

Reviewing EBS's Teaching Coaching Program & Theoretical Discussion for the Results

Mijar LEE*

Gwangju Nat'l University of Education

The EBS teaching coaching program, '선생님이 달라졌어요' broadcasted about 30 dramatic teaching improvement cases. The TV program has gained great attention and been used widely as a good example for making some meaningful improvements in teaching. However, there has not been an attempt to research and gather the series beyond the individual coaching examples for the viewers (mainly teachers) to obtain more comprehensive educational insights of the results. This study, therefore, reviews the program and conveys how the overall coaching actually took place, examines changes in classrooms, and discusses the implications the results with theoretical foundations. The researcher selected 12 teachers' coaching cases among 30 ones. Then the reviewers reviewed the program with the 6 categories. According to the results, the coaching took place 6-8 months for each individual teacher. The common difficulty teachers shared was a big gap between teachers' effort for teaching versus 'students problematic behaviors' in class. The overall direction for the coaching solution was 'to improve the relationship with students' first rather than to mainly focus on teaching the content. Students changed and actively participated in the learning process when teachers improved their relationships with the students. The researcher discussed how building good relationships with students greatly affects the improvement in teaching with the 'Needs Hierarchy' and 'Brain Science' theories.

Keywords: Teacher- student relationship, Teacher teaching coaching

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Introduction

Background

Today, there are growing numbers of problems and difficulties that teachers face in regards to teaching effectively in classrooms, not only on an elementary school level but also on middle and high school levels (Kim, 2016; Kim, 2005; Kim, 2004; Lee, 2015). Nowadays, many teachers often complain that they are unable to teach students using the same approaches they had learned from their teachers. They struggled with many difficulties because students showed a lack of motivation to study as well as various behavioral problems (Jeong, 2007; Kim, 2004; Lee & Kang, 2014; Lee & Lee, 2015). These teachers desperately looked for help in order to make some changes in their teaching.

In regards to the aforementioned issue, the EBS (Educational Broadcasting System) TV took into consideration these troubles in teaching circumstances and developed a documentary for a teacher coaching program to provide important insights for teachers and allow them to overcome the common problems faced in the classroom. That program was called 'My Teacher Has Changed: 선생님이 달라졌어요' (<http://home.ebs.co.kr/docuprime/index>).

The program broadcasted nearly 30 teachers' classrooms and the dramatic improvement procedures from coaching that took place from 2010 to 2013. There were 9 coaching professionals from different fields (psychologists, school teachers, school principals, and professors) that participated and helped teachers who struggled with serious difficulties in teaching. This TV program, then, gained significant attention among many school teachers, teacher training institution professors, and students around the country with over 500 thousands reviewing records as of February of 2016. School teachers and teacher training professionals have been using the coaching cases of this program as good examples and resources to show how teachers can make classroom teaching more effective. The

popularity of the program continued even after it finished since the coaching process was realistic and comprehensive.

So what made this program so popular? The answer was quite clear. The coaching worked. The classrooms showed big changes before and after coaching. Each individual teacher's coaching case led to great improvement in teaching.

However, there has not been an attempt yet to put the individual coaching examples together beyond simply showing each case separately. There has been no research conducted to show how the overall coaching took place, what the major-common coaching solutions were, what kind of changes appeared for most of the cases, and so on. No further discussions were provided to help understand the fundamental reason of how the coaching solutions for teachers worked out so effectively. Therefore, a research reviewing the whole scope of the EBS coaching programs could provide a more comprehensive understanding of educational insights of the popular program for teachers.

The lack of reviewing the overall program and of discussing the results of the program with theoretical background could leave the teachers and the intended audiences to simply follow just another teaching strategy instead of understanding the deeper context of how each classroom teachings changed greatly as appeared.

The researcher believes that such limitations could mislead many teachers to think that the coaching advices are given as subjective opinions and not as objective insight regarding important points of human cognitive and psychological nature shown in these teaching shows. It is necessary to explain the background reasons of the phenomena that took place since this EBS coaching program became very popular; this could have major impacts on many teachers.

Purpose of the study

This study, therefore, tried to review the EBS teaching coaching program in order to connect the overall coaching procedures and results. The researcher also

tried to discuss the implications of the results with some theoretical foundations. Specific research questions for the research purpose are as follows.

- A. What were the teaching coaching procedures (teachers' selection, the coaching professionals' teams, the coaching steps)?
- B. What were the teaching coaching contents and findings (classroom teaching difficulties, the coaching solutions, and the classroom changes after)?
- C. What could be the theoretical explanation for the effective results of coaching solutions?

