Designing a Measure for Coach-Coachee relationships in University: An Islamic Doctrine Perspective Case Study: University of Applied Science and Technology Branch of Qotb-e-Ravandi

Hormat Asghari

PhD candidate, Public Administration Department, Science and Research branch, Islamic Azad University, Tehran, Iran (Email: h_asghari1980@yahoo.com)

Mohammad Zakeri

Assistant Professor, Management and Accounting Faculty, Roudehen Branch, Islamic Azad University, Roudehen, Iran (mohamad4276@yahoo.com) (Corresponding Author)

Maryam Zerafat

Ph.D candidate, Public Administration Department, Science and Research branch, Islamic Azad University, Tehran, Iran (ma.zerafat@yahoo.com)

Abstract

The use of coaching as a developmental intervention for students has received increased attention during the past decade. Numerous authors have suggested that the working relationship between coach and coachee constitutes an essential condition to the success of effective coaching. This study was aimed of designing a measure for coach_ coachee relationship and examining its validity and reliability. The concept of coach_coachee relationship was operationalised based on indexes collected from hadith's of Islamic religious elders such as holy prophet Mohammad, Imam Ali, Imam Sadjad, Imam Sadiq and so on and texts of religious scientists such as Qazzali and Shahid-e-sani for teacher-student relationship. A branch of University Of Applied Science And Technology in Tehran was selected as a case study and students of 9 classes of architecture, graphics and management were chosen through stratified sampling and a questionnaire was distributed among 285 students. To develop the measure, an exploratory and confirmatory factor analysis was done and four key factors were identified as "Coach's teaching and ethical behaviour", "Coachee's classroom behaviour", "Coachee's respectful behaviour" and "Divine purpose of coaching"; in addition,

load factor of indexes as well as significance of factors and their relation to variables were confirmed.

Keywords: Coach_Coachee Relationship, Islamic Perspective, Coaching, Factor Analysis

1. Introduction

Coaches help people perform tasks. Coaching is pervasive throughout the life course, from childhood (e.g., a parent helping a child learn to ride a tricycle), through schooling (e.g., a teacher coaching a student in the proper conduct of a chemistry experiment), and into adulthood (e.g., a fitness coach helping with an exercise regime or a supervisor coaching an employee in improving his or her job performance). The main body of research about coaching is found in the training literature, and it focuses almost entirely on individual skill acquisition.

In the mid-20th century, coaching in the business world focused on remediation for derailing executives, then shifted to preparing high-potential employees for career advancement (Bono, Purvanova, Towler, &Peterson, 2009; Giglio, Diamante, & Urban, 1998).In organizational settings, executive coaching has become an increasingly common skill-development method (Bacon & Spear, 2003; Kampa-Kokesch & Anderson, 2001). The International Coaching Federation (ICF) alone numbered 15,000 members in 90 countries in 2008. However, many authors have noted the lack of scientific studies on the process and the outcome of coaching (see Lowman, 2005; Sue-Chan & Latham, 2004), and others have argued this development approach is overused considering the paucity of research on the subject (McGovern et al., 2001).

From the other side, coaching has been a key technique in Islamic training culture and by Islamic beliefs God is the first coach of human that taught his great names to Adam as his creation. All the prophets and especially Muslim's holy prophet Mohammad and Imams of Shiites are best examples of coaching for Muslims.

The working relationship established between the coach and the coachee appears to be a key process variable. Numerous authors have suggested that a good working relationship constitutes an essential condition for the success of coaching (Kampa & White, 2002; Kampa-Kokesch& Anderson,2001; Killburg, 2001; Lowman, 2005). However, there are scarcely any reported studies of the link between the coach–coachee relationship and the effectiveness of coaching. Further, to our knowledge, there are few studies that have examined the determinants of the coach–coachee workingRelationship especially with Islamic approach.

 The goal of our study was to partially fill that gap in the literature. Our objective aimed to answer the question, "What are the most important indicators and factors in coach-coachee relationship in Islamic doctrine?" In this study, exploration of the coach–coachee working relationship has been largely inspired by the literature on the Islamic training domain.

2.   Literature review

2.1.   Definition of Coaching

The term *coaching* is derived from a French term that means conveying a valued person from one point to another (Haas, 1992). While the term referred to travel by a stage coach-like conveyance, the meaning fits well in the current context of the coaching process that is moving valued people forward. Definitions of coaching vary based on perspective, intended recipients, objectives, and setting. Milner and Bossers (2004) defined coaching as a short-term relationship for providing feedback on areas requiring change. Others defined coaching as a one-on-one relationship of trust aimed at fostering learning and professional growth,

where such relationships provide the impetus for "professional breakthroughs"; that is, significant change in practice achieved through increased personal growth (Haynor, 1994; Price, 2009). For our study, we chose that of Daneshfard and Zakeri (2011),for which coaching is "art of development in coachee's individual skills from goal setting to decision making and problem solving. The basic goals of coaching are helping the coachees to improve and develop their performance, learning power and enhancement of coachee's effectiveness as a leader." They noted inspiration, empowerment, performance facilitation, learning and coachee's improvement as key factors of effective coaching.

