of Teachers*	*Number of Teachers Included in the Sample*
1	Altındağ	456	26
2	Çankaya	1936	112
3	Etimesgut	609	35
4	Gölbaşı	197	11
5	Keçiören	847	49
6	Mamak	615	36
7	Pursaklar	95	5
8	Sincan	452	26
9	Yenimahalle	1057	61
	Total	6264	362

Source: Ankara Provincial Directorate of National Education, Statistics Department, 2017 (www.ankara.meb.gov.tr)

Table 3

Demographic Information on the Teachers

Variables		*n*
Gender	Female	277
	Male	135
Age	25 years old and below	22
	26-34 years old	59
	35-44 years old	133
	45-54 years old	166
	54 years old and above	32
Education Level	Associate Degree	5
	Bachelor Degree	334
	Master's Degree	67
	PhD	6
Branch	Social Sciences	54
	Science	52
	Turkish Language - Literature	62
	Mathematics	50
	Foreign Language	73
		59
	Other branches	50
Status of participating in coaching training, conferences or seminars etc.	Yes	87
	No	325
Status of considering the display of coaching behavior significant.	Yes	97
	No	3

As presented in Table 3, 67.2% of the teachers were female and 40.3% of them were between 45-54 years old. 81,1% of the teachers had bachelor degree, 1,2% of them had an associate degree, 16.3% of them had a master's degree and 1.5% had a PhD. When teachers' branches were examined it was seen that 13,5% of them were in social sciences branch, 13% of them were in science, 15.5% of them were in Turkish language-literature, 12.5% of them were in mathematics, 18.3% of them were in in foreign language, 14.8% of them were in vocational education and 12.5% of them were in other branches (e.g. art, music, physical education etc.). 78.9% of the teachers did not participate in a coaching training, conference or seminar, and 56.3% of them participated in a coaching training, conference or seminar for 2-3 times. 97% of the teachers considered the display of coaching behavior significant.

Development of the Data Collection Tool and Implementation

For the purpose of the study, "High School Teachers' Opinions on Coaching Behaviors Scale" developed by the researcher was used. In the development phase of the scale, first of all, a literature review was conducted, and national and international studies were examined. Afterwards, an item pool was created for the scale. The scale draft was presented to experts, and re-organized according to the suggestions. Then, a pre-implementation was carried out with 303 high school teachers in order to test the suitability for comprehensibility and clarity principle of the items included in the scale.

Kaiser-Meyer-Olkin (KMO) and Bartlett Sphericity Test results were examined to determine the suitability of the collected data to the factor analysis. The results such as the KMO value of .949, and Bartlett Test result which was found significant ($p<0.01$) proved that the data were suitable for factor analysis. In order to demonstrate the factor structure of the scale, first of all, an exploratory factor analysis was performed.

As a result of the analysis, it was found out that "Coaching Behaviors Scale" was consisted of four dimensions as Effective Listening, Asking Strong Question, Raising Awareness, and Enabling Coachees to Make Choices According to Their Core Values. The total variance that the four dimensions explained together was 52.46%.

The total Cronbach Alpha reliability coefficient and Cronbach Alpha reliability coefficient concerning the factors were calculated respectively as .829, .929,.897 and .941. According to these values, it was possible to argue that the construct validity of the scale was ensured, and the data collected through the scale were reliable.

In order to verify the structure which consisted of four factors through factor analysis, confirmatory factor analysis (CFA) was performed (Brown, 2006). According to the analysis results, fit indexes were calculated as $\chi2 = 2204.88$, $p = 0.0000$, sd=1115, $\chi2 /sd = 1.97$, CFI=0.98, NFI = .96, NNFI=.98, GFI=.77, AGFI=.74, IFI= .98, RFI= .95 ve RMSEA= .057. When all the findings were examined together, it was possible to state that the structure concerning the measurement tool was verified according to the sample size, and the scale was structurally and statistically suitable. The factor model and standardized values are presented in Figure 1.

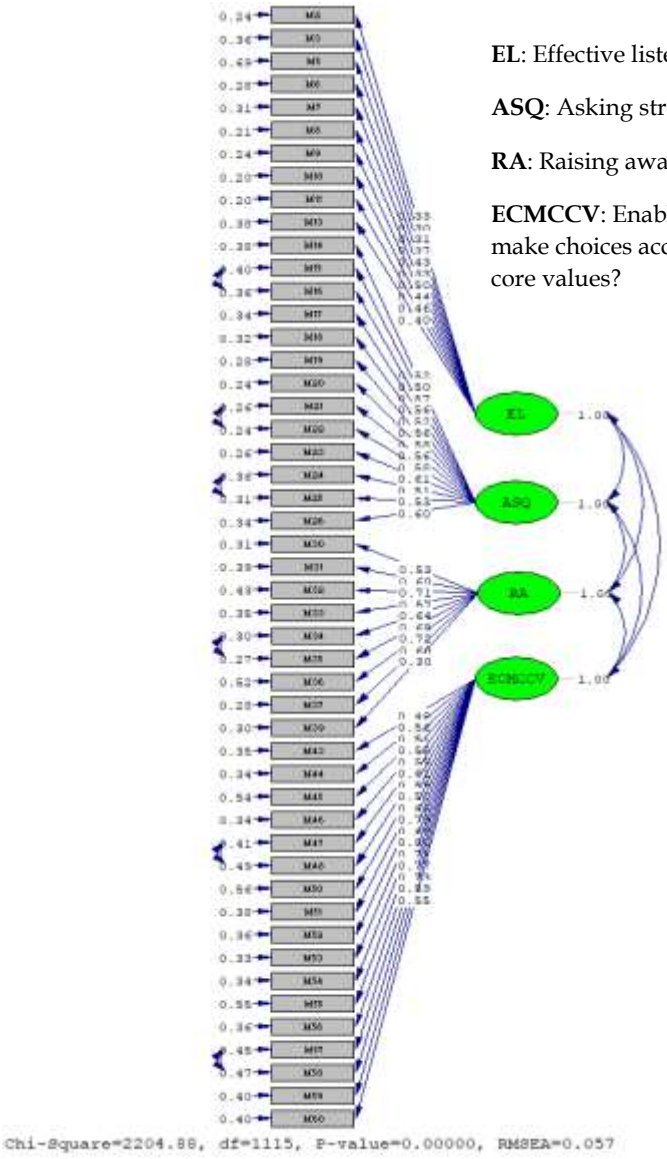

Figure 1. Confirmatory Factor Analysis Diagram for High School Teachers' Coaching Behaviors and Standardized Values

Analysis of the Data

The data analysis of the study was carried out through 412 surveys which were collected in the main implementation. In the data analysis, SPSS 24.0 (Statistical Package for Social Sciences) package program was used. In the data analysis, the

normality of the distribution was examined, and it was seen that there was a normal distribution in all dimensions concerning the scale. In the study, arithmetic mean, standard deviation, frequency, t-test, ANOVA and Kruskal Wallis Analysis were employed.

