



SCHOOL LEADERSHIP THROUGH COACHING: SUPPORTING POSITIVE CHANGE IN EDUCATION¹

KOÇLUK TEMELİ OKUL LİDERLİĞİ: EĞİTİMDE OLUMLU DEĞİŞİMİN DESTEKLENMESİ

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ABSTRACT

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In today's complex educational contexts, there is an increasing need for school leaders who not only manage but also support teacher growth and a positive learning climate. In this context, a basic qualitative research design was employed to examine the views of administrators working in public schools in Türkiye regarding the coaching approach. Data were collected through semi-structured interviews with 18 school administrators selected via snowball sampling. The findings indicated that school administrators' adoption of the coaching approach was shaped by a combination of personal experiences, professional training, and a range of internal and external influences. Furthermore, administrators reported that the implementation of coaching-based leadership had a positive impact on various aspects of school life, including improvements in teacher performance and professional growth, enhanced student academic achievement as well as social and emotional development, a more supportive school climate, strengthened relationships with teachers, more effective communication and collaboration within the school, increased student motivation and participation, the development of leadership capacities and personal growth, and more inclusive and effective decision-making practices. Based on the research findings, comprehensive recommendations were developed to enable school administrators to more effectively fulfill their coaching roles.

ÖZ

Günümüzün karmaşık eğitim bağlarında, yalnızca yönetim işlevlerini yerine getirmekle kalmayıp öğretmen gelişimini ve olumlu bir öğrenme iklimini de destekleyen okul liderlerine duyulan ihtiyaç giderek artmaktadır. Bu doğrultuda, çalışmada kamu okullarında görev yapan yöneticilerin koçluk yaklaşımına ilişkin görüşlerini incelemek amacıyla temel nitel araştırma deseni kullanılmıştır. Veriler, kartopu örnekleme tekniği ile seçilen 18 okul yöneticiyle gerçekleştirilen yarı yapılandırılmış görüşmeler aracılığıyla toplanmıştır. Bulgular, okul yöneticilerinin koçluk yaklaşımını benimsemelerinin kişisel deneyimler, mesleki eğitimler ile çeşitli içsel ve dışsal etkenlerin bir bilesimi tarafından şekillendirdiğini ortaya koymuştur. Ayrıca yöneticiler, koçluk temelli liderlik uygulamalarının okul yaşamının çeşitli yönleri üzerinde olumlu etkiler yarattığını bildirmiştir. Bu etkiler arasında öğretmen performansı ve mesleki gelişimde ilerlemeler, öğrencilerin akademik başarılarının yanı sıra sosyal ve duygusal gelişimlerinin desteklenmesi, daha olumlu bir okul iklimi, öğretmenlerle güçlenen ilişkiler, okul içi iletişim ve iş birliğinde etkinlik artışı, öğrenci motivasyonu ve katılımda yükselme, liderlik kapasitesinin ve kişisel gelişimin güçlenmesi ile daha kapsayıcı ve etkili karar alma süreçleri yer almaktadır. Araştırma bulgularına dayanarak, okul yöneticilerinin koçluk rollerini daha etkin biçimde yerine getirmelerine olanak tanıacak kapsamlı öneriler geliştirilmiştir.

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Introduction

In today's rapidly changing and increasingly uncertain educational environments, it is essential for leaders to adopt agile, resilient, and innovative approaches. The ability of educational leaders to make strategic decisions, manage relationships, and utilize resources effectively has a direct impact on the overall functioning of schools (Buffone, 2021). Research has consistently shown that, after instructional quality, school leadership is the most influential factor affecting student achievement, and it significantly contributes to enhancing teacher motivation (Leithwood et al., 2008). In this regard, administrators who demonstrate transformational leadership and actively support teacher development play a critical role in the success of educational systems. While Natsir et al. (2024) emphasize that effective human resource management enhances institutional efficiency, Fulmore et al. (2023) highlight the importance of social skills, such as empathy, communication, and problem-solving, as key determinants of leadership effectiveness. In this context, school administrators who adopt a coaching approach promote professional development by fostering teacher collaboration, thereby contributing indirectly to improved student outcomes. Indeed, coaching has been shown to positively influence school climate by enhancing teachers' self-efficacy and instructional practices (Kraft et al., 2018).

With the transformation of managerial roles within education systems, school administrators are increasingly expected not only to carry out routine administrative tasks but also to support teacher development, build strong relationships, and enhance learning environments (Aguilar, 2013). This shift has elevated the coaching approach, characterized by empathy, communication, collaboration, and a focus on growth, as a critical tool for contemporary educational leadership (Kraft et al., 2018). Indeed, international research has demonstrated that coaching practices in school leadership contribute to teachers' professional development, foster a positive school climate, and enhance student achievement (Grant et al., 2010; Majola et al., 2024). However, the literature remains limited regarding how coaching is perceived and implemented across different cultural and institutional contexts. In education systems with centralized structures, such as that of Türkiye, there is a growing need for research that explores school administrators' perceptions, experiences, and strategies related to coaching practices. Türkiye's highly centralized administrative structure places significant constraints on school-level autonomy, often positioning principals more as implementers of top-down mandates than as pedagogical leaders. In such a system, coaching-based leadership has the potential to fill a critical gap by empowering administrators to support teachers' instructional development, foster collaborative learning cultures, and mediate the rigidities of centralized decision-making with school-based professional growth practices. This makes coaching not only a leadership preference but a strategic necessity for improving teaching quality and student learning outcomes in Türkiye's context. The present study therefore offers an important original contribution by examining how school administrators interpret and internalize the coaching role within a system where instructional leadership practices are still emerging and where empirical evidence on coaching remains scarce. This study aims to provide a contextual contribution to the empirical knowledge base by examining the views of administrators working in public schools in Türkiye regarding the coaching approach. By investigating the relationship between coaching practices and core leadership competencies, such as communication and relationship management, the study seeks to reveal how this approach contributes not only to administrative efficiency but also to educational development. The findings are expected to offer meaningful insights for comparative analyses across countries with diverse leadership models and make a valuable contribution to the international literature. In line with this purpose, the study seeks to answer the following research questions:

1. What are school administrators' views on the factors influencing the adoption of the coaching approach?
2. What are school administrators' views on the impacts of implementing the coaching approach?

