

Effectiveness and challenges of online student coaching program during the COVID-19 disaster

Abstract

The aim of this study is to evaluate the effectiveness of the Educational Counseling and Student Coaching Online Training Program implemented by the Izmir Institute of Technology Continuing Education Center (IYTESEM) within the context of the COVID-19 pandemic, regarded as a global disaster. Designed as a case study with a mixed-method approach, the research involved 68 participants in six different program periods. Quantitative data were collected through a validated Program Evaluation Questionnaire ($\alpha = 0.88$), while qualitative data were obtained via semi-structured interviews, analyzed using content analysis. Findings indicate that the online student coaching training was generally effective and efficient, particularly in terms of accessibility, flexibility, and time-saving. However, limitations were identified in areas such as communication, motivation, and active participation when compared to face-to-face education. The study highlights that the COVID-19 disaster necessitated a rapid transition to online education, exposing critical challenges in interaction, digital infrastructure, and pedagogical adaptation. It is concluded that for online student coaching programs to be sustainable and impactful in disaster conditions, flexible models and crisis-responsive pedagogical strategies must be developed.

Keywords: student coaching, educational counseling, covid-19 disaster, online education, curriculum evaluation

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Introduction

As in the whole World, online education, combined with social isolation has gained great importance in Turkey as well. In this process, online curricula that contribute too many individual and professional development such as student coaching, which is focused on emotion and thoughts management, have started to be in demand more than ever before.

The reason why online education is accepted as a suitable learning method is that people want to access information from more sources in a shorter time, it provides a solution to the differences in income distribution and offers better opportunities.¹ In addition, the social distance and isolation process experienced due to the corona virus pandemic has eliminated the opportunity of face-to-face education and has caused the learning environment to be moved to the virtual environment. During the isolation process, online synchronous education was started in the certificate curricula organized on behalf of the İzmir Institute of Technology Continuing Education Center (IZTECH). Online synchronous education, which is a form of distance education, perhaps has never been needed this much throughout the history of education. The corona virus social isolation process has taken its place in the history of education as the period which online synchronous education is used most intensively. Online education was previously considered an alternative way of learning, but it has been used as the most important and necessary form of learning during the mandatory isolation period. In this process, where those negative and challenging conditions offer other ways of learning, it has been seen that, online education has several benefits and it has provided an excellent way to learning.²

With the rapid development of educational technologies at the end of the nineteenth century and the technology becoming a part of daily life at the beginning of two thousandths, online education, which is the most common, most advanced and most effective form

of distance education, has gained importance.²⁻⁴ Online education, the most modern type of distance education, has become a part of life with COVID-19 epidemic and the accompanying social.⁵⁻⁷

Since online education is a learning way that individuals can attend from their homes, not under a certain roof, it has been the most used education technology during the social isolation period. Online education has become a part of life after 2020, as it allows learning to be-carried out independently of time and place,⁸ and because it eliminates the problems of face-to-face education,⁹ especially during the social isolation period.

In the period of social isolation after 2020 when online education opportunities and usage increased, people began to seek different educational pursuits for themselves or their children through distance education. Especially when schools were closed and children were at home, parents tried to teach their children their control skills. In this process, student coaching has become interesting for both parent and teacher. Many different universities opened student coaching certificate curricula during this period, parents and teacher showed interest in these curricula.

Even in the nineteen nineties, there are studies in the education literature where it is stated that coaching, which is stated to be realized by creating a trust-based healthy communication process, positively affects the learning process, provides different skills and increases performance.¹⁰ In other words, "coaching" which was accepted as a profession in many countries even before social isolation, was recognized as an official profession by the Vocational Qualifications Authority in Turkey.¹¹ It has been published in the official gazette and professionals related to social work and counseling: Coaching, which is defined as a qualified person providing individual and professional development, reveals what individuals can do it is profession that carries out activities that increase awareness, development and alternatives and also support positively.¹² Emphasizing that it's a companion that enables the individual to discover his or her strengths

Kalçık¹³ has expressed that coaching is the person who enables individuals to take action by developing self-awareness on the way to reach their goals. Coaching can be seen as development tool and can be divided into categories such as student, sales, manager, parent, institution, life.^{11,13}

A sub-category of coaching is student coaching. In this period, where the discussions on student coaching, which helps to set goals, guide and motivate student to reach the determined goals, continue the benefits of the courses, the right study methods and the role of the school. It has been determined that student coaching has a positive effect on issues such as the importance of school. In addition, with the study plan, it was determined that student coaching contributed to the more their attitudes towards the lesson and the school changed positively.¹⁴

Coaching, which is said to be an applied positive psychology method that focuses on strengths, development solution, and change instead of problems, has been a job that requires professional training rather than personal development.^{10,13} Especially student coaching has attracted more attention during the social isolation period due to COVID-19. Teachers who want to teach their student with the right methods and positive approaches, parents who want to manage their own feelings, thoughts and time, showed more interest on student coaching after 2020. The increase in the demand for student coaching and the quality of the courses or certificate curricula opened during the meeting of this demand can also be seen as a problem. In this research, it was evaluated whether the "Education Counseling and Student Coaching Curriculum", which was opened as a certificate curriculum on behalf of İzmir Institute of Technology Continuing Education Center (IZTECH) and carried out online, was effective or not. This evaluation was deemed necessary according to the views of the participant, and it was thought that it should be examined in accordance with the curriculum evaluation approach. Because curriculum evaluation is a process that provides feedback on how effective a curriculum is to accept, change or remove application.¹⁵