The significance level was regarded as .05. In the case that the difference was significant in ANOVA analyses, LSD test was used to determine which groups had significance. In the analysis, non-parametric Kruskal-Wallis Test was used for the variables when the group size was below 30. In the analysis of the education status variable, the category of associate degree was integrated with a bachelor degree, and the master's degree category was integrated with PhD category due to the fact that the group sizes were below 30. The age variable was considered as a constant variable in the scale, and in the analysis period, it was separated into five categories as below 25 years old, 26-34 years old, 35-44 years old, 45-54 years old, and 54 and above.

Results

The descriptive results of the opinions of teachers who worked in public high schools within the borders of Ankara province on the status of adoption and implementation of coaching behaviors concerning the four dimensions of coaching as a) Effective listening b) Asking strong questions c) Raising awareness d) Enabling Coachees to make choices according to their core values are presented in Table 4.

Table 4

The Descriptive Analyses Results on the Opinions of Teachers Who Work in Public High Schools within the Borders of Ankara Province on the Status of Adoption and Implementation of Coaching Behaviors

Adoption				**Implementation**	
$\bar{X}$	***SD***	*Dimension*		$\bar{X}$	***SD***
4.68	.570	***Effective Listening***	1. Talking to student clearly	4.43	.656
4.62	.712		2. Listening students without interrupting	4.38	.659
4.67	.630		3. Not doing something else while listening students	4.44	.773
4.59	.616		4. Listening students by not being emotional	4.40	.672
4.70	.524		5. Listening students without judgement	4.37	.721
4.67	.605		6. Making an eye contact while talking to students	4.50	.724
4.49	.702		7. Enabling students to show their emotions while talking to them	4.34	.706
4.50	.645		8. Valuing students' emotions	4.50	.645
4.63	.603		9. Trying to understand students thoughts	4.43	.660
4.59	.636		10. Asking students confirmation questions to be certain that they understand accurately	4.29	.784

Table 4 Continue

Adoption				Implementation	
$\bar{X}$	*SD*	*Dimension*		$\bar{X}$	*SD*
4.48	.718	*Asking Strong Questions*	11. Asking students questions that will make them realize their inner world	4.14	.823
4.47	.738		12. Asking open-ended questions to students to know them better	4.23	.805
4.47	.733		13. Asking open-ended questions to students to provide them insights	4.11	.855
4.62	.615		14. Asking open-ended questions to students to clarify the situation that students want to talk about	4.30	.733
4.52	.713		15. Asking open-ended questions to students that will put them in action	4.11	.882
4.62	.623		16. Enabling students to think more by asking them the question "How?"	4.41	.710
4.61	.628		17. Enabling students to think more about the sources of their opinions by asking the question "Why you think in this way?"	4,30	.732
4.55	.685		18. Enabling students to examine their opinions by asking the question "Why you think in this way?"	4.34	.742
4.58	.708		19. Enabling students to express the reasons of their opinions by asking the question "What makes you think in this way?"	4.32	.792
4.54	.731		20. Providing students a new perspective by asking the question "How else I could behave?"	4.28	.842
4.62	.642		21. Confirming the accuracy of students' information by asking them the question "How do you know this"	4.28	.774
4.58	.652		Enabling students to enhance their thoughts that support their opinions by asking the question "Can you explain this more?"	4.25	.816
4.49	.750		22. Encouraging students to ask more questions by asking the question "What kind of questions do you have in your mind?"	4.14	.881
4.59	.627	*Raising Awareness*	23. Realizing students' strengths	4.30	.788
4.65	.609		24. Enabling students to see their aspects that are not known by them yet by others	4.11	.818
4.51	.712		25. Directing students to various activities (sports/art etc.) to discover their strengths	4.02	.968
4.46	.721		26. Observing students carefully in the classroom to determine their strengths	4.18	.816
4.71	2.616		27. Talking to students about their strengths	4.17	.815
4.59	.676		28. Enabling students to realize their own strengths	4.16	.792

Table 4 Continue

Adoption				Implementation	
$\bar{X}$	*SD*	*Dimension*		$\bar{X}$	*SD*
4.41	.818	*Raising Awareness*	29. Sharing students' strengths with parents	3.77	.991
4.37	.772		30. Making suggestions for their aspects that can be improved	4.01	.807
4.48	.724		31. Appreciating positive behavior of students immediately	4.27	.762
4.41	.784	*Enabling Coachees to make choices according to their core values*	32. Allocating responsibilities to students in classroom that are appropriate for their strengths	4.10	.868
4.45	.728		33. Supporting students to legitimate their goals	4.03	.861
4.30	.850		34. Encouraging students to determine challenging goals	3.97	.872
4.44	.763		35. Supporting students to adopt the goals they determine	4.07	.835
4.41	.854		36. Asking students to imagine that they reach their goals	4.02	.883
4.30	.895		37. Asking students to think about tasks that they enjoy to accomplish	4.03	.869
4.35	.842		38. Reminding students their previous success	3.91	.928
4.27	.962		39. Enabling students to think about professions appropriate to their strengths	4.04	.952
4.09	.887		40. Asking students to make an explanation about their purpose of life	4,09	.887
3.80	1.013		41. Asking students to define their philosophy of life	3.80	1.013
3.97	.901		42. Asking students to think about things that they value the most	3.97	.901
3.57	1.121		43. Asking students to write the things they value at most according to order of importance	3.57	1.121
3.92	.941		44. Asking students to express what the concept of success means to them	3.92	.941
3.80	1.021		45. Asking students to express what the concept of happiness means to them	3.80	1.021
3.76	.967		46. Asking students to express themselves about the relationship between their goals and values	3.76	.967
3.81	.919		47. Enabling students to think about the reasons behind their behaviors	3.81	.919
4.14	.888		48. Enabling students to think about how their decisions will impact their lives.	4.14	.888

The findings showed that arithmetic mean of participants' opinions regarding the adoption level of the effective listening dimension varied between $\bar{X}$ =4.70 and $\bar{X}$ =4.49. In this dimension, the most adopted item was "Listening students without

judgement" ($\overline{X}$ =4.70), and the least adopted item was "Enabling students to show their emotions while talking to them" ($\overline{X}$ =4.49). The weighted average concerning this dimension was calculated as $\overline{X}$ =4.61. The arithmetic mean of students opinions regarding the implementation level of the effective listening dimension varied between $\overline{X}$ =4.50 and $\overline{X}$ =4.29. In this dimension, the most implemented item was "Listening students without judgement" ($\overline{X}$ =4.50), and the least implemented item was "Asking students confirmation questions to be certain that they understand accurately". The weighted average concerning this dimension was calculated as $\overline{X}$ =4.41.