Definition of word

Students' Problematic Behaviors: Students' problematic behaviors in this study mean various negative psychological attitudes and distracting behaviors such as very passive attitudes, low interests in studying, little interactions, dozing off, spacing out, etc. It describes students' inappropriate responses in ordinary classroom settings.

Research and Theory Background

Teaching difficulties with students' behaviors

Many teachers have faced the growing numbers of problems and difficulties related with students' behaviors in current school classroom teaching situations (Kim, 2016; Kim, 2005; Kim, 2004; Lee, 2015). These studies have shown that it is a common phenomenon not only at an elementary school level but also at a middle and even high school level. It is a serious challenge for most of the teachers to deal with in everyday teaching.

There might be several causes for the unfortunate situations. One of them could be that the student groups are very diverse than before in terms of economic

backgrounds, cultural basis, study interests, emotional conditions, behavioral attitudes, and etc. The most problematic features are the students' lack of motivation to study, various behavioral problems among peer friends, and less respect for teachers in classrooms. Even worse, they are getting less interested in going to school (Jeong, 2007; Kim, 2004; Lee & Kang, 2014; Lee, & Lee, 2015).

Nowadays teachers are unable to teach students with the same approaches as previous teachers used to in the past. They struggle with many difficulties with student behaviors and desperately look for help. It is not an individual teacher's problem but rather a problem most teachers confront around the nation. There are growing numbers of teachers who have raised their voices to receive support for teaching difficulties concerning the students who show problematic behaviors.

There might be no single solution to fix the problematic circumstance as quickly as many are expecting. There were some researches done suggesting strategies of how to reduce the students' inappropriate behaviors in classrooms. The major solution suggested was to provide a one-to-one or group counseling for those struggling students (Kim, etl., 2004; Lee, 2011). Student counseling could be given by classroom teachers or professional school counselors. These studies stressed for the teachers to have their students receive help from a school counseling center ('Wee Center'). Another study suggested making basic changes on the school administrative level, such as curriculum improvement for students' interest, reducing classroom size and class length, and changing patterns of exams (Ji, 2011). Another guide included basic disciplining strategies such as verbal hints, scolding, sending parent notifications. There were also positive behavioral supports for discipline called as PDC (positive discipline in the classroom). PDC includes disciplining strategies for various classroom management tasks (classroom rules, student council, student activities, and homework). Some examples of those strategies were reading aloud classroom rules, chanting for paying attention, and expressing gratitude to each other (Lasala, Mcvittie, & Smitha, 2015).

Teachers might not be able to apply the counseling and administrative

approaches directly in the classroom by themselves while teaching the students. Those strategies were beyond what teachers could immediately apply with the students in their teaching situation. Knowing the context, the EBS coaching program rather dealt closely with what the teachers could do in the classroom from a teacher-students interaction point of view.

Features of good teaching

Teaching could be a quite comprehensive activity with many factors involving teachers, students, curriculum, classroom culture, etc. Therefore, it might be hard to decide whether a teaching case is good or not.

In the meantime, the research showed that there are some common features that are considered good teaching. Suh & Yoo (2004) described that there are four important factors to consider for good teaching: 1) teachers deliver the contents effectively, 2) teachers and students interact actively while respecting one another, 3) students develop new learning from previous ones, and 4) students achieve the learning goal. Also, other researches showed the main features of 'good teaching' (Korean Educational Development Institute, 2014; Bain, 2004; Koh, 2013; Shim, 2012; EBS, 2008). The researcher summarized the common features of good teaching based on the results of these studies within four fields in Table 1.

It seems that in general, teachers often highly focus on teaching methods and materials to deliver the contents. In the meantime, the above researches suggested that teachers need to consider other factors to make teaching successful beyond simply delivering the contents. Teachers need to reflect on their teaching of balancing those 4 factors as a whole system.

There could be some priorities for teachers to set and put more energy and time into from the 4 factors. Korean Educational Development Institute (2014), Shim (2012), & Lee (2016) indicated that an important factor to consider for making changes to effective teaching was in the area of establishing teacher interactions and

relationships with students. They described that good teaching should focus not on what the teacher do but rather on what the students do and shift from traditional teacher-centered lectures to student-centered learning activities.