In this research, which was conducted to evaluate the education consultancy and student coaching online curriculum organized on behalf of IZTECH and to contribute to the improvement process in the relevant field by determining the deficiencies, if any the answers to the following questions were sought:

1. What are the views of the participants on the education consultancy and student coaching online curriculum applied. Of those participating in the curriculum;
 - a. Needs assessment process,
 - b. To the gains (targets),
 - c. Teaching methods and techniques,
 - d. To instructional technologies',
 - e. The time, duration and daily lesson hours of the curriculum,
 - f. Educational environment, physical conditions and problems experienced,
 - g. Assessment and evaluation process,
 - h. What are the views on instructor qualification?
2. Organized education consultancy and student coaching online curriculum;
 - a. To be online

- b. Learning process in online education
- c. What are the participant views on the deficiencies and advantages of online education?

Method

This study, which aims to evaluate the program according to the views of the participants of the online training program on educational consultancy and student coaching, used a mixed method using qualitative and quantitative methods.

Participants

The participants of the study were 68 participants, who are enrolled in the online education curriculum. Out of a total of 68 participants, 47 volunteered for quantitative research by completing the curriculum evaluation questionnaire. Interviews were conducted with 12 participants who were eligible for the collection of qualitative data and agreed to the interview.

Data collection

Quantitative and qualitative research methods were used in the process of collecting data in the study. The study conducted separate assessments based on participant interview form records and answers to the curriculum evaluation questionnaire.

Curriculum evolution questionnaire

The quantitative data needed in the study took place through the Curriculum Evaluation Questionnaire Based on Participant Opinions developed by¹⁶ Consistent with the scale of five rating, the questionnaire includes options for "Absolutely Yes", "Quite", "Partially", "Very Few", "Absolutely No". The questionnaire's validity studies were conducted. According to the reliability studies made, the reliability coefficient of Alpha Cronbach of the scale has been found as 0.88. The data obtained in the light of the answers given were interpreted quantitatively.

Interview form

The meetings with the participants were conducted mutually and one-to-one basis by the researcher. The interviews were first recorded with a voice recorder, and then these recordings were transcribed and converted into a written form. Themes were created via classifying the recorded data using the qualitative research method. There were a total of number of 4 questions in the interview form addressing to the participant participants. The questions were as follows:

1. How did you find the online curriculum you participated in?
2. How do you feel about the effectiveness of the online curriculum implemented in terms of your learning?
3. What are the superior or inadequate aspects of the online curriculum that is implemented relative to face - to - face education?
4. What do you want to say about editing this online curriculum?

Data analysis

The data obtained from the curriculum evaluation questionnaire applied to 47 participants who participated in the education consultancy and student coaching online curriculum were carried out with quantitative data analysis. The data obtained from the 12 participants who were interviewed were carried out with qualitative data analysis.

Analysis of quantitative data

Data obtained through the questionnaire to determine the effectiveness of the implemented online student coaching curriculum based on participants' views was interpreted in light of results from frequencies, percentages and arithmetic averages. Frequencies, percentages, and arithmetic averages were calculated for each item in the questionnaire. Comments were made on the average values of frequency, percentage and numeracy.

Analysis of qualitative data

Content analysis was applied while interpreting the data. In the content analysis, the data were coded, the themes were obtained, the codes and themes were arranged, and then the findings were obtained.

Qualitative data analysis method was used because data was collected through interviews and a qualitative process was followed to reveal perceptions and events in a natural environment in a realistic and holistic way.¹⁷ Thus, descriptive analysis method, one of the qualitative research data analysis methods, was used in the analysis of the data obtained from the results of the interviews with the participants. Frequencies were extracted where necessary and frequencies were used in the interpretation of the data. In the qualitative dimension of the research, the procedures performed in the analysis of the data are explained below.

Processing data

Prior to the interpretation of the data obtained through the interview, the data obtained as a result of the interview was recorded, classified and edited. Information has been edited to make the data clearer.

Coding data

The coding to explain the important points in the data consisted of three phases. In the first phase, conceptual categories included in the data were uncovered, the relationships between the categories uncovered in the second phase were determined, the relationships in the third phase were explained and conceptualized.¹⁸ The results of coding based on concepts extracted from the data are tables.

Interpretation data

Descriptive analysis was utilized in interpreting the data obtained during the research process.

Descriptive analysis

According to this approach, data is summarized and interpreted based on previously established themes. In descriptive analysis, direct quotes are frequently included in an attempt to dramatically reflect the views of interviewed or observed individuals. In such analysis, the

goal is to present the findings to the reader in an edited and interpreted form. Data obtained for this purpose is first described systematically and clearly. These descriptions are then explained, interpreted, examined about cause-and-effect relationships, and come to a number of conclusions. Associating, making sense and making forward estimates of emerging themes may also be among the dimensions of the researcher's comments.¹⁷

After the data obtained through the interview form were evaluated in line with the explanations made, the themes related to the general purpose of the research were formed. Thematic categories derived from participant interviews on the online student coaching program are as follows:

- User opinions on the online certificate curriculum process
- Advantages of online education compared to face-to-face education in the online certificate curriculum
- In the online certificate curriculum, the shortcomings of online education compared to face-to-face education
- Favorite aspects of the learning process effects of online education in the online certificate curriculum
- Criticisms of the online certificate curriculum

All of the data obtained during the interpretation process in line with the themes created were placed in tables and tables were used while making explanations.