The findings showed that arithmetic mean of participants' opinions regarding the adoption level of the asking strong questions dimension varied between $\overline{X}$ =4.62 and $\overline{X}$ =4.47. In this dimension, the most adopted item by the participants was "Asking open-ended questions to students to clarify the situation that students want to talk about" ($\overline{X}$ =4.62), and the least adopted item was "Asking open-ended questions to students to know them better ($\overline{X}$ =4.47). The weighted average concerning this dimension was calculated as $\overline{X}$ =4.55. The arithmetic mean of students opinions regarding the implementation level of the asking strong questions dimension varied between $\overline{X}$ =4.41 and $\overline{X}$ =4.11. In this dimension, the most implemented item was "Enabling students to think more by asking them the question "How?" ($\overline{X}$ =4.41), and the least implemented item was "Asking open-ended questions to students to provide them insights". The weighted average concerning this dimension was calculated as $\overline{X}$ =4.25.

The findings showed that arithmetic mean of participants' opinions regarding the adoption level of the raising awareness dimension varied between $\overline{X}$ =4.71 and $\overline{X}$ =4.37. In this dimension, the most adopted item by the participants was "Talking to students about their strengths" ($\overline{X}$ =4.71), and the least adopted item was"Making suggestions for their aspects that can be improved" ($\overline{X}$ =4.37). The weighted average concerning this dimension was calculated as $\overline{X}$ =4.53. The arithmetic mean of students' opinions regarding the implementation level of the raising awareness dimension varied between $\overline{X}$ =4.30 and $\overline{X}$ =3.77. In this dimension, the most implemented item was "Realizing students' strengths" ($\overline{X}$ =4.30), and the least implemented item was "Sharing students' strengths with parents" ($\overline{X}$ =3.77). The weighted average concerning this dimension was calculated as $\overline{X}$ =4.11.

The findings showed that arithmetic mean of participants' opinions regarding the adoption level of the enabling coachees to make choices according to their core values dimension varied between $\overline{X}$ =4.45 and $\overline{X}$ =3.57. In this dimension, the most adopted item by the participants was "Supporting students to legitimate their goals" ($\overline{X}$ =4.45), and the least adopted item was "Asking students to write the things they value at most according to order of importance" ($\overline{X}$ =3.57). The weighted average concerning this dimension was calculated as $\overline{X}$ =4.10. The arithmetic mean of students' opinions regarding the implementation level of the raising awareness dimension varied between $\overline{X}$ =4.14 and $\overline{X}$ =3.57. In this dimension, the most implemented item was "Enabling students to think about how their decisions will impact their lives." ($\overline{X}$ =4.14), and the least implemented item was "Asking students to write the things

they value at most according to order of importance" ($\overline{X}$ =3.57). The weighted average concerning this dimension was calculated as $\overline{X}$ =3.94.

The analysis results which revealed that teachers' opinions on the adoption and implementation status of coaching behaviors did not demonstrate a significant difference according to certain independent variables provided in Table 5.

Table 5

T-test Analysis Results on Teachers' Adoption Levels of Sub-Dimensions of Coaching Behaviors Scale According to the Variables of Gender, Status of Participating in Coaching Training, Conferences or Seminars, Status of Considering the Display of Coaching Behavior Significant and Education Level

Dimensions	*Variables*	*Categories*	*n*	$\overline{X}$	*SD*	*df*	*t*	*P*
Effective listening	Gender	Female	277	41.72	4.03	410	2.95	.003*
		Male	135	40.26	5.01			
	Status of Participating in Coaching Training, Conferences or Seminars	Yes	87	41.75	4.09	410	1.20	.228
		No	325	41.11	4.50			
	Status of Considering the Display of Coaching Behavior Significant	Yes	369	41.48	4.16	410	2.45	.018*
		No	43	39.20	5.91			
	Education Level	Associate Degree	339	41.25	4.24	410	.095	.925
		Bachelor Degree						
		Post Graduate Degree	73	41.20	5.20			
Asking strong questions	Gender	Female	277	63.78	7.01	410	2.59	.01*
		Male	135	61.53	8.82			
	Status of Participating in Coaching Training, Conferences or Seminars	Yes	87	63.95	7.48	410	1.23	.218
		No	325	62.80	7.76			
	Status of Considering the Display of Coaching Behavior Significant	Yes	369	63.48	7,15	410	2.47	.017*
		No	43	59.27	10.86			
	Education Level	Associate Degree	339	63.17	7.32	410	.622	.536
		Bachelor Degree						
		Post Graduate Degree	73	62.45	9.36			

Table 5 Continue

Dimensions	*Variables*	*Categories*	*n*	$\overline{X}$	*SD*	*df*	*t*	*P*
Raising awareness	Gender	Female	277	40.51	4.76	410	2.32	.025*
		Male	135	39.31	5.21			
	Status of Participating in Coaching Training, Conferences or Seminars	Yes	87	40.78	4.58	410	1.40	.162
		No	325	39.94	5.02			
	Status of Considering the Display of Coaching Behavior Significant	Yes	369	40.39	4.68	410	2.57	.013*
		No	43	37.81	6.36			
	Education Level	Associate Degree	339	40.31	4.79	410	1.70	.089
		Bachelor Degree						
		Post Graduate Degree	73	39.23	5.52			
Enabling Coachees to make choices according to their core values	Gender	Female	277	73.67	11.34	410	2.06	.04*
		Male	135	71.15	12.20			
	Status of Participating in Coaching Training, Conferences or Seminars	Yes	87	74.08	10.83	410	1.11	.268
		No	325	72.51	11.89			
	Status of Considering the Display of Coaching Behavior Significant	Yes	369	73.42	11.11	410	2.32	.024*
		No	43	67.93	15.01			
	Education Level	Associate Degree	339	73.00	11.55	410	.583	.560
		Bachelor Degree						
		Post Graduate Degree	73	72.12	12.32			

Table 5 showed that there was a significant difference between the participants' opinions on the adoption level of the effective listening dimension according to the variables of gender $[t_{(410)}= 2.95; p<.05]$ and status of considering the display of coaching behavior significant$[t_{(410)}= 2.45; p<.05]$. The female participants and the participants who considered the display of coaching behavior significant had more positive opinions on the adoption level of the effective listening dimension. There was no significant difference between participants' opinions on the adoption level of the effective listening dimension according to the variables of the status of participating

in coaching training, conferences or seminars *[$t_{(410)}$= 1.20; p>.05]* and education level*[$t_{(410)}$= .095; p>.05]*.

There was a significant difference between the participants' opinions on the adoption level of the asking strong questions dimension according to the variables of gender *[$t_{(410)}$= 2.59; p<.05]* and status of considering the display of coaching behavior significant*[$t_{(410)}$= 2.47; p<.05]*. The female participants and the participants who considered the display of coaching behavior significant had more positive opinions on the adoption level of the asking strong questions dimension. There was no significant difference between participants' opinions on the adoption level of the asking strong questions dimension according to the variables of the status of participating in coaching training, conferences or seminars*[$t_{(410)}$= 1.23; p>.05]* and education level *[$t_{(410)}$= .622; p>.05]*.