Table 1. Features of good teaching

Fields		Elements
	Content	Content professionalism
Attitude	Teaching thing	Passion
	Relationship with Student	Consideration, Respect, Communications
	Viewpoint & Philosophy	- Viewpoint and philosophy about teaching - Understand about teaching-learning process - Viewpoint to students (psychology, need)
Method	Preparation	Lecture plan, Structure of a lesson
	Management	Initiate and keep motivation / Presenting lecture contents
	Assessment	Plan of assessment, method

Teacher teaching coaching

For over a decade, there has been a great volume of researches related with how to improve teachers' teaching practices. One of the recent approaches for assisting teachers in teaching improvement might be the teaching-coaching method. There were a few similar terms used such as teaching consulting, teaching mentoring, teaching coaching, etc. (Jin, 2007; Jo, 2011; Kim, 2009; Shin, 2011). Many teachers and researchers often used these terms interchangeably in similar contexts even though Lee, Kang, Lee, & Oh (2012) described the differences among them.

According to Lee (2008) and Kim & Lee (2013), the common emphasis of the coaching approach was a caring teamwork between teachers and coaches. Coaches

helped teachers to reflect their own teaching practices, face the problems, and individually draw possible solutions, and apply strategies. The coaches were usually school-peer teachers, older teachers, supervisors, professors, and etc. (Jo, 2011; Jeong, 2013; Kim & Lee, 2015; Kim & Lee 2013). They played indirect roles as facilitators but not as direct evaluators or strategy providers for teaching. That is the difference the teaching-coaching made from teaching supervisions.

The researches about teacher coaching were categorized within two areas. First, there were many studies about coaching methods and models for developing the coaching procedures (Lee, 2008; Shin, 2015; Danielson, 2014). The coaching steps were quite alike and usually followed 3-4 stages: 1) observe classroom teaching, 2) reflect difficulties, 3) draw possible strategies, and 4) try to apply them.

Second, many studies showed coaching cases of how teachers advanced through the procedures and showed whether they had some meaningful changes afterwards. The coaching cases in general dealt with an individual teaching, specific classroom example among various school levels, elementary, middle, high school, even university classroom-levels (Jo, 2011; Jeong, 2013; Kim, & Lee, 2013; Kim, 2013; Kim & Lee 2015; Lallier, 2010). The results of these studies revealed that the coaching outcomes usually were quite positive in classroom teaching changes.

EBS TV coaching program also showed the examples; however, it was more comprehensive in scale and drew remarkable attention. In the meantime, there was no research conducted about the program. The researcher assumed that there might be some noticeable insights to review the many of coaching cases as a whole in terms of the procedure, results, and the implications that go beyond other coaching studies done by each individual researcher with one or few cases.

Theory of psychological & cognitive activities in learning

The researcher summarized some background theories that showed a close connection between human cognitive activities and psychological conditions in learning. The third research question of this study was to find the theoretical

explanation for the results of coaching solutions. Therefore, the relevant theories were needed to provide comprehension for the teaching coaching results. The researcher chose theories that emphasized psychological factors for cognitive activities in teaching, which the EBS coaching focused on.

Maslow's needs hierarchy of importance (Psychological findings)

Maslow's theory is one of the theories that explain human behavioral motivation. It was introduced in 1940 and broadly acknowledged in many research works and practical fields to expand the understanding of human beings behaviors.

According to Maslow's theory (Pettijohn, 1996; Preston, 2009; Vich, 2008), human beings have 5 essential needs to live, and they are arranged in hierarchal order by the importance. 'Physiological needs' are related with physical wellness such as nature call, hunger, temperature, and etc. 'Safety Needs' are for both physical and emotional securities. 'Love Needs' mean the desire to care for others and get attention unconditionally from them vice versa of belonging to one another. 'Esteem Needs' are the desire to give and receive respect, acknowledgement, compliment, etc. 'Self-actualization Needs' mean the self-directed willingness to achieve some meaningful task by them. These tasks could include studying for the future, hobby, work, volunteering, etc.