Theoretical Framework

Coaching Approach

Coaching is defined as a structured and intentional developmental process that supports individuals in maximizing their personal and professional potential (Whitmore, 2017). This process facilitates individuals in clarifying their goals, developing strategies, and taking action by expanding their cognitive capacity. At the same time, it enables them to recognize and effectively utilize their internal resources while gaining self-awareness (Bachkirova & Cox, 2007). Grant (2003) describes coaching as an interactive developmental model that

enhances individuals' self-efficacy and fosters learning motivation. Distinct from traditional education, therapy, or counseling, coaching is characterized by its flexible, person-centered nature, which empowers individuals to explore their own goals, values, and solutions (Van Nieuwerburgh, 2020). Grounded in the active participation of the coachee, the process promotes experiential learning and paves the way for sustainable change (Downey, 2003; Zeus & Skiffington, 2007).

The coaching approach is not only a means of unlocking individual potential, but also a strategic developmental process that enables the transformation of that potential into sustainable success. Hudson (1999) defines coaching as a systematic form of guidance that supports individuals in enhancing their performance in both professional and personal domains, emphasizing its role in aligning personal goals with organizational strategies. Similarly, Stern (2007) conceptualizes coaching as a structured intervention that facilitates behavioral transformation while supporting individual growth. In this regard, coaching is increasingly recognized as an effective tool that enables both individuals and organizations to realize their potential, while simultaneously fostering competency development throughout the journey toward goal attainment (Stober & Grant, 2010). Gallwey (2024) positions the coach's primary role as facilitating the individual's ability to overcome internal barriers and discover their innate capabilities. Downey (2003), on the other hand, views coaching as the art of supporting individuals in their learning and development processes, an approach that implies a non-directive role for the coach, one that encourages exploration rather than instruction.

Coaching Practices

Coaching is a goal-oriented and development-focused process that supports individuals in unlocking their potential, and it is now widely applied across various domains including business, education, sports, and personal development. Modern organizations adopt coaching as a strategic tool to adapt to changing conditions and to enhance human capital. Through this process, individuals are supported in recognizing their strengths, improving their performance, and developing their problem-solving and decision-making skills (Cox et al., 2023). Gallwey (2024) emphasizes that goal setting and pathways to goal attainment play a critical role in improving performance, while Grant (2006) highlights the positive impact of coaching on employee satisfaction, job fulfillment, and organizational commitment. Furthermore, leaders' adoption of coaching-based communication styles has been shown to enhance employees' psychological resilience and organizational engagement (Liu & Batt, 2010). In the field of education, coaching contributes to the enhancement of teachers' pedagogical competencies and the effectiveness of their classroom practices. It also helps teachers approach students' learning processes in a more conscious and personalized manner. From the student perspective, coaching provides meaningful gains in goal setting and motivation (Neumeister, 2004). In sports, coaching strengthens athletes' self-discipline, focus, and mental resilience by offering guidance aligned with individual goals, thus supporting not only physical performance but also psychological development (Côté & Sedgwick, 2003). In the context of personal development, coaching aids individuals in clarifying life goals, enhancing intrinsic motivation, and acquiring effective communication skills (McCarthy, 2014; Whitmore, 2017). In conclusion, coaching practices represent a multidimensional and strategic development tool that has proven effective across a wide spectrum from fostering individual self-awareness to enhancing organizational performance.

Coaching in Educational Organizations

Coaching in educational organizations is increasingly recognized as a strategic approach aimed at improving teaching and learning processes, supporting teachers' professional development, and enhancing student achievement (Aguilar, 2013; Bachkirova, 2011). Educational coaching contributes to the creation of student-centered and effective learning environments by fostering pedagogical reflection and improving classroom practices among teachers (Hobson et al., 2009; Lofthouse, 2019). This process enhances teachers' sense of self-efficacy, increases job satisfaction, and helps to reduce feelings of professional isolation (Tschanen-Moran & Tschanen-Moran, 2011). Moreover, coaching supports teachers in adopting new instructional strategies, developing classroom management skills, and engaging in collaborative work with colleagues (Hobson et al., 2009). From the student perspective, coaching plays a valuable role in helping learners understand their individual learning styles and needs, thereby increasing their self-efficacy and motivation to learn (Grant, 2017; van Nieuwerburgh & Tong, 2013). Accordingly, the coaching process contributes not only to the professional

growth of teachers but also to the academic and personal development of students (Campbell & Van Nieuwerburgh, 2017).

The effective integration of a coaching culture within educational institutions is contingent upon visionary school leadership, administrative support, and the active participation of teachers in the process (Robertson, 2008). Effective coaching practices promote the development of trust-based relationships and foster professional learning communities (Aguilar, 2013; Knight, 2009). However, several barriers can hinder the widespread adoption and sustainability of coaching, including limited resources, a shortage of qualified coaches, and resistance to change among teachers (Hicks & McCracken, 2011; Lofthouse et al., 2010). Additionally, the lack of clearly defined success criteria and evaluation mechanisms for coaching programs makes it difficult to monitor their long-term impact (Van Nieuwerburgh, 2020). Therefore, for coaching processes to be effective and sustainable, they must be implemented within a holistic, leadership-supported, and structured system (Aas & Vavik, 2015). Coaching should be viewed not only as a means of supporting individual development, but also as a strategic tool that facilitates organizational learning and cultural transformation. In this respect, coaching in education plays a strategic role in enhancing instructional quality and fostering a learner-centered school culture. It involves structured stages such as goal setting, providing feedback, offering constructive support, and enabling individuals to identify and build on their strengths (Knight, 2009; Tschannen-Moran & Tschannen-Moran, 2011; Van Nieuwerburgh, 2020).

The Coaching Roles of School Administrators

The coaching roles of school administrators hold strategic importance in supporting teachers' professional development, enhancing student achievement, and fostering a learning-centered school culture. Administrators who adopt a coaching-based leadership approach contribute to the improvement of instructional quality by strengthening teachers' pedagogical skills and encouraging the adoption of innovative practices (Knight, 2007; Tschannen-Moran & Gareis, 2015). In this context, administrators offer structured support tailored to individual teacher needs through core coaching competencies such as goal setting, providing feedback, and facilitating problem-solving (Mangin & Stoelinga, 2008). Coaching practices enhance teachers' self-efficacy perceptions while increasing their professional motivation and job satisfaction (Blase & Blase, 2006). The adoption of a coaching approach by school leaders not only promotes individual growth but also contributes directly to organizational learning, overall school performance, and student success (Aas & Vavik, 2015; Kraft et al., 2018).

The coaching roles of school administrators play a vital role in supporting change and development in education by enhancing teachers' professional competencies and contributing to the advancement of student-centered instructional strategies. Administrators who demonstrate transformational leadership motivate teachers by setting high expectations and fostering individual growth (Leithwood & Jantzi, 2006). Through feedback, goal setting, and problem-solving skills, school leaders provide individualized support that strengthens teachers' sense of self-efficacy and openness to innovation (Mangin & Stoelinga, 2008; Tschannen-Moran & Gareis, 2015). Such support enhances teachers' professional satisfaction and encourages innovation in classroom practices (Blase & Blase, 2006). The coaching approach further contributes to student achievement by fostering a positive and collaborative school culture (Kraft et al., 2018). Moreover, by promoting teachers' career development, coaching creates sustainable contributions to overall school performance while reinforcing teacher motivation and sense of belonging (Fullan, 2007; Johnson & Donaldson, 2007). For these reasons, the coaching roles assumed by school administrators hold strategic significance as a core component of contemporary educational leadership.