Thereafter, the heart of the coaching process is implementation. During this period, the coachee attempts to apply new behaviors or targeted attitudes and regularly meet with the coach to discuss the obstacles and successes encountered along the way. It is also during this phase that the client develops a sense of control over his or her behavior with respect to professional issues (Smither& Reilly, 2001).

2.2.   Context of coaching in Islamic and non-Islamic cultures

It is proposed that the earliest form of coaching can be traced back 2,400 years. Socrates may be seen among the first known coaches (Nielsen &Norreklit, 2009). Through his use of dialogue and questioning, Socrates was able to elicit greater insight and understanding through reflective reasoning and questioning. The process of the Socratic method is still seen as a means to enhance self-confidence in our ability to reason by encouraging ordinary human reflection in a dialogue setting (Neilsen& Norreklit,2009; Saran &Neisser, n.d.).

In ancient Iran (in Achaemenid and Sassanid dynasty), they paid special attention to practical trainings and the teachers and tried to provide them with resistance against hard situations in order to be able to undertake governmental jobs (especially in Sassanid dynasty that the training was restricted to some social classes and princes). These teachers used, encouraged, and punished instruments to coach students more effectively. The position of teachers in that era was so lofty, so that in Avesta, Zarathustra was called a teacher:" Zarathustra was a real teacher that disseminated the idea of honesty in the world. The relationship between students and teachers (coach and coachee) was based on kindness and sincerity. If we consider the father-son relationship as 100, we can say that teacher-student relationship would be 70."(Avesta, Yasna, chapter 29)

In Japanese culture, there is a concept called Sempai-Kohai that is named according to coach-coachee. This relationship has existed from the emergence of Japan and is imported from Chinese culture. This concept has such firmly rooted in Japanese culture that is used in their business and organization. In Japan, Sempai(old executives) shares his experiences with Kohai(young and new employees) and helps them to find the correct ways of doing tasks.

In Islamic culture teaching and coaching are often used twin and have a great importance and detailed rules in Islamic religious texts; and Islam considers so high position for teachers as well as coaches (Al-e-Emran,17,8; Ra'ad,43; Mojadeleh,11; Zomar,9; Al-Fater,28;An-Naml,40; Al-Qisas,80; Ankabut,43; An-nessa,83; Ar-Rahman,3&4; Al-Talaq,12; Al-Baqara,269; and lots of hadiths from Holy Mohammad; Imam Ali; Imam Sadiq; Imam Reza):

1) In Islamic beliefs God is the first and greatest teacher and coach of the human:"Read In the name of thy Lord Who creteth" (1) Createth man from a clot.(2) Read: And thy Lord is the Most Bounteous, (3) Who teacheth by the pen, (4) Teacheth man that which he knew not.(5)(Al-Alaq,1-5); "And He taught Adam all the names, then showed them to the angels, saying: Inform Me of the names of these, if ye are truthful"(Al-Baqara,31).2)The story of Moses and Khidr shows the importance of coaching in Holy Quran."Moses said unto him: May I follow

thee to the end that thou mayst teach me right conduct of that which thou hast been taught?" (66) He said: Lo! thou canst not bear with me.(67) How canst thou bear with that whereof thou canst not compass any knowledge?(68) He said: Allah willing, thou shalt find me patient and I shall not in aught gainsay thee. (69) He said: Well, if thou go with me, ask me not concerning aught till I myself make mention of it unto thee.(70)"(Al-Kahf,66-70)Moses requests Khidr to learn him the wisdom and Khidr chosen a coaching process to achieve him to his goal.