There was a significant difference between the participants' opinions on the adoption level of the raising awareness dimension according to the variables of gender *[$t_{(410)}$= 2.32; p<.05]* and status of considering the display of coaching behavior significant *[$t_{(410)}$= 2.57; p<.05]*. The female participants and the participants who considered the display of coaching behavior significant had more positive opinions on the adoption level of the raising awareness dimension. There was no significant difference between participants' opinions on the adoption level of the raising awareness dimension according to the variables of the status of participating in coaching training, conferences or seminars*[$t_{(410)}$= 1.40; p>.05]* and education level *[$t_{(410)}$= 1.70; p>.05]*.

There was a significant difference between the participants' opinions on the adoption level of the enabling coachees to make choices according to their core values dimension according to the variables of gender *[$t_{(410)}$= 2.06; p<.05]* and status of considering the display of coaching behavior significant*[$t_{(410)}$= 2.32; p<.05]*. The female participants and the participants who considered enact of coaching behavior significant had more positive opinions on the adoption level of the enabling coachees to make choices according to their core values dimension. There was no significant difference between participants' opinions on the adoption level of the enabling coachees to make choices according to their core values dimension according to the variables of the status of participating in coaching training, conferences or seminars*[$t_{(410)}$= 1.11; p>.05]* and education level*[$t_{(410)}$= .583; p>.05]*.

The variables of gender, status of considering the display of coaching behavior significant, and education level concerning the teachers' implementation level sub-dimensions of the coaching behavior scale were analyzed through t test. The analysis results are provided in Table 6.

Table 6

T-test Analysis Results on Teachers' Implementation Levels of Sub-Dimensions of Coaching Behaviors Scale According to the Variables of Gender, Status of Participating in Coaching Training, Conferences or Seminars, Status of Considering the Display of Coaching Behavior Significant and Education Level,

Dimensions	*Variables*	*Categories*	*n*	$\overline{X}$	*SD*	*df*	*t*	*P*
Effective Listening	Gender	Female	277	39.7	4.37	410	2.05	.046*
		Male	135	38.7	4.99			
	Status of Participating in Coaching Training, Conferences or Seminars	Yes	87	40.1	4.69	410	1.75	.080
		No	325	39.2	4.56			
	Status of Considering the Display of Coaching Behavior Significant	Yes	369	39.5	4.46	410	1.13	.258
		No	43	38.6	5.71			
	Education Level	Associate Degree, Bachelor Degree	339	39.2	4.64	410	1.76	.079
		Post Graduate Degree	73	40.2	4.36			
Asking strong questions	Gender	Female	277	59.5	7.87	410	1.85	.064
		Male	135	57.9	9.10			
	Status of Participating in Coaching Training, Conferences or Seminars	Yes	87	60.5	8.51	410	1.87	.062
		No	325	58.6	8.23			
	Status of Considering the Display of Coaching Behavior Significant	Yes	369	59.3171	8.06157	410	1.68	.098
		No	43	56.6279	10.09013			
	Education Level	Associate Degree, Bachelor Degree	339	58.8	8.36	410	1.15	.250
		Post Graduate Degree	73	60.0	8.12			

Table 6 Continue

Dimensions	*Variables*	*Categories*	*n*	$\overline{X}$	*SD*	*df*	*t*	*P*
Raising awareness	Gender	Female	277	36.9	5.08	410	1.22	.222
		Male	135	36.2	5.44			
	Status of Participating in Coaching Training, Conferences or Seminars	Yes	87	38.2	4.96	410	3.10	.002*
		No	325	36.3	5.20			
	Status of Considering the Display of Coaching Behavior Significant	Yes	369	36.9	5.00	410	1.89	.065
		No	43	34.9	6.51			
	Education Level	Associate Degree, Bachelor Degree	339	36.6	5.26	410	.785	.433
		Post Graduate Degree	73	37.1	4.98			
Enabling Coachees to make choices according to their core values	Gender	Female	277	67.3	10.88	410	1.68	.093
		Male	135	65.3	11.62			
	Status of Participating in Coaching Training, Conferences or Seminars	Yes	87	69.4	10.35	410	2.58	.010*
		No	325	65.9	11.26			
	Status of Considering the Display of Coaching Behavior Significant	Yes	369	67.1	10.715	410	2.13	.038*
		No	43	62.5	13.83			
	Education Level	Associate Degree, Bachelor Degree	339	66.2	11.27	410	1.78	.075
		Post Graduate Degree	73	68.8	10.40			

Table 6 demonstrated that there was a significant difference between the participants' opinions on the implementation level of the effective listening dimension according to the variable of gender *[$t_{(410)}$= 2.05; p<.05]*. The female participants had more positive opinions on the implementation level of the effective listening dimension. There was no significant difference between participants' opinions on the implementation level of the effective listening dimension according to the variables of

the status of participating in coaching training, conferences or seminars*[$t_{(410)}$= 1.75; p>.05],* status of considering the display of coaching behavior significant*[$t_{(410)}$= 1.13; p>.05]* and education level *[$t_{(410)}$= .1.76; p>.05].*

There was no significant difference between participants' opinions on the implementation level of the asking strong questions dimension according to the variables of gender *[$t_{(410)}$= 1.85; p>.05],* the status of participating in coaching training, conferences or seminars*[$t_{(410)}$= 1.87; p>.05]* , status of considering the display of coaching behavior significant*[$t_{(410)}$= 1.68; p>.05]* and education level *[$t_{(410)}$= 1.15; p>.05].*

There was a significant difference between the participants' opinions on the implementation level of the raising awareness dimension according to the variable of the status of participating in coaching training, conferences or seminars *[$t_{(410)}$= 3.10; p<.05].* The participants who participated in coaching training, conferences or seminars had more positive opinions on the adoption level of the raising awareness dimension. There was no significant difference between participants' opinions on the implementation level of the raising awareness dimension according to the variables of gender *[$t_{(410)}$= 1.22; p>.05],* the status of considering the display of coaching behavior significant*[$t_{(410)}$= 1.89; p>.05]* and education level *[$t_{(410)}$= .785; p>.05].*

There was a significant difference between the participants' opinions on the adoption level of the enabling coachees to make choices according to their core values dimension according to the variables the status of participating in coaching training, conferences and status *[$t_{(410)}$= 2.58; p<.05]* and considering the display of coaching behavior significant*[$t_{(410)}$= 2.13; p<.05]*. The participants who participated in coaching training, conferences or seminars had more positive opinions on the implementation level of the enabling coachees to make choices according to their core values dimension. There was no significant difference between participants' opinions on the implementation level of the enabling coachees to make choices according to their core values dimension according to the variables of gender *[$t_{(410)}$= 1.68; p<.05]* and education level *[$t_{(410)}$= 1.78; p>.05].*

The ANOVA results on teachers' adoption level of the sub-dimensions of the Coaching Behaviors Scale according to the 'branch' variable are presented in Table 7.