School administrators who adopt a coaching approach establish trust-based relationships with teachers, develop effective feedback processes, and foster an inclusive, collaborative learning environment (Hattie, 2008). This leadership style contributes to positive transformations in school culture and supports the development of a sustainable culture of growth and learning (Fullan, 2007; Spillane et al., 2001). Coaching promotes not only individual development but also educational equity and inclusion, thereby contributing to the realization of equal opportunities for all learners (Theoharis, 2007). It also fosters knowledge sharing and professional learning, facilitating the development of a learning-oriented school culture (Hargreaves & Fullan, 2012). Furthermore, the coaching process, which strengthens emotional intelligence and communication skills, enhances classroom management and teacher-student relationships. It also supports student-centered instruction and contributes to the development of critical thinking and active learning skills (Goleman, 1995; McCombs & Whisler, 1997). In

this context, school leaders who effectively assume coaching roles act as agents of transformation, not only by promoting teacher development but also by enhancing the overall learning capacity of the school. Coaching aligns with core principles of contemporary educational leadership, including governance, equity, and learning-centeredness, and thus provides school administrators with a powerful strategic role. Consequently, the coaching approach is considered an essential component in building sustainable school improvement and inclusive educational environments. Moreover, this study offers a significant contribution to the Turkish educational leadership literature, where coaching-oriented leadership practices have been conceptually acknowledged yet remain underexplored in both theoretical and empirical dimensions. By situating coaching within core leadership functions such as equity, instructional improvement, and organizational learning, this study provides a comprehensive framework that can guide future research and practice in Türkiye. In doing so, it not only addresses a notable gap in the national literature but also supports policymakers and practitioners seeking evidence-based approaches to strengthen school leadership and promote sustainable educational transformation.

Method

Research Design

This study adopted a basic qualitative research design to explore school administrators' perspectives on the coaching approach and, within this framework, the specific characteristics of the executive coaching process—namely, the factors influencing the adoption of coaching and the perceived effects of coaching practices. A basic interpretive approach was deemed appropriate, as it allows for an in-depth examination of participants' personal interpretations and meaning-making related to a particular phenomenon (Merriam & Tisdell, 2016). Such designs are particularly suitable for investigating how individuals make sense of their experiences in context (Nowell et al., 2017). Through this design, the study aimed to understand how coaching and coaching practices are perceived by school administrators working at various educational levels.

Study Group

The study group consisted of 18 school administrators working at various levels of public schools located in the central districts of İstanbul during the 2024-2025 academic year. The selection of central districts of İstanbul was intentional, as these districts host a diverse range of public schools, relatively high student and teacher mobility, and administrators who are more frequently engaged in professional development initiatives, factors that increase the likelihood of obtaining rich and varied perspectives on coaching practices. In qualitative research, purposive sampling strategies are essential to ensure the selection of participants capable of providing rich and meaningful data (Patton, 2014). Accordingly, the snowball sampling technique, one of the purposive sampling methods, was used to identify participants. In this method, the researcher begins by interviewing one or more individuals who are knowledgeable about the topic and then reaches additional participants through their referrals (Biernacki & Waldorf, 1981). The research process was initiated with a school principal who holds a master's degree in Educational Administration, has received coaching training, and possesses 25 years of professional experience. Following this, interviews were conducted with an additional five principals and twelve vice principals. Demographic information related to the participants is summarized in Table 1.

Table 1. Demographic Characteristics of the Participants

Gender	School Level	Experience	Education Level	Graduated Faculty	Coach Training	Position
Male	Secondary School	25	Master's Degree	Faculty of Education	Yes	Principal
Male	Secondary School	29	Bachelor's Degree	Faculty of Science	No	Vice Pr.
Female	Secondary School	05	Bachelor's Degree	Faculty of Education	No	Vice Pr.
Male	Secondary School	30	Bachelor's Degree	Faculty of Science	No	Vice Pr.
Female	Secondary School	22	Bachelor's Degree	Faculty of Education	No	Vice Pr.

Male	Primary School	23	Bachelor's Degree	Faculty of Education	No	Principal
Female	Primary School	20	Master's Degree	Faculty of Education	No	Vice Pr.
Male	Primary School	10	Master's Degree	Faculty of Education	No	Vice Pr.
Female	Secondary School	12	Bachelor's Degree	Other	No	Vice Pr.
Male	Primary School	35	Master's Degree	Faculty of Education	Yes	Vice Pr.
Female	Secondary School	30	Bachelor's Degree	Faculty of Education	Yes	Principal
Male	Secondary School	29	Master's Degree	Faculty of Science	No	Vice Pr.
Female	Secondary School	28	Bachelor's Degree	Faculty of Letters	No	Vice Pr.
Male	Secondary School	30	Master's Degree	Faculty of Education	No	Principal
Female	Secondary School	14	Master's Degree	Faculty of Education	No	Vice Pr.
Male	Secondary School	38	Bachelor's Degree	Faculty of Technical Education	No	Vice Pr.
Female	Secondary School	23	Bachelor's Degree	Faculty of Letters	No	Principal
Male	Primary School	21	Master's Degree	Faculty of Education	No	Principal

As shown in Table 1, the demographic characteristics of the participating administrators provided valuable context for understanding the role of coaching in educational leadership. While male administrators were predominant, the inclusion of female participants allowed for insights into potential gender-based differences in coaching roles. Representation from both primary and secondary school levels enabled the examination of coaching practices across educational stages. Participants' professional experience, ranging from 5 to 38 years, offered a basis for exploring how coaching competencies develop over time. Although most held degrees in education, the presence of administrators with backgrounds in science and other fields enriched the diversity of perspectives. Notably, three participants had received formal coaching training.