3)Holy prophet of Muslims "Mohammad" was the leader and coach of Islamic initial society. He started the communities of study and discussion in Medina mosques and his speech and behavior was a sample for Muslims so that from that era up to now, it is one of the resources of Islamic jurisprudence called "Sonnat" which comes from his attention to behavior and in accordance with his speech. For example, he said "In resurrection, the pencil of scientists is compared with the blood of martyrs "; "Searching for science is the task of each Muslim and do search for the knowledge even in China"; "The first step of knowledge is silence, then hearing, then knowledge storing and keeping, then application of knowledge and at last knowledge distribution"

4)After death of Holy prophet, teaching and coaching activities continued by Caliphs and Shiite Imams specially Imam Ali, Imam Sadjad, Imam Baqer, Imam Sadeq and Imam Reza. They used most of their time even in mosques or war fields to transfer their knowledge and wisdom to people, their students or companions. Lots of the rules and disciplines which were collected later by Islamic scientists and "Mohaddeths" remained from that historical period." The human has allocated few of his long life period to science and this neglect caused by two reasons: first lack of a sympathetic coach who encourages him to learn and second human beings' inaction" (Imam Sadeq); "Knowledge and practice have an unbroken link, knowledge invites the practice, if it answered, the knowledge would remain, if not it would leave"(Imam Ali);" Knowledge is the leader of human for practice and behavior; and behavior should be inspired from knowledge and these are twin."(Imam Reza)

It is obvious that the linkage between knowledge, practice and behavior and learning practical knowledge, which is the basic goal of coaching, has an important role and degree in their idea.

5) From the beginning of Islam a group of Muslims called Sufis used convents for habitation and worship. The coaching method of Sufis in convent was quietly practical and on opposite point of theoretical training and coaching in schools and mosques. In convents, some special steps of Solook and self-purification with determined situation was conducted by their coach (Pir or Sheikh). The coachee should surrender himself completely to his/her coach and he takes the allowance of coaching by clothing the cloak from the coach's hand at a special ceremony.

6) Islamic scientists had different ideas about theoretical and practical training and some of them match with recent coaching theories. For example, Avecena believes that pedagogy has 5 goals: faith, ethics, health, literacy, art and job skills. The coach should know the student and his talent to be able to help him to find the suitable art or job and when the student learned the art or job, he should be motivated to earn enough income from that. In his famous book "Shafa", he introduces 6 kinds of teaching and coaching that each one should be used in its proper situation: mental, synthetic, inductive, disciplinary, imitative and punishing

Khaje Nasireddin Tousi has similar ideas with Ebn-e-Sina about exploring the talent of the student and offers the program of education in 6 categories: religious rules, hygiene, ethics, literacy, sport, art and job(Almasi,1998; Kooshafar,2008).

Imam Mohammad Qazzali in one of his books called" Revival of Religious Sciences" in knowledge chapter offers lots of evidence about the importance of knowledge, learning, and teaching in Islam and introduces 10 factors for duties of coachee and 8 factors for duties of a coach. Being kind to the coachees, evaluating their learning capacity and teaching practical knowledge are some of the coaches' duties.

Shahid-e-Sani notes that the first and most important duty of the coach about the coachee is development of faith and goodwill. He believes that paying attention and trusting to God prepares the best context in which the coachees can reach to the highest levels of science and sophisticated facts of the world. The coach should use encouraging issues from Quran and Hadith about the knowledge and importance of scientists to motivate students. He, in his valuable book named" principles of teaching and coaching in Islam", collected lots of verses and hadiths about the importance of teaching and knowledge and Islamic rules of coaching and mutual duties and rights of a coach and a coachee (teacher and student) to each other.

Among recent Islamic scientists, Morteza Mottahari was a good sample of coaching methods. The most important factors of his teaching and coaching sessions was: fertilizing students' talent, encouragement, friendly relationship with coachees and being affable.

2.3.A Review on empirical studies on coach-coachee relationships
Although there has been extensive research on therapist-client relationships, only few studies have examined the relationship that develops between the coach and the coachee during coaching.

A retrospective study by McGovern et al. (2001) reported that 84% of coachees identified the quality of the relationship with their coach as critical to the success of coaching. However, because of the post facto design and the descriptive nature of the study, no statistical correlation could be established between the relationship and the success of executive coaching. In another study by Dingman (2004), 92 coachees who had completed a coaching process were polled by the Internet. The results showed a positive and significant correlation between the quality of the coaching relationship and the coachee's self-efficacy. In that study, the quality of the coaching relationship was conceptualized in three dimensions: the coach's interpersonal skills; the coach's communication skills; and the instrumental support offered by the coach, which refers to the ability to stimulate the client to think and feel in new ways. In the empirical research of Baron& Morin(2009) the variable of *Coach–coachee working relationship* was measured using the 12-item 7-point Likert scale Working Alliance Inventory, short form or WAI-S. The inventory measures three components of the working alliance: (1) goals (for instance, "We are working toward goals that we have agreed on"); (2) tasks ("My coach and I agreed on the steps to follow to improve my situation"); and (3) bonding ("My coach and I have developed mutual trust"). Their findings indicate that with regard to the correlates related to the coach, only the ability to facilitate learning and results—which includes the ability to establish a development plan, track learning progress, use a structured approach, help make connections, and identify obstacles—was significant to explain the variance in the coach–coachee working relationship.