Findings and discussion

The quantitative research part of the study was carried out by analyzing the data obtained from 47 participants who answered the curriculum evaluation questionnaire from 68 people who participated in the education consultancy and student coaching online curriculum. Out of 12 participants who could be interviewed among 68 participants. The analysis of the collected data constituted the qualitative evaluation part of the study.

Quantitative evaluation findings and discussion

In order to determine the effectiveness of the online educational counseling and student coaching curriculum according to the opinions of the participants, the data obtained through the questionnaire were interpreted by using frequencies, percentages and arithmetic averages. All elements and elements of the curriculum were evaluated separately and a single arithmetic mean was calculated for each of them.

The frequencies, percentages and arithmetic averages of the answers given by the participants to the questions regarding the identification of needs and pre-curriculum activities in the curriculum applied are presented in Table 1.

Table 1 Identification of needs and distribution of participant views on pre-curriculum activities

Questions	Absolutely Yes		Quite		Partially		Very Few		Absolutely No		$\bar{X}$
	N	%	N	%	N	%	N	%	N	%	
1. Was your training need determined by scientific approaches (survey, interview, etc.) before the curriculum?	17	36.2	8	17	13	27.7	3	6.4	6	12.8	3.57
2. Before the curriculum, were your views on the aims, content and organization of the curriculum received?	26	55.3	11	23.4	7	14.9	3	6.4	-	-	4.28
3. Before the curriculum, were you given material about the content of the curriculum and a source suggested?	22	46.8	7	14.9	11	23.4	5	10.6	2	4.3	3.89
Total	N=47						11.74/3				3.91

“Was your training need determined by scientific approaches (survey, interview, etc.) before the curriculum?” 17 out of 47 participants absolutely yes (36.2%), 8 quite (17%), 13 partially (27.7%), 3 very few (6.4%), 6 absolutely no (12.8%) they have answered. While a significant part of the participants stated that their training needs were determined, it is noteworthy that there were also those who stated that the needs were not determined. Since the needs analysis studies are usually carried out before the curriculum is put into practice, it was considered normal that some of the participants, even if they were few in number, stated that the needs were not determined. When the answers given to questions 2 and 3 are examined, approximately half of the participant. They stated that

the studies related to the determination were definitely carried out. Looking at the average of the questions related to the needs analysis, it can be said that studies have been carried out on pre-curriculum activities and the determination of training needs. As emphasized by Karacaoğlu,¹⁹ the objectives of the curriculum should be determined according to realistic needs. Training needs are fundamental in curriculum preparation, as it helps identify actual needs and ensures these needs are met in the most effective way.

The frequencies, percentages and arithmetic averages of the answers given by the participants regarding the achievements of the curriculum applied are presented in Table 2.

Table 2 Distribution of participant views on achievements (objectives)

Questions	Absolutely Yes		Quite		Partially		Very Few		Absolutely No		$\bar{X}$
	N	%	N	%	N	%	N	%	N	%	
4. Are the objectives clearly stated?	41	87.2	5	10.6	1	2.1	-	-	-	-	4.85
5. Did the objectives match your training needs?	41	87.2	5	10.6	1	2.1	-	-	-	-	4.85
6. Do you believe the goals have been achieved?	37	78.7	7	14.9	3	6.4	-	-	-	-	4.72
Total	N= 47						14.42/3				4.81

For questions 4 and 5, 41 out of 47 participants answered absolutely yes, and to question 6, 37 answered absolutely yes. If we look at the arithmetic mean of the three questions regarding the curriculum's achievements of 4.81, it can be said that the studies on the aims of the curriculum have definitely been carried out. This is important for the coaching curriculum that will support the progress

of learners. Because according to Atkinson et al.,²⁰ the main objective of coaching is to support students in their progress and help them set new learning goals.

The frequencies, percentages and arithmetic averages of the answers given by the participants to the questions regarding the content of the curriculum are presented in Table 3.

Table 3 Distribution of participant views on the content of the curriculum

Questions	Absolutely Yes		Quite		Partially		Very Few		Absolutely No		$\bar{X}$
	N	%	N	%	N	%	N	%	N	%	
7. Are the topics in the curriculum clear, understandable and regularly planned?	44	93.6	3	6.4	-	-	-	-	-	-	4.94
8. Did the content of the curriculum (courses and topics) cover the areas that interested you?	40	85.1	6	12.8	1	2.1	-	-	-	-	4.83
9. Are the topics in the curriculum covered at the level you need?	33	70.2	12	25.5	2	4.3	-	-	-	-	4.66
Total	N= 47						14.43/3				4.81

When the answers given by the participants to the questions about the content of the curriculum are examined, it is seen that the answers of the participants to all three questions are concentrated on the “absolutely yes” option. Considering the arithmetic average of the answers given to the questions about the curriculum content of 4.81, it can be said that the studies on the content were definitely carried out and the content of the curriculum was definitely well prepared. The

content of the student coaching curriculum consists of the subjects to be taught.¹⁵ Callahan²¹ defines curriculum implementation as the process of realizing the content, plans and documents developed with specific learning objectives in mind.