Data Collection

Prior to initiating the data collection process, ethical approval was obtained from the Ethics Committee for Social and Human Sciences Research at Yıldız Technical University (approval date: 04.03.2025, protocol number: 2025.03). This step ensured that the study complied with ethical requirements concerning informed consent, participant confidentiality, and the secure handling of data (Xu et al., 2020). The data collection process was conducted during the spring semester of the 2024-2025 academic year. During the data collection phase, a semi-structured interview form developed by the researchers was used. In the development of the form, relevant literature was reviewed and expert opinions were sought, specifically from a teacher specialized in educational coaching and two faculty members in the field of Educational Administration. The draft form was then pilot-tested with school administrators working at various educational levels to assess its clarity and content validity. Based on feedback from the pilot study, necessary revisions were made, and the final version of the interview form (e.g., "What factors do you think influence the adoption of the coaching approach?" and "Could you describe the effects of implementing the coaching approach?") was established. The interviews were conducted face-to-face in settings where participants felt comfortable, and at pre-scheduled times. Informed consent was obtained from all participants prior to each interview, and audio recordings were made with their permission. Participants were clearly informed about the purpose, duration, and voluntary nature of their participation. All interviews were recorded, transcribed verbatim, and transferred to a secure digital environment. Personal identifiers, including names and workplace information, were kept confidential, and the data were anonymized using pseudonyms (P1, P2, P3...) during the reporting process.

Data Analysis

The data obtained in the study were analyzed using content analysis. The responses were systematically coded, themes were generated, and the content was interpreted accordingly (Yıldırım & Şimşek, 2018). During the coding process, an iterative three-stage procedure was followed: (1) open coding, in which all meaningful expressions in the interview transcripts were identified and initial codes were generated; (2) axial coding, in which conceptual relationships among the initial codes were examined and grouped into sub-themes; and (3) selective coding, in which core themes were produced by integrating the sub-themes under broader conceptual structures. This multi-stage coding approach ensured analytical rigor and a systematic interpretation of the data. To enhance data reliability, inter-coder reliability was checked during the analysis process. The agreement rate among coders was calculated using Miles & Huberman's (1994) formula, and a consistency rate of 80% or above among coders reinforced the credibility of the analyses. After the coding and theme development processes were completed, member checking was conducted with 6 principals and 12 vice principals to validate the accuracy and appropriateness of the findings. The interview transcripts, based on participants' responses, were carefully reviewed by the researchers, and similar responses were grouped under common codes and themes. Direct quotations were included in the reporting to reflect the participants' perspectives faithfully. The findings were interpreted and reported in line with the scope, aims, and sub-questions of the study.

Trustworthiness of the Study

To ensure the trustworthiness of the study, the criteria proposed by Lincoln and Guba (1985), credibility, transferability, dependability, and confirmability, were adopted. In line with the principle of credibility, the research process was reported in detail, and participants' statements were presented through direct quotations. To ensure transferability, the study context, participant profiles, and all stages of the process were described comprehensively (Lincoln & Guba, 1985; Shenton, 2004). This allows readers in similar contexts to assess the applicability of the findings to their own settings (Shenton, 2004). Regarding dependability, which refers to the consistency of qualitative research across time, setting, and researcher, the audio recordings and transcriptions were processed by the researchers themselves. Coding was also performed by the researchers, and consistency between the codes was reviewed in consultation with expert opinions (Miles & Huberman, 1994). Additionally, a peer debriefing process was carried out to ensure inter-researcher consistency (Morse, 2015; Shenton, 2004). To establish confirmability, transparency and traceability were maintained throughout the research process, and the data were shared with participants for their confirmation and validation (Lincoln & Guba, 1985).

Findings

This section presents the findings of the study conducted to explore school administrators' views on the coaching approach. The results are organized in accordance with the sub-research questions of the study.

Findings Related to the Factors Influencing the Adoption of the Coaching Approach

Under this heading, the factors influencing school administrators' adoption of the coaching approach were grouped into two sub-themes: "personal experience and training" and "internal and external factors." The findings related to these sub-themes are presented in detail below.

Personal Experience and Training

Administrators emphasized that coaching enhanced students' strategic thinking, problem-solving, and collaboration skills. In addition to their prior experiences, the findings also revealed that administrators recognized the need to further develop themselves in areas such as coaching, psychology, and communication training to effectively adopt a coaching-based leadership style. Some participant statements related to this theme are as follows:

"An educational leader must first have sufficiently developed themselves in terms of knowledge, skills, and abilities. If necessary, they should receive training, internalize it, and integrate it into their working environment." (P1)

"In my opinion, personal experience and recognition-related processes are among the factors that influence the adoption of the coaching approach. A person cannot manage processes they do not recognize or cannot define." (P2)

"For the coaching approach to be effective, both experience and training in psychology are necessary." (P12)

"I believe that the coaching approach should be implemented particularly by individuals who have properly completed the certification process." (P3)

The findings indicate that school administrators consider strong professional experience, effective communication skills, and personal competence essential for successfully adopting and implementing the coaching approach. The ability to interpret behaviors, read body language, and draw on past learning experiences were also seen as important contributors. Additionally, participants emphasized the need for formal training from certified and reputable institutions, as well as acquiring psychological knowledge and enhancing communication skills, to ensure the coaching approach is applied in a healthy and effective manner.

Internal and External Factors

In the study, the sub-theme of internal factors highlighted elements such as individual self-awareness, developing a positive attitude toward work, being goal-oriented, possessing problem-solving skills, and effective time management. Under the sub-theme of external factors, the findings revealed that school administrators were influenced by elements such as school climate, environmental conditions, legal regulations, bureaucracy, systemic structures, collaborative learning environments, limited financial resources, and material expectations. Some participant statements related to this theme are presented below:

“When we talk about internal factors, a person’s character is very important, their inherent qualities related to coaching, their patience, ability to express themselves clearly, communication skills, and problem-solving ability.” (P11)

“Among the internal factors are personal communication skills and conflict resolution abilities.” (P5)

“As for external factors, I believe that bureaucracy and institutional culture play a significant role here, especially in the adoption of the coaching approach.” (P3)

“External factors include elements such as communication, motivation, and collaboration within the school environment.” (P5)

According to the participating administrators, internal factors such as self-awareness, self-expression, communication, conflict resolution, and observation skills are essential for effective coaching implementation, forming the core of one’s coaching capacity. Additionally, intrinsic motivation and personality traits play a significant role in the process. Among external factors, school climate, environmental conditions, and the attitudes of both administrators and teachers toward coaching were seen as critical to its success. A collaborative learning culture and strong interpersonal relationships within the school were also identified as key supports for coaching practices.

Findings on the Practical Impacts of the Coaching Approach

Under this heading, school administrators’ views on the practical impacts of the coaching approach were categorized into the following seven sub-themes: “teacher performance and professional development,” “students’ academic achievement, social and emotional development,” “school climate,” “relationships with teachers, in-school communication and collaboration,” “student motivation and engagement,” “leadership skills and personal growth,” and “decision-making processes.” The findings related to these sub-themes are presented below.