The research of Ha'eri zade et.al(2009) which was done in engineering and human sciences of Ferdowsi University in Iran showed that there is a significant relationship between teacher-student relationships and students' educational success. They operationalized this relationship with six indicators such as number of masters who know the student's name, number of masters that the student can bring up his educational and non-educational problems and number of times that the student has been to master's office. They found 5

mediating variables that affect relationship between dependant and independent variables: commitments and expectations, norms, information transition, students' motivation and more chances for educational success.

Ghadami et.al (2007) in their research at Arak University investigated four factors that affect teacher-student relationship. Their results showed that teaching skills of a faculty, scientific level of a faculty, a faculty's experience and a faculty's ethics respectively have the most effect on this relationship.

Nasr et.al(2007) in their quantitative-qualitative research about the role of human relations at effectiveness of faculty teaching in university, based on Islamic perspective, offered five factors of "importance of human relations at university teaching, refraining from instrumental approach about the students, defined boundaries in relations, and helping the students who have educational problems" by a thematic analysis . these factors was examined by 9 indicators in Isfahan University. The results showed that good-tempering of university professors, respectful relations with students and respectful response to their questions inside and outside the class has the highest importance in quality of these relationships.

Adding to them eight papers endorsed the creation of an open, trusting, nonjudgmental, and supportive environment for effective coaching (Giglio et al., 1998; Hoojiberg & Lane, 2009; Joo, 2005; Kowalski & Casper, 2007; McNally & Lukens, 2006; Passmore, 2007; Sherman & Freas, 2004; Truijen & Woerkom, 2008). Giglio and colleagues endorsed objectivity, empathy, and curiosity on the part of the coach, and Kowalski and Casper suggested the coach display thoughtful and unexpected acts of kindness that demonstrate the importance of the relationship. The essentiality of trust was deemphasized by Keil and colleagues (1996), who proposed that trust levels need only to be sufficient to the garner, the client's openness to change, and willingness to be influenced. Saporito (1996) further curbed the importance of trust by characterizing coaching as a practical activity, and maintained that reducing skepticism regarding the coach's usefulness is sufficient. Other authors argued, with the additional contention that developing expertise about the individual coachee's duties, responsibilities, decisions, and position within the organization is an effective way to build the relationship (Giglio et al.; Keil et al., 1996; Kowalski & Casper; McNally & Lukens,2006), echoed the importance of this contribution. Both of the executive/ psychodynamic models (Keil et al.1996; Passmore,2007) endorsed a long-term relationship to instill and maintain behavior change.

Studies on outcomes of executive coaching have been conducted by consulting organizations, practicing coaches, and academics. Feldman and Lankau(2005) apply Kirkpatrick's (1996) framework of evaluating training interventions to the executive coaching literature to summarize what we know about the effectiveness of executive coaching as a development intervention for top managers. These four levels of evaluation are: (a) affective reactions to the coaching experience, (b) learning, (c) behavior changes, and (d) organizational results. *Affective reactions* are measures how participants feel about the coaching experience. *Learning* outcomes tap the amount of knowledge acquired or skills improved as a result of coaching. *Behavior* outcomes measure the extent to which participants change their on-the-job behaviors after being coached. Last, *organizational results* refer to the effects of training on productivity, quality, and/or the achievement of organizational objectives.

A recent study by Sue-Chan and Latham (2004) examined the relative effectiveness of different kinds of coaches on the performance of participants in Master of Business Administration (MBA) and Executive Master of Business Administration (EMBA) programs. In their first sample of 30 MBA students at a Canadian university, Sue-Chan and Latham (2004)

found that external coaches were more effective in bringing about performance changes in teamwork behaviors than peer coaches. A second sample of 23 experienced managers in an EMBA program at an Australian university was used to verify the findings from their sample. However, in this study, grade earned in a course on human resource development and satisfaction with the coaching process were selected as outcomes. Results revealed that the EMBA students who were assigned external coaches earned a significantly higher grade than those who were assigned peer coaches and were also more satisfied with their coaching sessions. In both samples, credibility of the coach was also assessed and found to be higher for external coaches than peer coaches.