The frequencies, percentages and arithmetic averages of the participants for the questions about the teaching methods in the online curriculum are given in Table 4.

Table 4 Distribution of participant views on teaching methods

Questions	Absolutely Yes		Quite		Partially		Very Few		Absolutely No		$\bar{X}$
	N	%	N	%	N	%	N	%	N	%	
10. Were the teaching methods used in accordance with the aims of the curriculum?	39	83	7	14.9	1	2.1	-	-	-	-	4.81
11. Is one or more of the appropriate teaching methods used?	43	91.5	3	6.4	1	2.1	-	-	-	-	4.89
12. Were your level and individual differences taken into account during the use of the methods?	33	70.2	12	25.5	2	4.3	-	-	-	-	4.66
Total	N= 47						14.36/3				4.79

When the answers given by the participants to the questions about the teaching methods used in the implementation of the curriculum were examined, it was seen that there was no participant who said “very little” or “absolutely no”. It was observed that a significant majority of the participants answered “absolutely yes” to all three questions. Especially to Question 11, 43 out of 47 participants answered “absolutely yes”. The arithmetic averages of the answers to these three questions is 4.79. Accordingly, it is understood from the opinions of the participants that the teaching methods and practices are used absolutely correctly and appropriate.

The correct and appropriate use of teaching methods and practices and curriculum development are of vital importance.²² Suggesting coaching as a pedagogical intervention to prepare students for the transition to the labor market, van der Baan et al.,²³ emphasize that not only an instructor can coach, but also more experienced peers or alumni can coach students in their academic development.

The frequencies, percentages and arithmetic averages of the answers given by the participants to the questions about the instructional technologies in the online curriculum are presented in Table 5.

Table 5 Distribution of participant views on instructional technologies

Questions	Absolutely Yes		Quite		Partially		Very Few		Absolutely No		$\bar{X}$
	N	%	N	%	N	%	N	%	N	%	
13. Were teaching tools and materials used adequately?	37	78.7	9	19.1	1	2.1	-	-	-	-	4.77
14. Were the equipment and technology suitable for today's conditions?	45	95.7	2	4.3	-	-	-	-	-	-	4.96
Total	N= 47						9.73/2				4.86

To Question 13, 37 out of 47 participants answered “absolutely yes”, 9 “quite a lot” and 1 “partially”. A significant proportion of the participants in the online coaching training certificate curriculum answered “absolutely yes”. By looking at the arithmetic average of the answers given by the participants (4.77), it can be said that the instructional technologies suitable for the educational needs, purposes and subjects of the participants are used at a sufficient level.

To Question 14, 45 out of 47 participants answered “absolutely yes” and 2 answered “quite a lot”. A significant part of the participants stated that the instructional technologies used in the curriculum were suitable for the conditions of the Day. According to the arithmetic average of the answers given to this question (4.96), it can be said that the teaching materials used are quite suitable for the conditions of the Day. It can be thought that almost all of the participants find the teaching technologies used in accordance with the condition. It can be thought that the fact that almost all of the participants (except for two of them) found the teaching technologies used in accordance with the conditions of the day may be due to the fact that the curriculum was held online. The arithmetic averages of these two questions about the

teaching tools and materials used in the online coaching curriculum is 4.86. The fact that the arithmetic average is so high can be interpreted as a well-planned and used instructional technology and tools.

In contrast, Timonen and Ruokamo²⁴ found that research on synchronous coaching pedagogy in online education is insufficient. The process of learners, skills and competences should take into account the pedagogical methods designed by a coach and the results show that webinar pedagogy enables and enhances active collaborative learning and knowledge construction in groups. Therefore, it can be said that different technologies should be utilized both in coaching education and coaching practice. As highlighted by Madden et al.,²⁵ strengths-based coaching curricula can be considered as a potential mental health prevention and promotion intervention to enhance students' well-being and can also form an important part of an overall positive curriculum.

The frequencies, percentages and arithmetic averages of the answers given by the participants to the questions regarding the assessment and evaluation process in the online student coaching curriculum are presented in Table 6.

Table 6 Distribution of participant views on the assessment and evaluation process

Questions	Absolutely Yes		Quite		Partially		Very Few		Absolutely No		$\bar{X}$
	N	%	N	%	N	%	N	%	N	%	
15. Was the assessment and evaluation of your success status carried out on a regular basis?	31	66	12	25.5	2	4.3	2	4.3	-	-	4.53
16. Were you informed of the evaluation results immediately?	36	76.6	8	17	2	4.3	1	2.1	-	-	4.68
17. Were the objectives of the curriculum taken into account when measuring and evaluating your success?	39	83	7	14.9	1	2.1	-	-	-	-	4.79
Total	N=47						14/3				4.66