Teacher Performance and Professional Development

The findings of the study revealed that school administrators’ problem-solving abilities, when grounded in a sense of justice and an innovative perspective, contributed to strengthening teachers’ sense of trust. It was concluded that working in a fair and supportive environment enhances teachers’ motivation and reinforces their sense of belonging to the school. The results also indicated that leadership skills, such as providing constructive feedback through effective communication, resolving issues fairly, and offering mentorship to support teachers’ personal growth, are key elements through which coaching practices positively influence teacher performance and professional development. Some participant statements related to this theme are presented below:

“Coaching skills can enhance teachers’ motivation and performance. Effective communication and positive feedback help teachers feel happier and more secure.” (P5)

“Coaching provided in line with teachers’ needs can support their professional development. However, some teachers may show resistance to this process. When teachers receive coaching in areas where they experience shortcomings or need support, it can have a positive impact on their performance.” (P12)

“It is very important for a teacher to feel valued within the institution. Senior administrators should recognize and encourage teachers’ achievements, and rather than saying ‘this success is mine,’ they should share the success with staff and teachers. I believe this greatly contributes to overall school success.” (P14)

The findings indicate that coaching practices enhance teachers’ performance and professional development by fostering a sense of justice, strategic thinking, and solution-oriented approaches. Coaching also boosts teacher motivation, strengthens leadership through effective communication, positive feedback, and intuitive behavior, and promotes trust and support within the institution. Additionally, improved communication and leadership skills contribute to administrators’ sense of commitment and belonging. Overall, coaching supports personal and professional growth by developing emotional intelligence skills such as resilience, self-awareness, and social awareness.

Students’ Academic Achievement, Social and Emotional Development

The findings revealed that the implementation of the coaching approach by school administrators had a significant impact on students’ academic achievement as well as their social and emotional development. Administrators emphasized that strategic thinking and problem-solving skills, particularly in the context of setting goals, positively influenced students’ entrepreneurial abilities and collaboration skills through coaching practices. Administrators also underlined the psychological support provided to students through coaching, noting that these practices contributed to the development of students’ learning skills by offering them role models to emulate. Some participant statements related to this theme are presented below:

“It is important for a coaching-oriented administrator to monitor and be aware of students’ developmental processes. They should know where to take the student from and to, be capable of observation, and even use quantitative measures to track progress. If the methods being used are not effective, they should identify alternative strategies to improve outcomes.” (P2)

“If a top-level school administrator is able to communicate effectively, adopt appropriate leadership approaches, and take the right steps, teachers take this as a model for themselves. This, in turn, reflects on students and positively affects their emotional and academic performance.” (P3)

“Approaching the student in accordance with their potential is an important factor in terms of education, regulations, and academic achievement. Additionally, collaborating with the guidance counselor, classroom teacher, or parents regarding the student’s psychological and behavioral conditions is an effective method for resolving issues before they escalate.” (P5)

The findings reveal that coaching practices significantly contribute to students’ academic success as well as their social and emotional development. Administrators emphasized that coaching enhances key components of emotional intelligence, such as self-awareness, self-esteem, self-confidence, and emotional resilience, while also promoting discipline and motivation. Effective communication and active listening were seen as essential for creating a safe environment in which students feel heard and supported. Coaching was also reported to strengthen students’ self-expression, social confidence, and entrepreneurial skills, while fostering analytical and strategic thinking that supports creativity and idea generation.

School Climate

The coaching approach has a regulatory effect on school climate by promoting consistency in norms and rules. In this context, the findings revealed that coaching practices play a constructive and encouraging role in fostering effective communication, which is essential for establishing a positive school climate. Some participant statements related to this theme are presented below:

“To maintain order within the school climate, the administrator must act as a leader. They should always be two or three steps ahead of the staff and be well-informed about all aspects concerning the personnel.” (P6)

“First and foremost, a school administrator must be able to regulate their own emotions. In this regard, managing emotions and being knowledgeable about effective communication techniques are essential. Coaching training is highly beneficial for both administrators and teachers. The purpose of such training is to enhance motivation, strengthen collaboration and teamwork, and support the school’s success and vision. Therefore, it is necessary to receive this type of training.” (P5)

“It can improve the school’s overall performance. I believe it can help focus efforts in line with the school’s mission and vision, prevent fragmentation, and also regulate interpersonal relationships and communication.” (P11)

The findings indicate that coaching practices have a unifying and stabilizing effect on the school climate by fostering balance, order, and a warm, supportive atmosphere. Administrators highlighted coaching’s role in

promoting unity, effective communication, and transparency within the school community. Additionally, coaching was seen as a driving force in shaping a strong mission and vision, contributing to school quality and institutional development. Schools with clear, well-established goals were noted to achieve greater success. Overall, coaching was found to positively influence the school climate by strengthening leadership competencies and fostering a collaborative environment.

Relationships with Teachers, In-School Communication and Collaboration

The study found that the coaching approach has a balancing effect on relationships with teachers, in-school communication, and collaboration. Administrators stated that coaching practices support teamwork and foster a strong sense of team spirit. They also reported that coaching enhances the quality of education within the school by strengthening mentoring and guidance skills, thereby improving the overall effectiveness of internal communication. Administrators emphasized the value of intuitive approaches within coaching practices, noting their positive impact on improving school systems. The findings further revealed that coaching facilitates the development of strong connections among stakeholders within the school community. Some participant statements related to this theme are presented below:

“If I am coaching as an administrator, I can understand people better and gain deeper insight into the reasons behind their behaviors. In other words, I can focus not only on their actions but also on the underlying causes. This allows me to act with consideration of both what comes before and after a behavior. Such an approach positively influences my relationship with teachers.” (P9)

“Executive coaching always creates a positive impact through the skills it provides. The same principles apply to relationships with teachers. The goal here is to establish effective communication. Being a good listener, maintaining a nonjudgmental and positive attitude, and being motivating are essential. When pointing out shortcomings, it is more effective to first highlight the teacher’s strengths and then address the areas for improvement in a constructive and motivating manner.” (P5)

The findings show that trust established by coaching-oriented leaders plays a crucial role in fostering balanced relationships, effective communication, and collaboration within schools. A trust-based environment was found to enhance teacher productivity and strengthen their sense of belonging. Coaching practices were also seen to promote team spirit, improving both cooperation and overall work quality. Additionally, effective feedback, active listening, a nonjudgmental and positive attitude, and the creation of a peaceful and constructive work atmosphere were identified as key factors in supporting healthy communication and sustainable collaboration.