Table 7

ANOVA Results on Teachers' Adoption Level of the Sub-Dimensions of the Coaching Behaviors Scale According to the 'Branch' Variable (N=400)

Dimensions	*Variables*	*Categories*	*n*	$\overline{X}$	*SD*	*df*	*F*	*p*	*Sig.Dif (LSD)*
Effective	Branch	1-SS	54	41.0	3.96	6;393	.721	.633	-
		2-Sc	52	41.2	4.72				
		3-TLL	62	41.03	5.20				
		4-Math	50	41.44	4.39				
		5-FL	73	41.1	4.11				
		6-VE	59	42.1	3.94				
		7-Others	50	40.52	4.59				
Asking strong questions	Branch	1. Social Sciences	54	62.0	8.12	6;393	.564	.759	-
		2.Science	52	63.5	8.36				
		3.Turkish Language - Literature	62	62.6	8.63				
		4.Mathematics	50	62.6	8.07				
		5.Foreign Language	73	62.8	6.95				
		6.Vocational Education	59	64.4	7.19				
		7.Others	50	62.6	7.12				
Raising awareness	Branch	1. Social Sciences	54	39.4	5.16	6;393	1.49	.178	-
		2.Science	52	39.0	5.35				
		3.Turkish Language - Literature	62	40.2	4.94				
		4.Mathematics	50	40.1	4.58				
		5.Foreign Language	73	40.0	4.8				
		6.Vocational Education	59	41.6	4.5				
		7.Others	50	40.2	4.9				

Table 7 Continue

Dimensions	Variables	Categories	n	$\overline{X}$	SD	df	F	p	Sig.Dif (LSD)
Enabling Coachees to make choices according to their core values	Branch	1. Social Sciences	54	70.4	12.2	3;393	2.83	.010*	1-6 2-6 5-6
		2.Science	52	69.8	12.9				
		3.Turkish Language - Literature	62	73.7	11.4				
		4.Mathematics	50	73.3	9.62				
		5.Foreign Language	73	71.6	11.4				
		6.Vocational Education	59	77.5	10.1				
		7.Others	50	73.2	12.8				

Table 7 presented that there was a significant difference between the participants' opinions on the teachers' adoption level of the sub-dimensions of the Coaching Behaviors Scale according to the 'branch' variable according to the dimensions of effective listening [$F_{(3\text{-}393)}$= *.721; p>.05]*, asking strong questions *[$F_{(3\text{-}393)}$= .564; p>.05]* and raising awareness *[$F_{(3\text{-}393)}$= 1.49; p>.05]*. In addition, there was a significant difference between participants' opinions concerning 'enabling coachees to make choices according to their core values' according to the 'branch' variable *[$F_{(3\text{-}393)}$= 2.83; p<.05].* According to the LSD analysis results –which was among the Post Hoc tests conducted to determine which groups had differences between them- the opinions of the vocational education high school teachers ($\overline{X}$ =77.55) were more positive in comparison to the teachers of branches of social sciences ($\overline{X}$ =70.40), science ($\overline{X}$ =69.80) and foreign language ($\overline{X}$ =71.69) at the adoption level.

The ANOVA results on teachers' implementation level of the sub-dimensions of the Coaching Behaviors Scale according to the 'branch' variable are presented in Table 8.

Table 8

ANOVA Results on Teachers' Implementation Level of the Sub-Dimensions of the Coaching Behaviors Scale According to the 'Branch' Variable (N=400)

Dimensions	*Variable*	*Categories*	*n*	$\overline{X}$	*SD*	*df*	*F*	*p*	*Sig.Dif (LSD)*
Effective listening	Branch	1. Social Sciences	54	39.88	3.57	6;393	.590	.739	
		2.Science	52	39.71	4.90				
		3.Turkish Language - Literature	62	39.14	5.08				
		4.Mathematics	50	39.98	4.66				
		5.Foreign Language	73	38.75	4.92				
		6.Vocational Education	59	39.30	4.53				
		7.Others	50	39.04	4.36				
Asking strong questions	Branch	1. Social Sciences	54	58.68	7.88	6;393	.549	.771	
		2.Science	52	59.40	8.30				
		3.Turkish Language - Literature	62	58.33	8.79				
		4.Mathematics	50	59.52	8.47				
		5.Foreign Language	73	57.71	9.13				
		6.Vocational Education	59	58.79	7.98				
		7.Others	50	60.10	7.18				
Raising awareness	Branch	1. Social Sciences	54	36.25	5.14	6;393	1.46	.191	
		2.Science	52	35.17	5.14				
		3.Turkish Language - Literature	62	36.70	4.68				
		4.Mathematics	50	37.12	5.23				
		5.Foreign Language	73	36.42	5.13				
		6.Vocational Education	59	37.20	5.92				
		7.Others	50	37.92	4.88				
Enabling Coachees to make choices according to their core values	Branch	1. Social Sciences	54	64.25	11.89	3;393	3.23	.004*	1-6 1-7 2-3 2-4 2-6 2-7 5-6 5-7
		2.Science	52	62.71	10.69				
		3.Turkish Language - Literature	62	67.17	9.23				
		4.Mathematics	50	67.02	11.26				
		5.Foreign Language	73	65.23	10.73				
		6.Vocational Education	59	70.08	10.78				
		7.Others	50	69.30	12.24				

Table 8 revealed that there was no significant difference between the participants' opinions on the teachers' implementation level of the sub-dimensions of the Coaching Behaviors Scale according to the 'branch' variable according to the dimensions of effective listening [$F_{(3-393)}$= .590; p>.05], asking strong questions [$F_{(3-393)}$= .549; p>.05] and raising awareness [$F_{(3-393)}$= 1.46; p>.05]. In addition, there was a significant difference between participants' opinions concerning 'enabling coachees to make choices according to their core values' according to the 'branch' variable [$F_{(3-393)}$= 3.23; p<.05]. According to the analysis results performed to determine which groups had significant difference between them; it was found out that the vocational education high school teachers' opinions ($\overline{X}$ =70.08) were more positive in comparison to the teachers of social sciences($\overline{X}$ =64.25), science($\overline{X}$ =62.71) and foreign language ($\overline{X}$ =65.23); and the opinions of teachers of other branches (art, music, physical education etc.) ($\overline{X}$ =69.30) were more positive in comparison to the teachers of social sciences ($\overline{X}$ =64.25), science ($\overline{X}$ =62.71) and foreign language ($\overline{X}$ =65.23) at the implementation level. Furthermore, the opinions of teachers of Turkish language –literature ($\overline{X}$ =67.17) and mathematics ($\overline{X}$ =67.02) were more positive in comparison to the teachers of science ($\overline{X}$ =62.71). The Kruskal-Wallis test results on teachers' adoption level of the sub-dimensions of the Coaching Behaviors Scale according to the 'age' variable are provided in Table 9.