When the answers given by the participants to the questions about the measurement and evaluation process of the curriculum are examined, it is seen that the majority of those who say yes to all three questions are in the majority. In particular, 39 of the 47 participants (83%) stated that the evaluation was made strictly in line with the

aims of the curriculum. The remaining 7 (14.9%) of the participants stated that the evaluation was quite suitable for the aims of the curriculum. The arithmetic averages of the question about whether the evaluation is carried out in line with the aims of the curriculum is 4.79, the arithmetic averages of the question about whether the

evaluation results are reported immediately is 4.68, the question about the regular measurement and evaluation of success its arithmetic average is 4.53. The arithmetic average of these three questions is 4.66. Considering these averages, it can be said that the evaluation process of the curriculum is done well and correctly. Evaluation is a process that provides feedback and continuity to the curriculum development process.^{16,26} Conducting a longitudinal educational intervention using standardized assessments to determine the impact of self-assessment, feedback and coaching on the development and implementation of learning goals, Wolff et al.²⁷ found that coached students developed better learning goals compared to non-coached

students. According to this finding, it should be recognized that guiding and coaching students is even more important today when curriculum development and assessment processes are experimented with AI. Presenting a new AI curriculum framework, Chiu et al.²⁸ found that students perceived greater efficacy and developed a more positive attitude towards learning AI. This finding suggests that AI can be utilized in the development and evaluation of curricula and especially in student coaching.

The frequencies, percentages and arithmetic averages of the answers given by the participants to the questions about the duration of the online curriculum are presented in Table 7.

Table 7 Distribution of participant views on the duration of the curriculum

Questions	Absolutely Yes		Quite		Partially		Very Few		Absolutely No		$\bar{X}$
	N	%	N	%	N	%	N	%	N	%	
18. Do you think the duration of the curriculum was sufficient?	34	72.3	5	10.6	7	14.9	1	2.1	-	-	4.53
19. Was the duration of the curriculum used efficiently in your opinion?	38	80.9	6	12.8	3	6.4	-	-	-	-	4.74
25. Was the timing of the curriculum properly planned?	42	89.4	5	10.6	-	-	-	-	-	-	4.89
Total	N= 47				14.16/3						4.72

When the answers of the participants about whether the duration of the curriculum was sufficient and efficient and whether the time was planned appropriately were examined, a significant majority of the answers focused on the yes option. In particular, 42 (89.4%) of 47 participants stated that the time of the curriculum was definitely planned appropriately, 38 participants (80.9%) stated that the duration of the curriculum was definitely used efficiently, and 34 participants (72.3%) stated that the time was definitely sufficient. Considering the arithmetic averages of the answers given to the three questions regarding the participant's views on the duration of the curriculum (4.72), it can be said that the time of the curriculum is definitely suitable, used efficiently and is sufficient.

Viewing coaching as an interdisciplinary endeavor in which participants integrate multiple disciplinary knowledge to support the achievement of a variety of desired outcomes, Dempsey et al.²⁹ suggest a critical assessment of what knowledge is or is not being used and how that knowledge supports learners in a dynamic and often coaching context. Our research fulfills this recommendation for coaching in some dimensions. In particular, the student coaching practiced reveals that the knowledge in the online curriculum is appropriate, effective and sufficient.

The frequencies, percentages and arithmetic averages of the answers given by the participants to the questions about the trainers in the online coaching curriculum are presented in Table 8.

Table 8 Distribution of participant views on the qualifications of the trainers in the curriculum

Questions	Absolutely Yes		Quite		Partially		Very Few		Absolutely No		$\bar{X}$
	N	%	N	%	N	%	N	%	N	%	
20. Did the instructors work willingly and voluntarily to meet your training needs?	45	95.7	2	4.3	-	-	-	-	-	-	4.96
21. Did the instructors give importance to your ideas and thoughts?	43	91.5	3	6.4	1	2.1	-	-	-	-	4.89
22. Did the instructors have sufficient knowledge?	45	95.7	2	4.3	-	-	-	-	-	-	4.96
23. Did the trainers organize training activities based on the knowledge they gained about your experiences and working environments?	39	83	6	12.8	2	4.3	-	-	-	-	4.79
24. Did the instructors communicate well with you?	45	95.7	1	2.1	1	2.1	-	-	-	-	4.94
Total	N=47				24.54/5						4.90

The arithmetic average (4.90) of the 4 questions regarding the qualifications of the instructors involved in the learning and teaching process of the educational consultancy and student coaching online curriculum is the highest arithmetic average among all dimensions. It is seen that there is no participant who answered "absolutely no" and/

or "very few" to any of these four questions about the qualifications of the trainers in the curriculum. In fact, none of the participants gave a "partially" answer to questions 20 and 22, and all the answers focused on "quite a lot" and especially "definitely yes". Among all the questions in the questionnaire, it is seen that the three questions, to

which the most participants answered “absolutely yes”, are related to the qualifications of the trainers. “Did the instructors work willingly and voluntarily to meet your training needs?”, “Did the instructors have sufficient knowledge?” and “Did the instructors communicate well with you?” Forty-five (95.7%) of the 47 participants answered absolutely yes to the questions. Among all the questions, the highest arithmetic average (4.96) was again the two questions related to instructor qualifications. Based on these findings, it can definitely be said that the trainers work willingly and voluntarily, have sufficient knowledge, and give importance to the interests, needs, levels, expectations, opinions and suggestions of the participants. According

to participant opinions, it can be interpreted that the trainers in the education consultancy and student coaching online curriculum are definitely qualified and sufficient. Considering that teacher competencies are one of the most important factors affecting the quality of education^{2,30} it can be said that the quality of the online curriculum is high.