2. Method

This research can be categorized as having taken an exploratory research approach because it aims to explore and analyze factors influencing coach-coachee relationship at the university. The research was designed to use quantitative data to identify factors influencing the relationship. It was divided into three main steps:

3.1. Sample and Procedure

The target population for this study consisted of 300 university students who studied in a branch of applied science university in Tehran. To ensure full training and coaching method representation, three groups of classes were selected from management, graphics and architecture students by stratified sampling. A cover letter explaining the study and the instruments were given to the random sample of students. Of the 300 students sampled, complete data were obtained from 285 for a response rate of 95%. Of the 285 respondents, 29 (10%) were studying architecture, 84 (29%) were studying business administration, and 125 (44%) were studying graphics and 46(17%) were studying marketing. The average age of respondents was about 29 years (S.D = 7.19) and ranged from 18-68. The sample included 152 (53%) female and 133(47%) mail respondents. Of the 285 students,114(40%)are working in private sector and 47(17%) are working in public sector, 43(15%) are working in other jobs and 76(27%) are nonemployee.

3.2. Measure

The survey questionnaire aimed at exploring factors influencing designers' learning. It started with development of a list of variables influencing learning in the organization that was based upon the literature(Holy Prophet, ImamAli, ImamSadjad, Imam Sadiq,Qazzali, Shahid-e-Sani),.The questionnaire was pilot-tested with thirty students and benefited from researcher colleague comments. All variables were listed and reviewed in order to establish questions from previous research related to Islamic coaching. A five-point Likert scale was selected to evaluate the importance of variables and to assess the perceived current situation of variables by respondents. A number of statements concerning variables influencing coach-coachee relationship at a university are illustrated. Respondents indicated the strength of agreement or disagreement with the statements in Table 1 using a 31item- five point Likert scale where 1 = strongly disagree, 2 = agree, 3 = neither agree nor disagree, 4 = agree, and 5 = strongly agree. The reliability of the questions was examined by expert's judgment and for structural reliability exploratory factor analyze was done by SPSS18 software.

Table 1:
Items, References and Results of Questioner

Item name	Item description	Mean	S.D	Reference
Ques 1	Practical teaching(coach)	3.94	1.067	Holy Mohammad, Imam Ali, Imam Sadjad,ImamSadiq, Qazzali, Sa'adi, Mowlana, Shahid-e-Sani
Ques 2	According of speech and behavior(coach)	3.93	1.138	Holy Mohammad, Imam Ali, Imam Sadjad, ImamSadiq, Qazzali, Sa'adi, Mowlana, Shahid-e-Sani
Ques 3	Not grudging at knowledge transfer(coach)	4.13	1.181	Holy Mohammad, Imam Ali , Shahi-e-Sani
Ques 4	Advising coachees (coach)	3.37	1.340	Qazzali
Ques 5	Teaching useful and applicable content(coach)	3.89	1.212	Imam Ali, Qazzali
Ques 6	Teaching at understanding and Intelligence level of all coachees(coach)	3.97	1.058	Imam Ali ,Imam Sadjad, Qazzali
Ques 7	Generosity at knowledge transfer(coach)	4.05	1.030	Quran, Holy Mohammad, Imam Sadiq, Qazzali
Ques 8	Encouraging coachees to partnership in class discussions(coach)	3.80	1.183	Holy Mohammad, Imam Sadiq
Ques 9	Refraining from ridiculing other teachers and their studding fields(coach)	4.39	1.272	Qazzali
Ques 10	Friendly behavior inside and outside the class(coach)	4.19	1.078	Imam sadiq, Qazzali, Shahid-e-Sani
Ques 11	Accepting opposite ideas from coachees (coach)	3.82	1.177	Shahid-e-Sani
Ques 12	Kindness and compassion at behavior and coaching(coach)	4.08	1.069	Quran, Holy Mohammad, Imam Sadjad,Qazzali
Ques 13	Attention and trust in God all the time(coachee)	3.98	1.100	Holy Mohammad, Imam Ali, Imam Sadjad, Qazzali
Ques 14	Spiritual purpose of education instead of material goals (coachee)	3.64	1.263	Qazzali, Shahid-e-Sani
Ques 15	Divine satisfaction purpose of work and education(coachee)	3.71	1.318	Holy Mohammad, Imam Ali, Imam Sadjad, Qazzali
Ques 16	Not being ashamed of learning more and asking questions(coachee)	4.18	1.131	Holy Mohammad, Imam Ali, Qazzali, Hamedani