Student Motivation and Engagement

In the study, administrators stated that the coaching approach primarily has a confidence-boosting effect on students in terms of motivation and engagement. The findings also revealed that students gained various skills through coaching practices, such as goal setting and planning, learning to view issues from different perspectives, collaborating with others, developing strong interpersonal communication, modeling behavior, and establishing effective group dynamics. Some participant statements related to this theme are presented below:

“An administrator who receives executive coaching will be able to identify more effective sources of motivation. In fact, a leader trained in coaching can recognize students’ needs, analyze them, and respond appropriately based on that analysis. They take advantage of opportunities and create space for the student, which in turn increases the student’s motivation.” (P3)

“There are many student profiles that experience a lack of motivation. Every individual desires recognition, it is something honorable for them. Being applauded for their achievements and feeling a sense of accomplishment are among the key factors that increase students’ motivation.” (P6)

“A child learns a great deal from their teacher or educator- not just from what is taught, but from the teacher’s overall style. Students model the efforts educators make to improve themselves. For this reason, the leadership that administrators provide to teachers and school staff will also have an indirect impact on students.” (P11)

According to the research findings, one of the most prominent effects of the coaching approach in practice is its role in developing and strengthening students’ self-confidence. School administrators noted that coaching skills contribute to students’ growth as creative and productive individuals, help them gain different

perspectives, and enhance their thinking abilities. It was observed that training aimed at self-awareness also supports creativity and productivity throughout this process. Furthermore, the findings indicated that coaching practices improve students' ability to set and plan common goals, positively influence communication, and foster strong group dynamics.

Leadership Skills and Personal Growth

The study revealed that the coaching approach has a supportive impact on personal development, particularly in enhancing leadership skills. Emphasis was placed on the importance of developing coaching competencies in order to become an effective leader. Administrators stated that those who receive coaching training are more likely to demonstrate initiative, manage processes effectively, and strengthen their charismatic leadership qualities through calm, empathetic, and understanding behaviors. Some participant statements related to this theme are presented below:

"I believe that coaching skills must be well developed to be an effective leader. Without the ability to utilize these skills, one cannot lead effectively. For instance, if we cannot use our tone of voice appropriately, are not good listeners, or lack a positive and motivating outlook, this can negatively affect both teachers and students. To be a good leader, it is necessary to foster team spirit and motivate teachers and students to actively participate in this team." (P5)

"Executive coaching can help administrators become aware of their own shortcomings. This can contribute to their personal development and leadership skills." (P12)

"The support and guidance provided as an executive coach enable individuals to develop their skills internally. However, as I mentioned, coaching does not mean directly telling the person what to do; rather, it is important to help them discover their own tools, skills, and paths aligned with their goals." (P11)

According to administrators' views, coaching practices are an effective tool that supports both leadership skills and personal development. While participants particularly emphasized the personal growth dimension of coaching, they also identified charismatic leadership and the desire for self-transcendence as significant gains. Coaching is described as a creative process aimed at continuous individual development, which in turn strengthens leadership qualities. Additionally, skills such as taking initiative, providing proper guidance, fostering team spirit, and managing processes holistically were reported to be enhanced through coaching.

Decision-Making Processes

The study found that the coaching approach has a supportive effect on collaborative decision-making. School administrators emphasized the importance of taking risks as a leader and valuing the opinions of both students and teachers. They highlighted the significance of possessing planning and organizational skills as well as acting with fairness. Administrators also reported that open communication and providing feedback positively influence decision-making processes. The findings revealed that the coaching competencies of the executive coach, along with adequate knowledge and experience, have a beneficial impact on decision-making. Some participant statements related to this theme are presented below:

"The coaching approach can offer a different perspective in decision-making processes. Instead of the administrator saying, 'I have identified the mistake; this is how we will proceed,' they can coach by opening the issue to staff, being transparent, and making decisions collaboratively." (P6)

"In my opinion, the decision-making process should be based on data collected from across the entire school and its lower levels. Making decisions without data is one of the most problematic aspects of the work. Often, decisions are made without reviewing data, only to find that those decisions do not achieve their intended goals. However, effective leadership and coaching can emerge through data collection, utilizing quantitative data, benefiting from qualitative feedback, valuing the opinions of students and teachers, and maintaining open communication channels." (P2)

"When evaluating the outcomes of the decisions we make, it is necessary to consider their pros and cons and anticipate the potential impacts on the institution, teachers, and students. It is important to take multiple parameters into account during decision-making and to use these skills effectively." (P5)

The findings highlight that in decision-making processes, it is essential for administrators to create a participatory atmosphere by using coaching skills. This includes encouraging input from team members, asking reflective questions, promoting collective decision-making, and seeking feedback on implemented decisions. Fairness, attentiveness, and knowing one's team well were identified as key qualities for effective leadership.

Additionally, the use of data, consideration of relevant factors, and open communication were emphasized as critical to sound decision-making. Valuing the perspectives of both teachers and students was also seen as a way to strengthen team spirit and enhance school cohesion.

Discussion

This study aimed to explore in depth the perspectives of school administrators regarding their coaching roles, examining both the factors influencing their adoption of this approach and their experiences with its implementation. The findings indicate that personal experiences and educational background play a significant role in administrators' adoption of the coaching approach. In particular, leadership qualities such as communication skills, empathy, and the ability to provide effective feedback enhance the effectiveness of the coaching process (Goleman et al., 2013). The development of these skills enables administrators to implement more effective leadership practices at both individual and organizational levels. The study's findings reveal that school administrators view coaching not merely as a leadership function but also as a foundational tool for cultivating a supportive and transformative school culture. This underscores the growing importance of the coaching approach within contemporary educational leadership (Aguilar, 2013; Ellison & Hayes, 2013). Moreover, the findings highlight that personal experience alone is insufficient for administrators to effectively adopt the coaching approach; professional training in coaching, psychology, and communication is also necessary. In particular, coaching training is regarded as a fundamental requirement for administrators to apply this approach at a professional level (Aydin, 2021). At this point, emotional intelligence, empathy, listening skills, and effective communication emerge as critical components that enhance the success of administrators in coaching processes (Goleman, 1998). In-service training programs play a significant role in the development of coaching skills, bridging the gap between theoretical knowledge and practical application (Baltaş & Baltaş, 2013). For such training to be truly effective, its content should be grounded in scientific principles and delivered by qualified experts. Institutional policies, coupled with opportunities for continuous professional development, strengthen individual efforts at the organizational level, thereby enhancing the sustainability of coaching practices.