The frequencies, percentages and arithmetic averages of the answers given by the participants to the questions about the environment in which the online student coaching curriculum takes place and the problems encountered are presented in Table 9.

Table 9 Distribution of participant views on the environment in which the curriculum takes place and the problems encountered

Questions	Absolutely Yes		Quite		Partially		Very Few		Absolutely No		$\bar{X}$
	N	%	N	%	N	%	N	%	N	%	
26. Is the educational environment in which the curriculum is implemented appropriately chosen?	39	83	7	14.9	1	2.1	-	-	-	-	4.81
27. Are the physical conditions and educational opportunities sufficient?	37	78.7	10	21.3	-	-	-	-	-	-	4.79
28. Have the problems you encountered been taken care of?	40	85.1	7	14.9	-	-	-	-	-	-	4.85
Total	N=47						14.45/3				4.81

When the answers given by the participants to the questions about the environment in which the curriculum takes place and the problems encountered are examined, it is seen that the majority of those who said “Absolutely yes” to all three questions. Especially, 40 out of 47 participants stated that the problems encountered were definitely taken care of, and the remaining 7 stated that they were “quite” interested. If 39 participants answered yes to question 26, it can be interpreted that online education can be successful in effective practices. To this question, 7 of the participants gave the answer quiet and 1 partially. None of the participants gave a very little or absolutely no answer to this question, which questions the suitability of the educational environment. 37 out of 47 participants stated that the physical conditions and educational opportunities were absolutely sufficient, while 10 participants stated that they were quite sufficient. When the arithmetic average of these three questions regarding the physical conditions and problems of the online curriculum organized is interpreted, it can be said that the participants absolutely focused on the yes range.

As in this study, it is possible to come across research results showing that well-planned and implemented online curricula yield effective results.^{2,31} However, as in the study conducted by DeCoito and Estaiteyeh,³² online teaching can also have negative aspects. In the study, teachers prioritized subject content and curriculum objectives over creative and student-centered pedagogical approaches. The assessment techniques used were seen by teachers as inauthentic and often ineffective. Moreover, teachers reported challenges in addressing student needs and abilities, resulting in difficulties in providing equitable and inclusive online teaching. Finally, online teaching was seen by most teachers as negative in terms of student engagement and outcomes.

The arithmetic averages of all answers to the questionnaire to determine the effectiveness of the curriculum was determined as 4.69. It can be said that the curriculum implemented by looking at this arithmetic average is definitely efficient and effective.

Examining the relationship between teaching and coaching, Reid et al.³³ suggested that teachers and coaches can produce beneficial

results when they combine the qualities of both approaches. They emphasized that this requires not only appreciating an asset in the other, but also incorporating insights and methods from the other approach into their own practice. Furthermore, Jones and Smith³⁴ identify in their research a set of best practice recommendations to guide higher education institutions in delivering coaching and mentoring interventions to support their students’ career progression.

Qualitative evaluation findings and discussion

Qualitative evaluation findings were obtained by analyzing the data obtained as a result of the interviews about the online curriculum of the participants, the learning process in online education, the deficiencies and superiorities of online education, and the findings were interpreted. These findings were obtained by analyzing the interviews with the participants.

Participants’ opinions on online education

A descriptive analysis was made on the answers given by the participants to the relevant question. The table in which the findings from the interviews conducted to evaluate the views of the participants of the online curriculum and their comments are given below Table 10.

Table 10 Participant views on the online curriculum process

Theme, Codes, and Sub-Codes	n	Views
User views on the online training curriculum process	6	I like it.
		I am satisfied with it
	2	I don't like it.
		I am not satisfied it.
	2	I had trouble focusing, I was often distracted.
	1	I could not attend face to face so it is very advantageous.
A. Status of liking the curriculum	1	I think time wasted.
B. Use of time		
C. Focus and intention		
D. Advantage status		

When Table 10 is examined, it is seen that 6 (50%) of the 12 interviewees were satisfied and liked. In another study conducted by Yıldız,³⁵ although it was concluded that 49.5% of the participants would not prefer to take courses with distance education in the future, and that the attitudes of the participants regarding online or distance education were neither positive nor high^{36,37} the fact that half of the participants in the online student coaching curriculum like and are satisfied with online education shows that the applied online curriculum is effective both in learning and in developing a positive attitude. The finding related to the satisfaction and liking of the online student coaching training participants is similar to the finding of the research conducted by Yenilmez, et al.,³⁸ which reveals that the attitudes of teacher candidates towards distance education are higher than moderate. Because of this similarity, it can be interpreted that teachers' and educators' attitudes towards online education are more positive.

When the opinions of the other participants regarding the online curriculum process were examined, there were 2 participants who stated that they did not like and were not satisfied, while 2 participants stated that they had a focusing problem and were distracted more quickly in online education. While one participant found it advantageous to have the training online since he or she could not attend face-to-face, another participant stated that being online saves time. Kurt et al.³⁹ also determined in their research that online education during the pandemic period contributes to continuity and interaction.

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Participant views on the advantages and disadvantages of online education compared to face-to-face education "What are the advantages or disadvantages of the online curriculum compared to face-to-face education?" The following two tables were created by classifying the participant responses to the question (Table 11).