Ques 17	Respectful behavior to coach(coachee)	4.41	.951	Holy Mohammad, Imam Sadjad, Qazzali
Ques 18	Trusting in the coach's knowledge and skills(coachee)	4.16	1.095	Shahid-e-Sani
Ques19	Refraining from displace joke (coachee)	3.95	1.259	Shahid-e-Sani
Ques 20	Being Good-appearance in the class(coachee)	4.33	1.010	Shahid-e-Sani
Ques 21	Preventing from denunciation about the coach in his absence	3.89	1.181	Qazzali
Ques 22	Refraining from answer to others questions before the coach(coachee)	3.94	1.129	Imam Ali, Shahid-e-Sani
Ques 23	Refraining from quoting something from others in order to abuse the coach	4.20	1.146	Shahid-e-Sani
Ques 24	Not getting upset when the coach warns them (coachee)	3.67	1.305	Shahid-e-Sani
Ques 25	Being active in class(coachee)	4.02	1.121	Holy mohammad, Imam Sadiq, Shahid-e-Sani
Ques 26	Asking questions only for learning not other goals(coachee)	4.29	1.070	Imam Ali, Shahid-e-Sani
Ques 27	Not quoting something from others in order to ruin the coach's reputation (coachee)	4.17	1.036	Shahid-e-Sani
Ques 28	Refraining from going to class unready(tired,impatient,...) (coachee)	3.46	1.297	Qazzali, Shahid-e-Sani
Ques 29	Concentrating completely in the class(coachee)	3.86	1.059	Shahid-e-Sani
Ques 30	Importance of learning Islamic-confirmed knowledge (coachee)	3.30	1.450	Qazzali
Ques 31	Trying to be expert in an special field of knowledge(coachee)	3.61	1.228	Qazzali

3.3.Factor Analysis

Factor analysis, as a statistical technique, is used to reduce the variables into group factors. The main concept of reducing variables is that the description of the characteristics, situation or behavior is limited by a large number of variables (Pallant, 2001). It is not practical to collect data on a very large range of variables, and it is also expensive. Additionally, making sense of a large set of variables is more difficult than from a coherent cluster of variables that are

highly correlated to each other. Thus, this analysis attempts to establish factors that are representative of these variables and also explain the behavior and situation.

4. Research findings and Results

Factor analysis was used to reduce related variables. Related variables were combined into new groups called "factor groups". Before using factor analysis, three assumptions are required to be validated. First, the correlation coefficient of each variable should be above a value of 0.30. This value ensures the chance of grouping variables into factors (Pallant, 2001). Next, the Kaiser-Meyer-Olkin (KMO) value was used to confirm an appropriate sufficient sample number. The analysis of KMO for this study was 0.894, which is above the recommended minimum value of 0.6. Finally, the Barlett's test of sphericity value was significant (p< 0:0001), and smaller than the recommended maximum value of 0.05(in this research 0.000). Based on testing these assumptions, the use of factor analysis is valid and the data set is suitable for using factor analysis.

Data from 285 cases were analyzed using principal component and Varimax rotation for factor extractions. The result of factor analysis shows four factors with an eigenvalue exceeding 1, explaining a cumulative 64.45 per cent of the variance. Varimax rotation was used in explaining these factors. The result of this rotation shows that 28 variables were grouped into four factors. Cronbach's alpha (α) analysis was conducted to examine the creditability of variables for each factor (Hedderson, 1991; Pallant, 2001). These factors are identified in Table 2. Based on factor analysis, the variables are grouped into four factors influencing coach-coachee relationship. Each factor is named to represent list of variables. The four factors described 65.892 percent of the variance in the 28 variables; therefore, they can be understood as being factors influencing coach-coachee ralationship. These factors are useful to form a depth discussion in the following section.

Table 2:
Factors(Latent Variables)and relative observable variables

Factor Name	Cronbachen Alpha	% of Variance	Cumulative Variance	Eighen Value	Variables	Factor Load
Coach's Teaching and Ethical Behavior	0.84	26.106	26.106	9.963	ques5	.784
					ques7	.768
					ques3	.745
					ques2	.729
					ques1	.709
					ques10	.701
					ques12	.687
					ques18	.679
					ques11	.640
					ques6	.609

					ques8	.607
Coachee's Classroom Behavior	0.75	15.537	41.643	2.689	ques31	.640
					ques25	.634
					ques16	.574
					ques23	.527
					ques29	.518
					ques24	.501
					ques22	.485
					ques21	.432
					ques26	.430
Coachee's Respectful Behavior	0.79	14.032	55.675	1.703	ques19	.775
					ques27	.771
					ques20	.546
					Ques17	.519
Divine Purpose of Coaching	8.83	10.217	65.892	1.210	ques13	.800
					ques30	.566
					ques14	.436

5.   Data analysis

This section discusses factors emerging out of the factor analysis. It explains how these factors influences coach-coachee relationship. Table 2 illustrates the results.

5.1.   Confirmatory factor analysis

After identifying four clear factors through exploratory factor analysis, the next stage is to confirm the factor structure on sample 2. Structural equation modeling (SEM) using Lisrel 8.5 was used to perform the confirmatory factor analysis. Confirmatory factor analysis revealed that the measurement items loaded in accordance with the pattern revealed in the exploratory factor analysis.