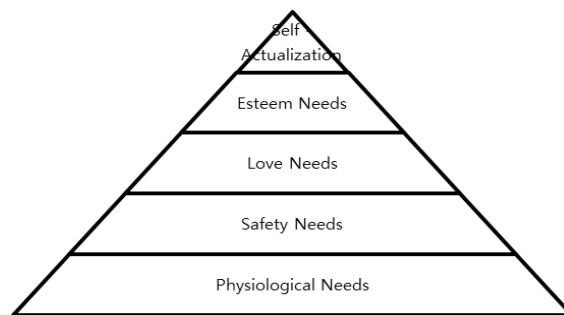
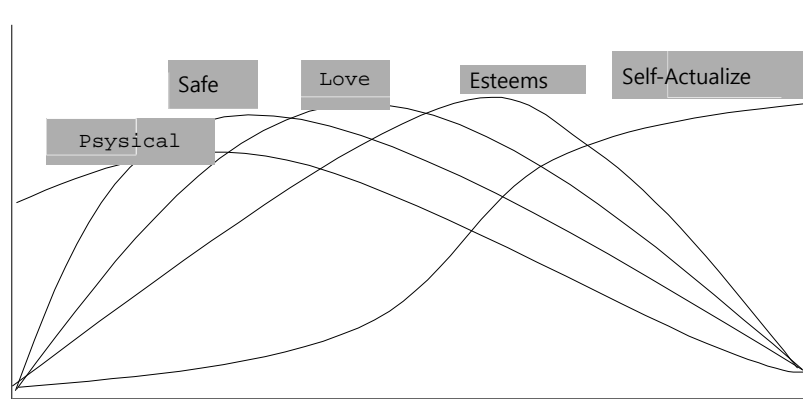


Figure 1. Maslow's needs hierarchy of importance

The main points of the 'Needs Hierarchy of Importance' are three folds. It could be a little different for individuals; however, Maslow suggested that most of people have very similar patterns of needs hierarchies in general (Hoffman, 2008; Koltko, 2006; Lee, 2009).

- 1) 'Man is a wanting being.' They always want to be and have something. Once they accomplish one need, they long for another continually.
- 2) The need of human beings shows a series of the hierarchy of importance (Figure 1).
- 3) Human beings have strong motivation to achieve the higher level needs when the lower needs first are satisfied well enough (Figure 2).



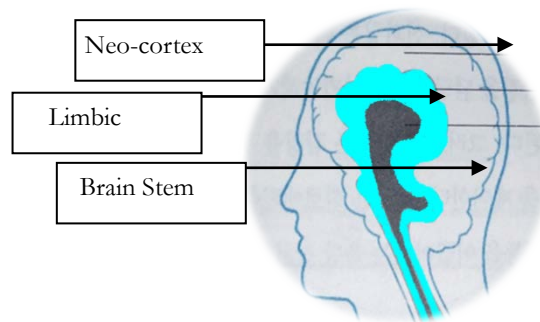
Resource: Lee (2013), citing Luthans(1981)

Figure 2. Continual needs level

'Love Need' and 'Esteem Needs' among the five needs are psychological desires. These two needs usually get influenced by how people interact with each other, therefore directly related to good relationships among people. It seems that 'Needs Hierarchy' implies that these psychological needs should be cared well in order to motivate the upper level needs, 'Self-actualization Need,' which the actual ability is to study with rational thinking.

Brain science of the importance of emotion (Biological findings)

According to the brain science researches (Jo & Kim, 2014; Kim, 2015; Lee, 2010b; Park, 2013), brain has three major parts as Figure 3. Each brain part has different functions but very closely affects the upper level of brain: 1) Neo-cortex: it is associated with regulation, thinking, rational decisions, etc. This part of brain is spread under the external hard cover of brain. The neo-cortex functions well when the limbic brain is well-satisfied. 2) Limbic: This part controls the emotional part of human beings. It is found beneath the neo-cortex part. It is more initiated and motivated when the brain stem is first fully functioned. 3) Brain Stem: this stem is located underneath the limbic system. This brain part is responsible for mainly basic life functions (breathing, heartbeat, thirsty, hunger, etc.).



Resource: Kim (2015), p. 103

Figure 3. Emotional needs are prioritized than rational thinking process

We used to believe that human's rational thinking ability is superior to emotion. It was a common notion when the brain science was not developed enough. However, brain science findings proved that their emphasis is not necessarily true. They say that it is actually the opposite: the emotion controls the ration (Kim, 2015; Lee, 2010a, 2010b; Kim, 2005; Jang, 2015; Rauland, 2008; Kustenmacher, 2015).

The rational thinking is a higher ability that significantly distinguishes a human being from an animal. However, the researchers insisted that rational thinking is

rather useless when emotion does not cooperate prior to it. They also said what directly stimulates the human behaviors is the emotion beneath consciousness.

The limbic part of brain deals with emotion, and it is most closely related to building relationship among peoples. It seems that brain science findings imply that teachers need to take care of students' emotional needs (approval, respect, sense of belonging, etc.) in advance in order to activate their rational thinking for studies.