Table 9

Kruskal-Wallis Results on Teachers' Adoption Level of the Sub-Dimensions of the Coaching Behaviors Scale According to the 'Age' Variable (N=400)

Dimensions	*Variable*	*Age Group*	*n*	*Mean Rank*	*df*	χ^2	*P*	*Sig.Dif (LSD)*
Effective listening	Age	**1**-25 years old and below	22	207.70	4	7.68	.104	-
		2-26-34 years old	59	211.90				
		3-35-44 years old	133	221.02				
		4-45-54 years old	166	201.91				
		5-54 years old and above	32	159.19				
Asking strong questions	Age	**1**-25 years old and below	22	204.16	4	6.60	.158	-
		2-26-34 years old	59	196.66				
		3-35-44 years old	133	217.55				
		4-45-54 years old	166	210.23				
		5-54 years old and above	32	160.98				

Table 9 Continue

Dimensions	*Variable*	*Age Group*	*n*	*Mean Rank*	*df*	*χ2*	*P*	*Sig.Dif (LSD)*
Raising awareness	Age	**1**-25 years old and below	22	227.86	4	12.16	.016*	1-5 2-5 3-5 4-5
		2-26-34 years old	59	201.96				
		3-35-44 years old	133	216.98				
		4-45-54 years old	166	209.68				
		5-54 years old and above	32	140.13				
Enabling coachees to make choices according to their core values	Age	**1**-25 years old and below	22	221.75	4	3.54	.471	-
		2-26-34 years old	59	201.48				
		3-35-44 years old	133	208.18				
		4-45-54 years old	166	211.59				
		5-54 years old and above	32	171.88				

Table 9 showed that there was no significant difference between the participants' opinions on the teachers' adoption level of the sub-dimensions of the Coaching Behaviors Scale according to the 'age variable according to the dimensions of effective listening[$\chi^2_{(4)}$= 7.68; p>.05], asking strong questions *[$\chi^2_{(4)}$= 6.60; p>.05]*, and enabling coachees to make choices according to their core values *[$\chi^2_{(4)}$= 3.54; p>.05]*.

On the other hand, there was a significant difference in the teachers' adoption level of the sub-dimensions of the Coaching Behaviors Scale according to the 'age' variable in the 'raising awareness' dimension *[$\chi^2_{(4)}$= 12.16; p>.05]*. According to Mann Whitney U test results performed to determine the groups which had a difference between them, the participants who were 54 years old and above had more negative opinions in comparison to the participants who were 25 years old or below (U=201.500, p<0.05), 35-44 years old (U=1379.00, p<0.05), and 45-54 years old (U=1741.00, p<0.05).

The Kruskal-Wallis test results on teachers' implementation level of the sub-dimensions of the Coaching Behaviors Scale according to the 'age' variable are provided in Table 10.

Table 10

Kruskal-Wallis Results on Teachers' Implementation Level of the Sub-Dimensions of the Coaching Behaviors Scale According to the 'Age' Variable (N=400)

Dimension		*Age Group*	*n*	*Mean Rank*	*df*	χ^2	*P*	*Sig.Dif (LSD)*
Effective listening	Age	1.25 years old and below	22	185.36	4	4.68	3.22	-
		2.26-34 years old	59	188.31				
		3.35-44 years old	133	218.83				
		4.45-54 years old	166	209.95				
		5.54 years old and above	32	185.41				
Asking strong questions	Age	1.25 years old and below	22	198.84	4	.542	.969	-
		2.26-34 years old	59	204.20				
		3.35-44 years old	133	205.50				
		4.45-54 years old	166	210.90				
		5.54 years old and above	32	197.31				
Raising awareness	Age	1.25 years old and below	22	223.45	4	3.68	.451	-
		2.26-34 years old	59	210.40				
		3.35-44 years old	133	196.39				
		4.45-54 years old	166	215.51				
		5.54 years old and above	32	182.97				
Enabling coachees to make choices according to their core values	Age	1.25 years old and below	22	183.23	4	1.45	.835	-
		2.26-34 years old	59	205.09				
		3.35-44 years old	133	203.02				
		4.45-54 years old	166	212.98				
		5.54 years old and above	32	205.95				

Table 10 revealed that there was no significant difference between the participants' opinions on the teachers' implementation level of the sub-dimensions of the Coaching Behaviors Scale according to the 'age variable in terms of the dimensions of effective listening $[\chi^2_{(4)}= 4.68; p>.05]$, asking strong questions $[\chi^2_{(4)}= .542; p>.05]$, raising awareness $[\chi^2_{(4)}= 3.68; p>.05]$, and enabling coachees to make choices according to their core values $[\chi^2_{(4)}= 1.45; p>.05]$.

Discussion, Conclusion and Recommendations

The purpose of the study was to identify the opinions of teachers on the coaching behaviors according to the level of adoption and implementation levels of the four main sub-dimensions (effective listening, asking strong questions, raising awareness, enabling coachees to make choices according to their core values) of the developed scale.

The research findings revealed that the adoption levels of female participants and the participants who considered the display of coaching behavior meaningful showed a significant difference in all sub-dimensions of the teachers' coaching behaviors scale. Bozkurt (2004) obtained similar results in the study that examined primary school teachers' perceptions of communication skills. The findings of the aforementioned study showed that female teachers' communication skills had a higher average in "effectiveness" and "competence" sub-dimensions in comparison to male teachers. Furthermore, the finding of the proposed study which demonstrated that the participants who considered the display of coaching behavior significant adopted all of the sub-dimensions of coaching behaviors proved the importance of this behavior. In the present study, the opinions of female participants on the implementation level of the effective listening dimension were more positive. Similarly, the study conducted by Güven and Akyüz (2001) that addressed the opinions of prospective teachers' communication and problem-solving skills found out that female teachers had more positive opinions on transparency, equality, and competency sub-dimensions. Öztürk's (2007) study which compared the coaching skills of public and private school managers' coaching skills, Akçil's (2012) study which addressed the coaching roles of school managers, and Arslan's (2012) study which assessed teachers' coaching skills from a demographic perspective revealed that there was no significant difference between the two genders.

The proposed study showed that educators who participated in coaching education had certain coaching skills they implemented. In a similar way, the study carried out by Arthur-Kelly et al. (2017) examined the outcomes of the distance and direct coaching education provided for the Australian educators working on early childhood period with children who displayed coercive behavior and tended to display such kind of behavior. The research results showed that by means of the education provided for educators, children made a progress in terms of improving their skills, covering up their skill-related deficiencies, and reducing their behavioral problems. In the scope of the aforementioned study, the educators who received distance and direct coaching education made a progress in terms of understanding children's behavior better, supporting their positive behavior, assessing communication-related needs accurately, and developing open hypotheses about the motives of their behavior. In the study carried out by Gregory, Allen, Mikami, Hafen and Pianta (2017), the impact of vocational training on the behaviors of secondary and high school students was examined. The study included teachers from 87 different schools, and coaching and feedback education was provided with the aim of improving the interaction between teachers and students. According to the research findings, significant increases were determined in the positive behaviors of students.

Both in the proposed study and in the study conducted by Arslan (2012), teachers' education levels and acquisition of undergraduate degree, bachelor degree or postgraduate degree did not have any impact on their coaching skills. The study conducted by Öztürk (2007) revealed teachers with a master's degree thought that their administrators had higher levels of coaching skills in comparison to the teachers with a bachelor degree. The difference between these studies might have stemmed from the fact that Öztürk assessed the opinions of teachers on the coaching skills of administrators.