The measurement model indicated an acceptable model fit of the data (x= 682:8,df = 241, p < 0.001; x2/df= 2:83 (<5); CFI = 0:92; TLI = 0:92; IFI = 0:93; NFI = 0:90; PNFI = 0:77; PCFI = 0:81 and RMSEA = 0:08). In addition, all the indicators loaded significantly on the latent constructs. The values of the fit indices indicate a reasonable fit of the measurement model with data. In short, the measurement model confirms to the four factor structure of the Islamic coach-coachee relationship.

Face validity was established by adopting the measurement items used in the study from the existing literature and adapting the same to the present research context.

Convergent validity was assessed by examining the factor loadings and average variance extracted of the constructs as suggested by Fornell and Larcker (1981). All the indicators had significant loadings onto the respective latent constructs ($p< 0.001$) with values varying between 0.594 and 0.977 (Table 3). In addition, the average variance extracted (AVE) for each construct is greater than or equal to 0.50, which further supports the convergent validity of the constructs.

Fornell and Larcker (1981) stated that discriminant validity can be assessed by comparing the average variance extracted (AVE) with the corresponding inter-construct squared correlation estimates.

Table 3:
Results of Confirmatory Factor Analyses

Construct	Measurement Items	Standardized Estimate	P-Value	AVE
Coach's Teaching and Ethical Behavior	ques5	0.737	*	0.52
	ques7	0.869	*	
	ques3	0.832	*	
	ques2	0.856	*	
	ques1	0.760	*	
	ques10	0.849	*	
	ques12	0.855	*	
	ques18	0.859	*	
	ques11	0.847	*	
	ques6	0.793	*	
	ques8	0.915	*	
Coachee's Classroom Behavior	ques31	0.890	*	0.50
	ques25	0.594	*	
	ques16	0.621	*	
	ques23	0.608	*	
	ques29	0.690	*	
	ques24	0.750	*	
	ques22	0.709	*	
	ques21	0.919	*	
	ques26	0.816	*	
Coachee's Respectful Behavior	ques19	0.932	*	0.67
	ques27	0.977	*	
	ques20	0.633	*	
	Ques17	0.732	*	
Divine Purpose of Coaching	ques13	0.918	*	0.56
	ques30	0.856	*	
	ques14	0.910	*	

6.   Conclusion and Discussion

This paper aimed to explore the factors influencing coach-coachee relationship in universities by an Islamic Perspective. Thirty-one variables were reviewed from the literature and evaluated by 285students from a branch of applied science university in Tehran. The results of this research indicated high significant levels of variables influencing their relationships such as "coach's duties", "coachee's duties", "shared norms", "evaluating coachee's talent", and "helping and motivation of coachees". These could be important variables supporting coach-coachee relationship. Factor analysis was used to group 28 variables into four factors that were discussed in some details.

The first factor is "Coach's teaching and ethical behavior" which includes 11 items 4 of which refer to teaching and coaching skills and class management, and the others refer to ethical and moral properties of the coach. This factor is emphasized by Holy Mohammad, Imam Ali, Imam Sadjad (Rights dissertation), Qazzali, Jami and Shahid-e-Sani in Islamic thought. Adding to them, this factor accords with results of Baron and Morin the findings of whom indicated that with regard to the correlates related to the coach, only the ability to facilitate learning. The results includes the ability to establish a development plan, track learning progress, use a structured approach, help make connections, and identify obstacles. These results were significant to explain the variance in the coach–coachee working relationship. Olivero et.al (1997) used five dimensions of usefulness of material, instructor's knowledge, instructor's facilitation, overall instructor rating and overall workshop rating for evaluating the coach's performance. Results of Esfandiari(2001);Shadpoor(1993);Shakoornia et.al(2005); Mazloomi&Ehterampoosh(2000);Ghadami et.al(2006); Marandi(2001); Wilson & Cameron (1996);Nasr et.al(2007) and Ha'erizadeh(2009) also emphasized on the importance of communicational and teaching skills of faculty members. In addition, their emphasis was on some ethical properties such as trust, respectfulness, friendly relations with students and advise the members about their problems and to some extent confirms the combination as well as items of this factor. On the other hand, results of empirical researches done by Joo (2005); Kowlaski& Casper(2007) and Sherman &Freas(2004) that Acute perception, diplomacy, sound judgment, confidence, and the ability to navigate conflict with integrity were coach competencies described by their findings. It should be noted that these latter researches were done in context of executive coaches in organizations and this contradictions among the results can occur by the difference.