Methods

To review The EBS program

Coaching cases

The researcher selected 12 teachers' coaching cases among almost 30 ones broadcasted for 2010-2013. The 30 cases are still on the EBS homepage, and teachers are able to watch them (<http://home.ebs.co.kr/docuprime/index>). The EBS coaching program had been extended, developing more coaching cases with different teachers year by year until 2013. However, the coaching contents of each case were quite similar to one another except for in different schools and classroom settings. Therefore, the researcher chose the whole 12 cases produced in 2010-2011 as a set. The 12 teachers cooperated as a team for 6-8 months participating in workshops, discussions, group counseling, and teacher training, encouraging one another until the completion of the coaching process.

What to review

The researcher planned to review the EBS coaching program in detail with 6 categories in order to answer the first two research questions of this study. For the first question, "What were the procedures for teacher coaching?" the researcher analyzed 1) the teachers' selection, 2) the coaching professionals, and 3) the

coaching steps. For the second question, “What were the contents for teacher coaching?” the researcher analyzed 1) classroom teaching difficulties, 2) the coaching solutions, and 3) the classroom changes afterwards.

Reviewer

There were six reviewers including the researcher. The researcher chose 5 graduate students, majoring in Instruction and Curriculum at G. University of Education, for reviewing. The reviewers already took two courses related to instruction and reflecting teaching, such as ‘Instructional Design and Teaching’ and ‘Classroom Teaching Analysis.’ They had a strong interest to know how to improve their own teaching practices and previous experiences after watching the EBS coaching program. The details of reviewers are as follows.

Table 2. Reviewers

Reviewers	Teacher (Experience)	Major (Undergraduate)(Graduate)	Relevant Experiences
A	Elementary school (10 years)	(English)(Instruction & Curriculum)	- Teaching as teachers for 5-10 years
B	Elementary school (6 years)	(Science)(Instruction & Curriculum)	- Previous experiences watching the EBS teacher coaching cases.
C	Elementary school (7 years)	(Elementary Education)(Instruction & Curriculum)	- Doing researches in reflecting their own teaching experience
D	Elementary school (5 years)	(Music Education)(Instruction & Curriculum)	- Took courses related with teaching analysis
E	Elementary school (5 years)	(English Education.) (Instruction & Curriculum)	
Researcher	Elementary school (10 years) University (18 years) Instruction coaching(7 years)	(Elementary Education)(Educational Technology)	- Instruction Consulting - Teachers training - Research on teaching

Reviewing procedure

The researcher trained the reviewers, explaining what the research is about and how to review the program. The researcher and the students reviewed the videos and analyzed 6 aspects of each case as planned. They used a semi-structured table to analyze how things happened in each teacher coaching case from the 6 categories and to record the findings in writing. Then the reviewers together discussed the findings and summarized the 4 major patterns (common difficulties in classrooms, the missions suggested by the coaches, the strategies to apply missions, improvement changes after coaching).

Table 3. Reviewing procedures and methods

Steps	Reviewing Procedures	Reviewing Methods
Train	Informed & trained the reviewers how to review the coaching program	- Explained what the research is about and how to review the coaching and record the findings - Provided a semi-structured table which has 6 categories to reviewed
Review	Reviewed teaching coaching cases	- 2 Reviewers as a team reviewed 4 coaching cases assigned randomly among 12 ones
Record	Recorded the findings within 6 categories	- 2 Reviewers as a team recorded the finding for 4 coaching cases within 6 categories
Discuss	Discussed the findings from recording within 6 categories	- 6 Reviewers together discussed, compared, and summarized the major fact findings for 12 cases
Categorize	Categorized the results	- 6 Reviewers then decided how to categorize the findings by putting the common patterns together within 6 categories

To discuss the results with theoretical foundations

The study attempted to provide explanations for the results with theoretical

findings of how the coaching strategies worked effectively in various teaching classroom situations. One of them was Maslow's 'Needs Hierarchy of Importance' from psychology, and the other one was the findings from 'Brain Science.' The researcher chose these two theories since they explained human behaviors holistically, a more comprehensive approach that closely related the three basic human parts (physical, psychological, and cognitional) one another. It was that two theories' findings were also very consistent with each other in similar contexts.

Results and Discussions

The EBS coaching program showed the various difficulties in teaching from our current day classroom situations and provided some specific solutions for teachers around the nation who had been struggling and desperately looking for help. The following below are the details of the program reviewing results and theoretical support for the coaching solutions and the changes.