Table 11 Participatory views on the superior aspects of the online curriculum implemented relative to face-to-face education

Theme, codes, and sub-codes	n	Views
Superior aspects of online certification curriculum implementation compared to face-to-face education	4	The ability to repeat lessons and monitor missed lessons
	4	Time gains and class hours don't coincide with other jobs
	2	The convenience of participation from the home environment
	1	Enabling interaction by switching on microphones and cameras
	1	Lack of transport shortages

When Table 11 is examined, it is seen that the thermalized and coded opinions focus on the advantages of re-watching the lessons and using time. In addition, 2 participants expressed the participation from their home environment and the absence of transportation problems by 1 participant as the advantages of the online curriculum.

Considering that transportation takes time in face-to-face education, the opinions of those who state that they save time can be associated with the subject of transportation. It can be thought that the number of participants in the groups in the curriculum consists of 10-12 students, because one of the participants sees the ability to interact by turning on the microphone and camera as the superior aspect of the online curriculum. It should not be ignored that it is not possible for all participants to open their cameras and microphones in more crowded virtual classrooms (Table 12).

Table 12 User views on the shortcomings of online education compared to face-to-face training

Theme, codes, and sub-codes	n	Views
The limitations of online education to face-to-face education	4	Limited interaction
	3	Failure to maintain effective communication between educator and student (eye contact, body language, mimics, etc.)
	3	Quicker distraction of computer attention and motivation
	2	Having glitches from the internet

When Table 12 is examined, it is seen that the most important limitations of the online education are limited interaction and communication, motivation and distraction, and problems arising from the internet. While 7 out of 12 participants expressed problems with communication and interaction, 3 participants expressed motivation and attention problems. 2 participants stated the problems experienced in internet connection as the limitation of online education. The results of the research conducted by Başaran et al.,⁴⁰ on the quality of distance education during the pandemic process, as well as the benefits of online distance education, support this finding that there are problems with limited interaction, not being able to attend the lesson effectively, not being able to serve individual differences and technical problems.

Admired and criticized aspects of the learning process effects of online education

"What do you want to say about organizing this curriculum online?" and "What do you think about the effectiveness of the applied online curriculum in terms of your learning?" The following two tables were created by classifying the participant responses to the questions (Table 13).

Table 13 User opinions on the effects of online education on the learning process

Theme, codes, and sub-codes	n	Views
The effects of online education on the learning process	5	Effective and/or efficient in terms of learning.
	3	Useful thanks to the qualifications of the trainers.
	2	Many subjects can be handled in a timely manner thanks to technology.
	1	Explanations and presentations are very catchy.
	1	Can be learned without distraction when there is interaction.

Table 13 includes the opinions of the participants on the effects of the online curriculum on the learning process. According to the table, all of the participants (12 participants) stated that learning took place, while especially 5 participants stated that it was efficient and effective. While 3 of the participants emphasized that the trainers related to the learning process were qualified, similarly, 1 participant emphasized that the lectures and presentations were permanent, indicating that the quality of the trainer was given importance in the applied curriculum. It is seen in the table that 2 of the participants emphasized that technology contributes to the timely processing of the subjects, and 1 participant stated that learning occurs without distraction when there is interaction. This finding supports the finding of the study conducted by Kurt et al.,³⁹ that online education contributes to communication during the pandemic period.

In the Table 14, the criticized aspects of the curriculum being online are coded.

Table 14 Participant views on the criticized aspects of online education on the learning process effects of online curriculum

Theme, codes, and sub-codes	n	Views
The effects of online education on the learning process	3	The opportunities that face-to-face education provides to the learning process (communication, motivation, active participation) are limited
A. Face-to-face opportunities	2	Learning more difficult for kinesthetic learners.
B. Learning style		
C. Level compliance	2	It is difficult to determine the level of each student and to teach accordingly
D. Class time		
E. Environment	2	It's late, so it can cause tiredness or trouble sleeping.
	2	Sometimes it is a problem to open a camera at home.

When Table 14 is examined, it is stated by 3 people that the distribution of opinions regarding the criticized aspects is not concentrated, and that it is more limited than face-to-face education, only on communication, motivation and active participation. Studies emphasizing that the biggest problem in online education is that the communication between the teacher and the learner cannot be established fully supports this finding.^{30,40} In addition to 2 participants who emphasized learning styles, there were 2 participants who also mentioned the difficulty of teaching according to the level in online education. Although some participants stated that it is an advantage that the training time is late, not during the working hours, 2 participants said that the late hours of the online training cause sleep problems and fatigue. Despite the participants who mentioned that online education is interactive and can be learned better if cameras and microphones are used, 2 participants stated that it can be difficult to open a camera at home.

Results

The results obtained in the light of the quantitative and qualitative evaluation of the educational consultancy and student coaching online curriculum are presented under the titles of qualitative and quantitative research results.

Quantitative research results

In the light of the findings of the evaluation questionnaire applied to the participants regarding the applied educational consultancy

and student coaching online curriculum, the following results were obtained:

1. According to the opinions of the participants on the education consultancy and student coaching online education certificate curriculum opened and implemented on behalf of İzmir Institute of Technology Continuing Education Center, it was determined that the curriculum implemented was efficient and effective. Findings show that the basic elements of the organized online curriculum are done completely, and it is designed and implemented according to the scientific stages of the curriculum development process.
2. Studies on the pre-curriculum activities and determining the training needs of the online curriculum, studies on the aims and content of the curriculum have been carried out; It has been concluded that teaching methods are used correctly and appropriately, teaching technologies and tools are well planned and used, and the work done in the evaluation process of the curriculum is done appropriately.
3. It has been determined that the trainers in the education consultancy and student coaching online curriculum are qualified and sufficient, that teacher competencies are one of the most important factors affecting the quality of education, and that the quality of the online curriculum applied in this context is high.