In the study conducted by Çetin (2015) which examined the coaching skill levels of senior high school-counsellors, similarly to the findings of the present study, when the findings were assessed according to the school type, it was determined that coaching levels of teachers in Anatolian Teacher High School in terms of communication sub-dimension were higher than coaching skills of teachers in other types of schools. Arslan (2012) shared in the findings of the study examining the coaching skills of teachers that there was no significant relationship between branches of teachers and coaching skills. The reason for the different findings obtained in the proposed study might result from conducting studies on different samples.

Conclusion

The proposed study and the similar studies revealed that female participants frequently show significant differences in terms of the levels of 'effective listening' and 'asking strong questions' which are among the communication skills included in coaching behaviors. The international experimental studies demonstrate that there are regular increases in students behavioral, cognitive and developmental levels by means of distance or direct coaching education provided to teachers. The participants who considered the display of coaching behavior significant showed a significant difference in terms of all dimensions of the scale concerning the adoption levels and in terms of raising awareness and enabling coachees to make choices according to their core values concerning the implementation level. The participants who participated in coaching training, conferences or seminars showed a significant difference in terms of raising awareness and enabling coachees to make choices according to their core values dimensions. A significant difference was found in the adoption and implementation levels of vocational education high school teachers in comparison to the teachers of other branches concerning the enabling coachees to make choices according to their core values dimension. In addition, a significant difference was found in the implementation levels of the art, music and physical education, and Turkish language –literature teachers concerning enabling coachees to make choices according to their core values dimension. Despite the fact that it was not included in the findings of the proposed study, various studies in the literature found out that there were significant differences regarding the display of coaching behavior by teachers with a master's degree.

Recommendations

Participants adopt the coaching behaviors yet fall short in implementing them. Therefore, coaching training should be included in in-service trainings provided by

the Ministry of National Education. The systematic and planned organization of coaching trainings is important as it is for all training programs. Trainings should be provided by leading experts in the form of activity-based trainings. Furthermore, school administrators should have the responsibility of supporting these trainings. According to the research findings, it was revealed that vocational education high school teachers and teachers of other branches (art, music, physical education etc.) enabled students to make choices according to their core values. For this reason, MoNE may ensure the implementation of activities within the curriculum that will enable to establish an effective communication to support teachers to have a one-to-one communication in schools besides vocational education high schools. Future studies may employ mixed research method in order to reveal the display of coaching behavior levels of general and vocational education high school teachers, and differences among them. Studies that examine the gender variable (for example by addressing only the male participants) can be designed considering the findings of the proposed study and of the similar studies in the literature, in terms of the positive significant differences of woman participants regarding the display of coaching behaviors. Furthermore, studies that compare the education levels and branches of teachers in the implementation of coaching behaviors can be conducted. The findings showed that teachers who participated in coaching training, conferences or seminars were more effective in terms of implementing coaching skills. In this direction, studies can be conducted by setting up two different teacher groups by providing a coaching training only to one group, and experimental studies that will examine the differences in terms of the fields of skills between the groups and the impact of this situation on students. According to the research results, it was found that teachers had inaccurate beliefs about the outcomes of coaching training. A large number of teachers thought that these behaviors should be implemented only by counsellors. In this sense, coaching trainings, seminars or conferences that will be planned by the MoNE can make a major contribution to an increase of teachers' awareness on this aspect. In-service trainings can be provided regarding the needs-analyses of teachers.

The implementation levels of the sub-dimensions of the scale demonstrated that female teachers' implementation levels concerning the effective listening dimension were higher. The participants who participated in coaching training, conferences or seminars showed a significant difference in terms of implementation level of the raising awareness dimension. The implementation level of the participants who participated in coaching training, conferences or seminars or considered the display of coaching behavior significant were higher in terms of enabling coachees to make choices according to their core values dimension. In addition, significant differences were found in the implementation levels of the vocational education high school teachers concerning enabling coachees to make choices according to their core values dimension in comparison to teachers of social sciences, science and foreign languages; the teachers of other branches (art, music, physical education etc.) in comparison to teachers of social sciences, science and foreign languages; and teachers of Turkish language-literature and mathematics in comparison to teachers of science. 97% of the teachers stated that they found teachers' display of coaching behavior significant.

Results of the Study and Suggestions: The research results revealed that teachers who participated in coaching training, conferences or seminars provided benefits to their students by implementing coaching skills. Therefore, it suggested to provide coaching training to teachers given by leading experts. It is possible to argue that preparation of new legislation by the Ministry of National Education that will include coaching trainings in the in-service trainings framework of teachers, and inclusion of coaching implementations in educational institutions can make positive contributions to the professional and personal development of teachers, and academic and personal development of students.

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Lise Öğretmenlerinin Koçluk Davranışlarına İlişkin Ölçek Geliştirme Çalışması

Atıf:

Ozmen, O. (2019). A scale development study to measure secondary school teachers' opinions on coaching behaviours. *Eurasian Journal of Educational Research, 79, 133-166*, DOI: 10.14689/ejer.2019.79.7

Özet

Problem Durumu: Öğrenciler kendi becerilerinin, güçlü ve geliştirmesi gereken yanlarının, duygusal ve zihinsel durumlarının farkında olduklarında eğitim-öğretim ortamlarına daha istemli bir şekilde dahil olurlar. Bu anlamda öğretmenlerin koçluk davranışlarına sahip olmasının ve uygulamasının, öğrencilerin farkındalığını geliştirmek, onların tutum ve davranışlarında olumlu değişiklik yaratmak adına oldukça uygun bir yöntem olduğu söylenebilir. Öğretmenler öğrencilerine güçlü sorular sorarak ve geri bildirimler vererek onların eleştirel düşünme ve problem çözme becerilerini geliştirirler. Böylece öğrenciler süreç boyunca yaşadıkları deneyimleri faydalı birer öğrenme aracına dönüştürebilirler. Kendilerinin farkında olan ve kendilerini tanıyan öğrenciler nasıl öğrendiklerini ve ne şekilde ders çalışmaları gerektiği konusunda bilgi sahibi olur. Bu durumun onların akademik performanslarını arttırmasına da katkı sağladığı söylenebilir. Öğretmenlerin eğitim-öğretim ortamlarında koçluk desteğinden yararlanmaları, öğrencilerin gerek bireysel ihtiyaçlarını tespit etmesine gerekse toplumsal ihtiyaçlara yönelik davranış ve beceri örüntüleri kazanmasına bununla birlikte, bilinç düzeyi yüksek bireyler olarak yaşantılarını sürdürmelerine yardımcı olur. Kendisini sorgulamayı öğrenen bireyler olarak gelişim göstermeleri, öğrencilerin özlerine ait değerler sitemini keşfetmelerine ve kendine uygun değerlere göre de seçimler yapabilmesine imkan sağlar. Koçluk sürecinin aynı zamanda öğretmenler için de kazanımları olduğunu söylemek mümkündür. Öğrenciyle sürekli etkileşimin olduğu, karşılıklı duyuşsal ve zihinsel süreçlerin devreye girdiği koçluk uygulamaları yoluyla öğretmenler, kendi farkındalıklarını daha da artırabilir ve iç görülerini geliştirebilirler. Aslında bu sürecin onlar içinde yeni bir içsel yolculuk, keşif ve deneyim süreci olduğu söylenebilir. Sınıf içindeki öğretim uygulamaları üzerine daha derinlemesine düşünmelerinin ise mesleki gelişimlerine katkı sağlayabileceği ifade edilebilir. Tüm bu değerlendirmeler ışığında koçluğun, eğitimin ve öğretimin niteliğinin artmasına, öğretmenlerin bireysel ve mesleki gelişimlerine, öğrencilerin akademik performanslarına ve bireysel gelişimlerine olumlu katkı sağlayan uygulamalardan biri olduğu düşünülmektedir.