According to the research findings, self-awareness, intrinsic motivation, goal orientation, and self-management skills also play a critical role in school administrators' adoption of the coaching approach. Self-awareness enhances leadership competence by enabling individuals to recognize their strengths and areas for development (Covey, 2020). This, in turn, strengthens decision-making in coaching processes, fosters trust-based relationships with teachers, and enhances conflict resolution skills (Eğmir, 2012). A positive school climate and collaborative relationships are particularly important contributors to the success of coaching practices (Hoy & Clove, 1986). In this context, Day and Leithwood (2007) emphasize that the impact of leadership is closely linked to the structural support provided by the system. Hargreaves (1994) also underscores the importance of considering institutional infrastructure when evaluating change processes in education. Thus, the coaching approach must be embraced not only at the individual level but also at the institutional level. When school administrators adopt the coaching approach, it generates positive outcomes across a wide spectrum- from teachers' professional development and student achievement to school climate and institutional culture. In this sense, coaching is not merely a process that supports individual development but also a fundamental component of organizational transformation (Whitmore, 2017). Particularly in the field of education, leadership driven by coaching skills enhances teachers' motivation and job satisfaction, while also fostering the development of their pedagogical competencies (Creasy & Paterson, 2005).

The findings of the study indicate that administrators' implementation of the coaching approach has positive effects on teacher performance, students' academic, social, and emotional development, school climate, internal communication and collaboration, as well as student motivation and engagement. Accordingly, the adoption of a coaching approach by administrators facilitates the establishment of trust-based relationships among teachers, thereby promoting open communication (Knight, 2007). Furthermore, when administrators view teachers as learners and invest in their developmental potential, it strengthens teachers' sense of belonging (Robertson, 2008). Coaching-based leadership practices enable teachers to become more competent in problem-solving, decision-making, and adopting innovative practices (Aguilar, 2013). This approach also exerts an indirect but powerful influence on student achievement. As teacher development is reflected in classroom practices and teacher-student interactions, it significantly supports students' academic, social, and emotional growth (Knight,

2009). Moreover, environments characterized by a positive school climate and trust-based relationships positively influence students' sense of school belonging and their attitudes toward learning (Leithwood et al., 2008). In the transformation of school culture, the coaching approach adopted by administrators plays a crucial role in building a learning-oriented school community. Particularly in school environments that support a culture of learning, sharing, and collaboration, coaching fosters both individual and collective development (Fullan, 2007). This, in turn, contributes to the sustainable enhancement of the school's overall performance.

The study also reveals that the coaching approach has a significant and multidimensional impact on school administrators' leadership competencies and decision-making processes. Coaching practices enhance administrators' leadership capacities such as initiative-taking, process management, and emotional intelligence, thereby strengthening their charismatic leadership qualities (Whitmore, 2017). Emotional intelligence enables leaders not only to make strategic decisions but also to respond sensitively to the emotional needs of their team members- ultimately fostering motivation and productivity in the workplace (Boyatzis et al., 2013). In decision-making processes, the coaching approach contributes to increased self-confidence among administrators and supports more equitable, inclusive, and data-driven decisions (Halliwell et al., 2023). These findings indicate that the coaching approach is an indispensable tool for leadership development and effective school management. The adoption of the coaching approach by school administrators is influenced not only by individual factors such as self-awareness, leadership self-efficacy, communication skills, and intrinsic motivation, but also by organizational culture, supportive policies, and the availability of resources. Administrators with a high level of self-awareness are better able to align personal goals with institutional objectives and exhibit a communication-based leadership style that promotes healthier interactions. This contributes to the transformation of school culture and directly supports teacher development.

Conclusion

This study highlights the necessity for school administrators to adopt the coaching approach and draws attention to the importance of taking steps at both the individual and institutional levels to ensure its effective implementation. The findings reveal that administrators perceive coaching not only as a supportive tool but also as a holistic leadership strategy that fosters teacher development, transforms school culture, and strengthens effective leadership practices. The data also indicate that coaching practices should not be limited to the development of individual leadership skills but should extend across the overall functioning of the school and its learning environment. The study further emphasizes that the integration of coaching with intrinsic motivation results in more powerful and lasting outcomes. Effective coaching practices possess the potential to transform school culture and should therefore be structured systematically within school leadership practices (Whitmore, 2017). In this context, it is essential that school administrators integrate the coaching approach into the institutional structure to enhance team collaboration, promote collective learning, and support sustainable organizational development. Additionally, the research shows that personal experiences, professional training, and both internal and external factors play a determining role in administrators' adoption of the coaching mindset. In particular, self-awareness, problem-solving skills, and a supportive school climate emerge as core elements facilitating this process. These findings align with the existing literature, which points to the direct relationship between a leader's level of self-awareness and the quality of the coaching process (Grant, 2014). Ultimately, the coaching approach stands out not only as a tool for personal development but also as a comprehensive strategy for transforming school culture, strengthening leadership, and enhancing institutional effectiveness. Therefore, the systematic integration of coaching practices into education policies represents a strategic step toward ensuring the sustainable development of both teachers and students.

Recommendations

The integration of the coaching approach into educational policies can help school administrators adopt this perspective more effectively. To support this shift, leadership competencies should be strengthened through comprehensive training programs delivered by qualified institutions. These programs should focus on developing key coaching skills such as emotional intelligence, empathy, effective communication, feedback, and problem-solving through practical exercises and case studies. Additionally, workshops promoting self-awareness, self-regulation, and empathy can enhance administrators' ability to provide constructive feedback. Establishing a culture of open feedback within schools will further reinforce the coaching approach by fostering

a safer, more positive school climate for both teachers and students. Furthermore, at the policy level, the Ministry of National Education (MoNE) could incorporate coaching-oriented competencies into the national standards for school leadership. Embedding coaching skills into administrator selection, appointment, and evaluation criteria would ensure that coaching becomes a systemic component of school leadership rather than an optional practice. In addition, MoNE could institutionalize continuous professional development modules focusing on instructional coaching within existing administrator development programs. At the implementation level, school districts may establish structured mentoring and coaching networks where experienced administrators provide coaching support to newly appointed or less experienced school leaders. Creating school-based professional learning communities centered on coaching practices would further support collaboration and shared leadership. Schools could also pilot coaching-based leadership models and evaluate their impact on teacher motivation, instructional quality, and student outcomes, generating evidence to inform broader national reforms.

Limitations

While the study offers valuable insights into school administrators' perceptions of the coaching approach, certain limitations should be acknowledged. First, the research was conducted with a relatively small sample of 18 school administrators from public schools located in central districts of Istanbul. Therefore, the findings may not be generalizable to all educational settings or to private schools across Türkiye. Second, the data were obtained through self-reported interviews, which may be subject to social desirability bias, as participants might have provided responses they perceived as favorable or appropriate. Moreover, the snowball sampling technique, although effective for reaching informed participants, may have limited the diversity of perspectives by concentrating on networks with similar professional backgrounds or coaching experiences. Lastly, the study focused exclusively on the views of administrators and did not include other stakeholders such as teachers or students, whose perspectives could further enrich the understanding of coaching practices in schools. Future research could benefit from incorporating multiple data sources and broader participant groups to enhance the comprehensiveness and applicability of the findings.