The second factor is "coachee's classroom behavior" which includes 8 observable variables and refers to the disciplines and behavioral norms that students (coachees) should observe them in the classroom space and in their contacts with the coach inside the class. These items are emphasized by Holy Mohammad, Imam Ali and Imam Reza from Islamic elders and Qazzali and Shahid-e-Sani. The results of this factor and its items are in accordance with results of Ha'erizadeh et.al(2010) that used "norms and implementation assurance" as a key factor of teacher-student relationship in Iranian universities as well as those of Nasr et.al(2005) using "defining boundaries in teacher-student" relationship as a factor in their thematic analysis; Gegner found that the coaching components of self-efficacy and communication style to be most effective to affect coachee's performance as measured by self-awareness and responsibility, and Laske (1999) also noted that the developmental level of coachee is important for facilitating developmental transformational change The important point in interpretation of these results is that the researches were done in Islamic-Iranian context have revealed similar results in normative and social aspects of coach and coachee's duties because these norms are often Institutionalized in Islamic-Iranian educational spaces, but

some of them such as class partnership and active questioning are better improved in university and should be paid attention in lower degrees.

The third factor is "Coachee's respectful behavior" which includes 4 items and refers to general behavior of coachee with his coach inside and especially outside the class. This factor is sourced and emphasized by Holy Quran, Holy Mohammad, Imam Ali, and Imam Sadjad and contently is a supplement of second factor but functionally varies from it. Importance of informal relationships between coach and coachee outside the class is mentioned by some researchers and their results (Chickering,1969; Spady,1970; Volcwein,King&Terenzini,1986; King &Kotrlid,1995;Ha'erizadeh,2010; Gillespie,2005). They found such informal relationships as a factor affecting educational success of students and emphasized on defining a suitable ethical and social framework for these relationships. It is obvious that these frameworks would be relative to cultural and social context of research.

The fourth and the last factor is " Divine Purpose of Coaching" which includes 4 variables referring to goal setting of both coach and coachee. From Islamic perspective the most important and highest mission of human is God's sake and esteem so these variables are used to measure goal orientation of coaching. In other researches, importance of goal and agreement on goal setting between coach and coachee and achieving organizational and educational outcomes is mentioned. For example, Ha'erizadehet.al(2010) mentioned liking field of study and carrier success as the most important outcomes of coaching relationship. In empirical researches about executive coaching in an organizational context achieved outcomes are both structural and intrinsic. As a road map was described by McNally and Luken (2006), the steps and structures within the coaching process are seen to maintain focus on behavior change by creating and implementing action plans, setting goals (Hoojiberg& Lane, 2009; Keil et al., 1996; Kowalski & Casper, 2007; McNally & Lukens, 2006; Sherman &Freas, 2004), and providing progress reports to supervisors (Keil et al.,1996). Both psychodynamic coaching models identified intrinsic factors. Passmore (2007) used four evidence-based approaches to facilitate change— behaviorism, cognition, unconscious cognition, and systemic—and Keil and colleagues proposed that benefits to the organization would accrue through increased effectiveness in any areas of the coachee's life. Hoojiberg and Lane (2009), and Giglio and colleagues (1998) suggested that seeing achievement is gratifying and motivates creativity and action. With practicality, Saporito (1996) pointed out that if the coaching recommendations and support are seen as relevant to the context and business objectives, the executive will adjust behavior. With the exception of Hoojiberg and Lane, and Truijen and Woerkom (2008), all of the coaching models reported the expected outcomes to improve personal performance, adding value to the organization, and ultimately for the organization to become more successful. Results of Baron and Morin(2009) and Dingman(2004) indicate that coach–coachee relationship plays a mediating role in the association between the number of coaching sessions received and development of a manager's self-efficacy. The participants of Judge and Cowell (1997) identified the ability to modify their interaction styles, deal more effectively with change, and build more trusting relationship as their desired outcomes of executive coaching. Peltier(2001) mentioned some outcome criteria for evaluation of coaching effectiveness by coaching approach: increased self-awareness of thoughts, feelings, and reactions (Psychodynamic approach), increased understanding of antecedents and consequences of behavior; behavior change (Behaviorist approach), personal growth and change(Person-centered approach), new thinking that leads to positive feelings and effective behavior (Cognitive therapy approach), improved job, group and organizational effectiveness (Systems-oriented approach) that outcomes of

Psychodynamic, person-centered and Cognitive therapy approach to some extent confirms the content of this factor.

7. Research Limitation and Agenda for Future Research

This research is done in a branch of Applied science university in Tehran, and among students of under BA degree in three fields of management, architecture and graphics, so its external validity is in doubt. We offer to future researchers to use this measure in other studying fields, and degrees and other governmental and Islamic Azad universities in Iran and other Islamic and Non-Islamic cultural contexts to confirm its external validity.

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