Araştırmanın Amacı: Bu araştırmada, Ankara ili kamu liselerinde görev yapan öğretmenlerin koçluk davranışlarını benimseme ve uygulama durumlarına ilişkin görüşlerinin belirlenmesi amaçlanmıştır. Araştırmanın genel amacı doğrultusunda aşağıdaki sorulara yanıt aranmıştır: Ankara ili kamu liselerinde görev yapan öğretmenlerin koçluk davranışlarını benimseme ve uygulama durumlarına ilişkin görüşleri, koçluğun dört boyutu olan, a) Etkin dinleme, b) Güçlü sorular sorma, c)

Farkındalık yaratma, d) Öz değerlerine uygun seçimler yapmalarını sağlama boyutlarında nasıldır?

Ankara ili kamu liselerinde görev yapan öğretmenlerin koçluk davranışlarını benimseme ve uygulama durumlarına ilişkin görüşleri, cinsiyet, yaş, eğitim seviyesi, branş, daha önce koçluk eğitim/konferansı ya da seminerine katılma durumu ve koçluk davranışını önemli görme durumu değişkenlerine göre anlamlı bir farklılık göstermekte midir?

Araştırma genel tarama modelinde olup, nicel araştırma yöntemi kullanılmıştır. Örneklem seçiminde tabakalı örnekleme tekniğinden yararlanılmıştır. Bu araştırmanın örneklemi Ankara Büyükşehir Belediye Sınırları içerisinde yer alan dokuz ilçeden toplam 362 öğretmenden oluşmaktadır.

Araştırmanın Yöntemi: Araştırmanın nicel verileri, araştırmacı tarafından geliştirilen ''Lise Öğretmenlerinin Koçluk Davranışlarına İlişkin Görüşleri'' ölçeği ile toplanmıştır. Araştırmada nicel verilerin analizinde SPSS Paket Programı kullanılmıştır. Araştırmanın birinci amacına ilişkin analizler aritmetik ortalama, standart sapma ve frekans hesaplamalarıyla yapılmıştır. Araştırmanın ikinci alt amacına ilişkin olarak katılımcıların görüşlerinin cinsiyet, koçluk eğitimi, konferansı ya da seminerine katılma, koçluk davranışı göstermenin önemli görülme durumu ve eğitim durumu değişkenlerine göre farklılaşıp farklılaşmadığı t-testi ile analiz edilmiştir. Katılımcıların görüşlerinin yaş değişkenine göre farklılaşıp farklılaşmadığı Kruskal-Wallis analizi, branş değişkenine göre farklılaşıp farklılaşmadığı ANOVA ile analiz edilmiştir. Manidarlık düzeyi .05 alınmıştır. Araştırmanın üçüncü alt amacına ilişkin olarak katılımcıların görüşleri için frekans ve yüzde hesaplamaları yapılmıştır.

Araştırmanın Bulguları: Araştırmadan elde edilen sonuçlara göre, ölçeğin alt boyutlarını benimseme düzeylerine bakıldığında, kadın katılımcıların ve koçluk davranışı göstermenin önemli olduğunu düşünenlerin ölçeğin tüm alt boyutlarını benimseme düzeyleri daha yüksektir. 54 yaş üstü katılımcıların ise diğer yaş aralığındakilere göre farkındalık yaratma boyutunu benimseme düzeyi daha düşüktür. Bununla birlikte, meslek lisesi öğretmenleri sosyal bilimler, fen bilimleri ve yabancı dil branşındaki öğretmenlere göre öz değerlerine göre seçimler yapmalarını sağlama boyutunu benimseme düzeyinde daha olumlu düşüncelere sahiptirler.

Ölçeğin alt boyutlarını uygulama düzeylerine bakıldığında, kadın öğretmenlerin etkin dinleme boyutunu uygulama düzeyi daha fazladır. Koçluk eğitimi, konferansı ya da seminerine katılan katılımcılar farkındalık yaratma boyutunu uygulama düzeyinde anlamlı bir farklılık göstermektedir. Koçluk eğitimi, konferansı ya da seminerine katılanların ve koçluk davranışı göstermenin önemli olduğunu düşünenlerin öz değerlerine uygun seçimler yapmalarını sağlama boyutunu uygulama düzeyi daha yüksektir. Bununla birlikte meslek lisesi öğretmenlerinin sosyal bilimler, fen bilimleri ve yabancı dil branşındakilere göre, diğer branştaki öğretmenlerin (resim, müzik, beden eğt.vb.), sosyal bilimler, fen bilimleri ve yabancı dil branşındakilere göre, Türkçe-edebiyat ve matematik branşındaki öğretmenlerin ise fen bilimlerindeki öğretmenlere göre öz değerlerine uygun seçimler yapmalarını sağlama boyutunu

uygulama düzeyinde anlamlı şekilde farklılık görülmüştür. Katılımcıların %97'si öğretmenlerin koçluk davranışı göstermelerinin önemli olduğunu belirtmişlerdir.

Araştırmanın Sonuçları ve Öneriler: Araştırma bulguları gösteriyor ki koçluk eğitimi, konferansı ya da seminerine katılmış olan öğretmenler koçluk becerilerini uygulayarak öğrencilerine fayda sağlamaktadırlar. Bu nedenle öğretmenlerin, alanında uzman kişilerce koçluk eğitimi almaları önerilmektedir. Milli Eğitim Bakanlığı'nın öğretmenlerin hizmet içi eğitimlerine koçluk eğitimlerini ekleyecek şekilde yeni yasal düzenlemeler yapmasının ve eğitim kurumlarında koçluk uygulamalarına yer verilmesinin, öğretmenlerin bireysel ve mesleki, öğrencilerin de akademik ve bireysel gelişimlerine olumlu katkı sağlayacağını söylemek mümkündür.

Anahtar Kelimeler: Koçluk, koçluk eğitimi, eğitim koçluğu, öğretmen koçluğu, öğretmenlerin koçluk davranışları.