Review the program

What the coaching program procedures were

Teachers' selection procedures

Around 50-60 teachers each year around nation applied for the EBS program seeking desperate help for the problems and difficulties they faced in teaching. The 50-60 teachers each year is a considerable group when it is considered that their classroom will be recorded and opened on TV and internet all the time. Then, about 5-10 teachers each session were selected among them based on the similar difficulties, the school regions, school levels, teaching subjects, willingness to open classrooms, and commitment for getting a long term period of coaching.

The coaching professionals

Coaching members are consisted of 9 professionals from different fields who played various roles as a team. Their professional fields are mainly in Psychology and Elementary Education. The rest of the coaches' field-areas are Teacher Coaching, Educational Management, and Educational Technology.

Unfortunately, it seems the coaching team did not include more numbers of instructional technologists who would have better specialized in deeper understanding and analysis of the teaching and learning processes. The detail information and roles of the coaching team members are as follow in Table 4.

Table 4. Coaching team members and roles

Field	Name	Job & Career	Roles
Educational Psychology	Choi, Sungae	Psychologist, Professor: Duksung Woman Univ.	Counseling teacher emotion
	Lee, Nahyeon	Educational Psychologist: Korea Cyber University	Counseling Teachers
	Shin, Uljin	Professor: Korea Cyber University	Counseling Teachers
Elementary Education	Jeong, Yujin	Teacher: Johyeon Elementary School Work for a happy classroom culture	Coach Teaching Method
	Kim, Tehyun	Teacher, Director of the Center for teacher coaching	Coach Teaching Method
	Seo, Gilwon	Principal: Bopyeong Elementary School Presidential Committee on Education	Philosophy of Education
Engineering Teacher	Jo, Byuck	- Ex-Professor: Michigan USA, - Dongkook University(Honorary Prof.)	Coach Teaching Method
Educational Technology	Lee, Jaekyung	Professor: Sookmyung Woman University	Coach Teaching Method
Educational Management	Park, Namgi	Ex-President, Professor: Gwangju National Univ. of Education	Special Advisory

The coaching procedures

The coaching program proceeded over nearly 6-8 months for an individual

teacher with multiple of steps and procedures. Most of teachers expressed it was very hard to continue and even painful to complete the whole process. They were often tempted to give up. However, most teachers said that they decided to continue since they knew the problems in the classrooms were quite serious, therefore, wanting to make desperate changes for the students and themselves.

A) Preparation stage

- Coaches interviewed teachers & students to know their classroom difficulties.
- Steps recorded teaching several times with 4 video cameras for each teacher.
- Coaches reviewed the video and discussed the major difficulties.

B) Coaching stage

- Coaches & teachers had meetings and coached informed the problems.
- Coaches provided '1st' & '2nd Mission' apart a few months to apply.
- Teachers applied the missions for months interacting with the coaches
- Teachers participated workshops, counseling, or others' model classroom.
- Coaches often visited classrooms to help teachers and give feedbacks

C) Completion stage

- Coaches interviewed teachers & students to see if the problems changed
- Coaches and teachers discussed the improvements and changes made.
- Coaches and teachers evaluated the whole procedures.

What the coaching contents and findings were

Classroom difficulties (teachers & students behaviors)

The selected teachers' statuses were diverse on school levels, grades, regions, problems, and etc. In the meantime, the classroom difficulties were very similar among the 12 teachers' cases. Almost all classrooms showed the common difficulty - a big gap between teachers' effort for teaching versus students problematic behaviors in class. For this study, each teacher categorized 12 noticeable behaviors within interacting styles and teaching methods. Also, this study characterized

'students' problematic behaviors' within three folds. Those details are summarized in Table 5 & Table 6.

Teachers showed two types of interacting styles with students. One group was usually very bossy, controlled students with punishment-based intervention, and hurt students' feelings by saying bitter words. The other group was neglectful, unconcerned with students, and ignored students' emotions. The students' responding behaviors in both styles of classrooms were quite similar except for distracting behaviors (more active or inactive ways).