Qualitative research results

In the light of the findings of the interviews conducted with the participants regarding the online education consultancy and student coaching curriculum, the learning process in online education, and the deficiencies and superiorities of online education, the following conclusions were reached:

1. It has been determined that a significant part of the participants are satisfied with the online student coaching training, especially the trainers and teachers view online education more positively, but some participants are more distracted in online education.
2. If the instructors are qualified, it has been determined that the learning takes place and the educational goals are achieved through the online application of student coaching education. Being able to watch the lessons again in online education, saving time, and the absence of transportation problems have been identified as the superior aspects of online student coaching education. It has been determined that online student coaching training is more beneficial for auditory and visual learners than individuals with kinesthetic learning style. It has been determined that online student coaching education in which technology is used saves time, and attention and motivation increase in case of interaction. It has been concluded that online student coaching training, which is carried out in small groups by opening the camera and microphone, is more effective.
3. It has been determined that the most important limitations of online student coaching training are limited interaction and communication, motivation and distraction, and problems originating from the Internet. It has been determined that online student coaching training is more limited than face-to-face training in communication, motivation and active participation.

The COVID-19 pandemic should be evaluated not only as a health crisis, but also as a global disaster that has led to radical changes in education. This disaster process has caused the sudden closure of face-to-face education environments and the transfer of education to

digital platforms. The findings of the research show that online student coaching and educational consultancy programs offer significant advantages, especially in terms of accessibility, flexibility, and time saving. However, in the forced digitalization process brought about by COVID-19 as a disaster, limitations such as lack of communication, loss of motivation, distraction, and technical infrastructure problems have also been identified. This situation is among the important factors that partially negatively affect the effectiveness of online student coaching practices. According to the participant opinions, the sustainability of online coaching programs during disaster periods depends on the development of methods that will increase interaction and the implementation of flexible models that can reach students individually. In addition, as part of the disaster management approach in education, the psychosocial support function of such programs also stands out. As a result, the forced transformation brought by the COVID-19 disaster in education has increased the importance of online student coaching programs; however, in this process, it has been revealed that in order for the programs to be effective, pedagogical strategies specific to crisis conditions must be developed.

Conclusion

Based on the quantitative and qualitative evaluation of the educational consultancy and student coaching online curriculum, several key findings were identified. The curriculum was found to be efficient and effective, with its basic elements fully implemented according to the scientific stages of curriculum development. Pre-curriculum activities and training needs assessments were conducted thoroughly, ensuring that the curriculum's aims and content were well-defined. Teaching methods, technologies, and tools were appropriately planned and utilized, and the evaluation process was executed properly. The trainers involved in the online curriculum were deemed highly qualified, highlighting the significant impact of teacher competencies on the quality of education.

From a qualitative perspective, the majority of participants expressed satisfaction with the online student coaching training, particularly appreciating the ability to review lessons, save time, and avoid transportation issues. Online education was found to be particularly advantageous for auditory and visual learners, while kinesthetic learners faced challenges. The use of technology in online training was noted to enhance attention and motivation through increased interaction. Small group sessions with active use of cameras and microphones were identified as more effective. However, limitations such as restricted interaction and communication, issues with motivation and distraction, and internet-related problems were noted. Online training was found to be more constrained compared to face-to-face education in terms of communication, motivation, and active participation. These insights underscore the need for continued improvement in online educational methodologies to maximize their effectiveness and address their inherent limitations. In this context, the COVID-19 pandemic has been evaluated not only as a health crisis but also as a global disaster that has led to necessary and sudden transformations in the field of education, and the applicability and limitations of online student coaching programs during this disaster process have been addressed in a holistic manner in this study.

Recommendations

Suggestions were made in the light of the research results obtained by the quantitative and qualitative evaluation of the Educational Counseling and Student Coaching Online Curriculum. These recommendations are as follows.

1. In online education programs, the basic dimensions of the curriculum should be scientifically designed as in face-to-face education. Curriculum goals should be determined according to realistic needs, content and learning-teaching process should be selected and organized according to goals, measurement and evaluation processes should be carried out according to goals and learning-teaching process. Thus, effective and efficient curricula can be developed and desired results can be achieved.
2. In the implementation of the curricula organized online, care should be taken to ensure that the trainers are qualified and sufficient.
3. Communication and interaction should be increased in order not to distract attention in a short time and to maintain motivation in online coaching trainings, for this purpose, curricula should be applied in small groups by limiting the number of students participating in the training, cameras and microphones of the participants. Activities that students can use should be included, attention should be paid to the ability to watch the lessons again and the effective use of time. In online education, lessons should not be placed either during business hours or too late.
4. In order to implement online student coaching programs more effectively for situations requiring sudden transitions during disaster conditions, flexible and durable education models designed from a crisis and disaster management perspective should be developed.
5. Similar studies should be conducted with larger sample groups to increase generalizability.

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Conflicts of interest

There is no conflicts of interest.

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