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Statements of Publication Ethics

We hereby declare that the study has not unethical issues and that research and publication ethics have been observed carefully.

Researchers' Contribution Rate

The study was conducted and reported with equal collaboration among the researchers.

Ethics Committee Approval Information

Ethics committee approval was obtained for this study from the Yıldız Technical University, Scientific Research and Publication Ethics Committee, with its decision dated 04/03/2025 and numbered 2025.03.

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GENİŞLETİLMİŞ ÖZET

Eğitim sistemlerinde yönetsel rollerin dönüşmesiyle birlikte, okul yöneticilerinden yalnızca rutin idari görevleri yerine getirmeleri değil; aynı zamanda öğretmen gelişimini desteklemeleri, güçlü ilişkiler kurmaları ve öğrenme ortamlarını iyileştirmeleri de giderek daha fazla beklenmektedir (Aguilar, 2013). Bu değişim, empati, iletişim, iş birliği ve gelişim odaklılıkla karakterize edilen koçluk yaklaşımını çağdaş eğitim liderliği için kritik bir araç haline getirmiştir (Kraft vd., 2018). Nitekim uluslararası araştırmalar, okul liderliğinde koçluk uygulamalarının öğretmenlerin mesleki gelişimine katkı sağladığını, olumlu bir okul iklimini teşvik ettiğini ve öğrenci başarısını artırıldığını ortaya koymaktadır (Grant vd., 2010; Majola vd., 2024). Ancak, farklı kültürel ve kurumsal bağlamlarda koçluğun nasıl algılandığı ve uygulandığına ilişkin literatür sınırlı kalmaktadır. Türkiye gibi merkeziyetçi yapıpala sahip eğitim sistemlerinde ise, okul yöneticilerinin koçluk uygulamalarına ilişkin algılarını, deneyimlerini ve stratejilerini inceleyen araştırmalara duyulan ihtiyaç giderek artmaktadır. Bu kapsamda çalışma, Türkiye'deki kamu okullarında görev yapan yöneticilerin koçluk yaklaşımına ilişkin görüşlerini inceleyerek empirik bilgi birikimine bağlamsal bir katkı sunmayı amaçlamaktadır.

Bu çalışmada, okul yöneticilerinin koçluk yaklaşımına ilişkin bakış açlarını ve bu çerçevede yönetici koçluğu sürecinin özgün özelliklerini incelemek amacıyla temel nitel araştırma deseni benimsenmiştir. Çalışma grubunu, 2024-2025 akademik yılında İstanbul'un merkez ilçelerinde yer alan çeşitli düzeydeki kamu okullarında görev yapan 18 okul yöneticisi oluşturmuştur. Veri toplama sürecinde, araştırmacılar tarafından geliştirilen yarı yapılandırılmış görüşme formu kullanılmıştır. Formun geliştirilmesinde ilgili alan yazın taranmış ve uzman görüşlerine başvurulmuştur; bu kapsamında, eğitim koçluğu alanında uzman bir öğretmenin ve Eğitim Yönetimi alanında görev yapan iki öğretim üyesinin görüşleri alınmıştır. Araştırmada elde edilen veriler içerik analizi yöntemiyle çözümlenmiştir.

Araştırma bulguları, kişisel deneyimlerin ve eğitim geçmişinin, yöneticilerin koçluk yaklaşımını benimsemelerinde önemli bir rol oynadığını göstermektedir. Araştırma sonuçlarına göre, öz-farkındalık, içsel motivasyon, hedef yönelimi ve öz-yönetim becerileri de okul yöneticilerinin koçluk yaklaşımını benimsemelerinde kritik bir rol oynamaktadır. Çalışmanın bulguları ayrıca, yöneticilerin koçluk yaklaşımını uygulamalarının öğretmen performansı, öğrencilerin akademik, sosyal ve duygusal gelişimi, okul iklimi, okul içi iletişim ve iş birliği ile öğrenci motivasyonu ve katılımı üzerinde olumlu etkiler yarattığını ortaya koymaktadır. Araştırma, koçluk yaklaşımının okul yöneticilerinin liderlik yeterlikleri ve karar alma süreçleri üzerinde de anlamlı ve çok boyutlu bir etki yarattığını ortaya çıkarmaktadır.

Araştırma, okul yöneticilerinin koçluk yaklaşımını benimsemelerinin gerekliliğini vurgulamakta ve bu yaklaşımın etkili biçimde uygulanabilmesi için hem bireysel hem de kurumsal düzeylerde adımlar atılmasıının önemine dikkat çekmektedir. Bulgular, yöneticilerin koçluğu yalnızca destekleyici bir araç olarak değil; öğretmen gelişimini teşvik eden, okul kültürünü dönüştüren ve liderlik uygulamalarını güçlendiren bütüncül bir strateji olarak gördüklerini ortaya koymaktadır. Ayrıca, koçluk uygulamalarının yalnızca bireysel liderlik becerilerinin geliştirilmesiyle sınırlı kalmayıp okulun genel işleyişine ve öğrenme ortamına da yayılması gerektiği anlaşılmaktadır. Çalışma, koçluğun içsel motivasyon ile bütünlüğünden daha güçlü ve kalıcı sonuçlar doğurduğunu da göstermektedir.

Sonuç olarak, koçluk yaklaşımı yalnızca kişisel gelişim için bir araç değil; aynı zamanda okul kültürünü dönüştüren, liderliği güçlendiren ve kurumsal etkililiği artıran kapsamlı bir strateji olarak öne çıkmaktadır. Bu nedenle, koçluk uygulamalarının eğitim politikalarına sistematik biçimde entegre edilmesi hem öğretmenlerin hem de öğrencilerin sürdürülebilir gelişimini sağlamaya yönelik stratejik bir adım olarak değerlendirilmektedir. Bu dönüşümü desteklemek amacıyla, liderlik yeterlikleri nitelikli kurumlarca sunulan kapsamlı eğitim programlarıyla güçlendirilmelidir. Bu programlar; duygusal zekâ, empati, etkili iletişim, geri bildirim ve problem çözme gibi temel koçluk becerilerinin, uygulamalı çalışmalar ve vaka analizleri yoluyla geliştirilmesine odaklanmalıdır. Bunun yanı sıra, öz-farkındalık, öz-düzenleme ve empatiyi destekleyen atölye çalışmaları yöneticilerin yapıçı geri bildirim verme yetkinliklerini artırabilir. Okul içinde açık geri bildirim kültürünün oluşturulması ise hem öğretmenler hem de öğrenciler için daha güvenli ve olumlu bir iklim sağlayarak koçluk yaklaşımını pekiştirebilir.