Table 5. Teachers & students behaviors by interaction types

Teachers (Grade)	Region		Teacher Behaviors (Interactions with Students)	Student Behaviors
Lee(4)	Daegu		- Careless for students - Unconcern with students	1) distracting (inactive)
Song(6)	Buchon	Neglect & Unconcern Students	- Fear to teach and avoid students - Focusing just what to teach.	- drowse - space out
Jeong(9)	Bundang		- Use fun events & so distracted - Make students have fun	2) passive & few responses
Park(7-9)	Cheongju		- Absence of expressions - Concentrate in just what to teach	3) low interests for what to learn
Lee(5)	Boryeong		- Controlling students, scolding - Supervise than show attention	
Park(4)	Daegu		- Cut off students speaking - Suppress to blame student	
Kim(7)	Siheung		- Formation of fear in the class, - Acts like a supervisor	1) distracting (active)
Shim(7)	Bundang	Bossy & Control Students	- Ignore students, use bitter words - Break promises with students	- noisiness - chatting
Bea(7-9)	Daegu		- Corporal punishment so often - Shouting & scolding	2) very passive, get bored, few responses
Jeong(7)	Seoul		- Ignore students with bitter words - Treat students as immature child	3) low interests for what to learn
Kim(7-9)	Cheongju		- No interest for students - Explain lots of content directly	
Yu(7-9)	Seoul		- Give little eye contacts. - Blame & scold students	

Teachers' primary teaching methods in coaching classrooms were also categorized in two types. The common feature of all of the teachers was that they mainly focused-hard on delivering the contents. However, they tried to teach a great volume of contents relying too much on being either lecture based or media-centered. The student reactions in those two types of classrooms were most alike and showed the typical problematic behaviors without many differences in each classroom. Therefore, the researcher summarized the most common behaviors of teachers and students according to two teaching types instead of describing the details for each teacher in Table 6.

Table 6. Teachers & students behaviors by teaching methods types

Teaching Methods	Teacher Behaviors	Student Behaviors
Lecture Centered	<ul style="list-style-type: none"> - Focusing just what to teach - Concentrating in just what to say - Writing everything on the blackboard - Explain most contents by teachers themselves - Explain lots of content directly by speaking - Little attention for students responses - Speaking fast without considering students 	<ul style="list-style-type: none"> 1) distracting (inactive) - drowse-space out (active) - noisiness-chatting
Multimedia Centered	<ul style="list-style-type: none"> - Showing lots of materials using technology - Clicking fast the computer programs screens - Cut off students speaking to show the contents - Sitting on the chair & waiting the program over - Keep checking watch and time - Doing other things not relevant teaching 	<ul style="list-style-type: none"> 2) very passive, get bored, few responses 3) low interests for what to learn

The interesting finding was that each coaching classrooms showed a common climate of little students activities or interactions among teachers-to-students or students-to-students regardless the two types of teachers interaction styles or the two different teaching methods. These classroom students also revealed the similar problematic behaviors to one another.

The coaching missions

The coaching teams provided several specific missions for individual teachers. The missions were precise tasks for the teachers to directly apply. The coaches gave the missions two times within 2 to 3 months apart so that teachers could have time to implement them.

However, the researcher found out that the missions to resolve classroom problems were similar among 12 teachers. The overall direction of missions was to 'improve relationship with students' while teaching the subject contents. The coaching team decided this mission theme based on interviewing with teachers and students, observing classroom in persons, and reviewing classroom teaching videos. They pointed out that the coaching classroom problems were due to the shortage of close relationships between teachers and students.

They emphasized that the teachers should improve the relationships with students in order to reduce the problematic behaviors shown in coaching cases. They described the important point of their coaching clearly saying "effective teaching is building a good relationship with students" and "a good teaching is not a teaching skill but rather the relationships with students."

The researcher summarized, then, the specific missions given to improve relationships in two folds: 1) the interaction method caring for students' psychological needs (Table 7), 2) the teaching method increasing teacher-students interactive activities (Table 8).

The 1st Missions and 2nd Missions for teachers' interaction styles were not totally different from one another; however, they were rather similar or even repetitive in each teacher's improvement status in a 2-3 months period. It was also found that the strategies for teachers themselves applied in classrooms were also alike among teachers based on the two interaction styles.

Table 7. Coaching missions for teacher interaction types

Teacher Types	Missions(Frequency)	Specific Strategy Teachers did(Frequency)
Neglect & Unconcern Students	<1 st Missions> - Get closer to children by greeting(3) - Say frankly the teaching difficulties & ask students help(3) - Do not superfluous to talk in class(1)	- Say hello to students(3) - Move & go close to students seats(2) - Listen & compliment student opinion(2) - Call students name & kind feedback(1)
	2-3 months to apply missions	
	<2 nd Missions> - Respond to students and show cares(3) - Begin morning with warm greeting(1)	- Make positive gesture to students; eye contacts, smile, hug, shaking hands(4) - Write letter to show teachers mind (1) - Move around close to students seats(1) - Tell teachers mind & ask helps (1) - Attentions for students' feeling(1)
Bossy & Control Students	<1 st Missions> - Put down control and approach to children(5) - Say frankly the teaching difficulties & ask students help(3) - Greet students in the morning (2) - Remove teacher desk in the center(1)	- Greet students, handshake, hugs(3) - Stop using bitter words, spanking stick, & show hand signals instead(3) - Positive respond to children(2) - Move close to students seats (2) - Say difficulty & ask student help(1) - Reduce cynical words to students(1)
	2-3 months to apply missions	
	<2 nd Missions> - Interact using warm words and tone(2) - Treat students as a team members(2) - Observe students & show interest (2) - Find teacher's merits & children's ones(1) - Repeat 1st mission more exactly (1) - Raise flowers(1)	- Make positive gesture to students; eye contacts, smile, hug, shaking hands.(3) - Give positive feedback (3) - Cooperates with students in activity(1) - Attentions for students' feeling(1) - Give time students to think(1) - Move around close to students seats(1) - Write a letter to students(1)

Table 8. Coaching missions for teacher teaching methods

Teachers Types	Missions	Specific Strategy Teachers did
Lecture Centered	<1 st Mission> - Set the margins on teaching(1) - Reduce teachers speaking(1)	- Give students activities (1)
	2-3 months to apply missions	
Lecture Centered	<2 nd Mission> - Have confidence as teacher(2) - Develop a study group with teachers (1)	- Participate a teacher study group (1) - Get coaching with peer teachers (1)
	2-3 months to apply missions	
Media Centered	<1 st Mission> - Organize teaching structure (1) - Do not use overly Multimedia (1)	- Design teaching lesson plan not using others' one in internet(2) - Cover TV screen not to use(1) - Stop to use multimedia
	2-3 months to apply missions	
Media Centered	<2 nd Mission> - Develop lessons of teachers own(2) - Raise up speaking voice & change (1)	- Do a research on teaching(1)

The missions for changing teaching methods were greatly less in numbers than those of teachers' interaction problems. The former was about 1/5 of the latter. Most teachers had serious problems with how to interact constructively with students, but they revealed fewer problems in teaching methods. The coaching professionals focused primarily on teachers-students interaction issues even with teachers' teaching methods. The teaching methods missions and strategies were not much different between 1st and 2nd times within the types of teaching methods.

The classroom improvements after coaching

There were three major difficulties revealed when the coaches interviewed the teachers and students in the preparation stage of coaching. Those were: 1) students' being very passive with no response, 2) students' low interests for what to learn, 3) students' distracting by noisiness, chatting, and doing other things.

Fortunately, 12 teachers had been changed greatly by implementing the interaction approaches with their students, especially as they applied the missions. They tried hard to build a better relationship even though they had a tough time to

overcome the old teaching habits. Then, the classrooms showed dramatic differences after all. It was even surprising to see how big the changes were made among the same teachers and students within a few months.

Most students turned to be very active and responded actively in class activities. They also expressed high interests for studying different subjects. In addition, students kept focusing on what they were supposed to do in classes.

Table 9. Students' behaviors before & after

Students' Problematic Behaviors	Students' Improved Behaviors
1) Distracting Inactive ways(drowse, space out) Active ways(noisiness, chatting)	Concentrating - Inactive ways (shine eyes/show warm smiles/listen carefully what teachers and other students say) - Active ways (wait their turns to say/give attention to what teachers and others say and do)
2) Being passive, getting bored, giving few responses for what teachers asked to do	Responding more actively - Raise hands often to respond - Respond actively for teachers and one another - Laugh & clap when they do activities - Work together positively with other students
3) Showing low interests for what to learn	Showing interests for what to learn - Raise questions beyond what teachers explained - Have curiosity for the contents - Express personal initiative by themselves

There were increasing numbers of meaningful involvements in what they were supposed to do while distracted behaviors between teachers and students in classrooms were decreasing. It seemed they became to be more interested in studying together. Most teachers in the coaching program even showed tears by noticing the improvement results of their own classroom.

Implications of the theories and explanation for EBS coaching results

Implications of theories for teaching in general

The important implication of ‘Maslow Needs Hierarchy’ theory in education is to be aware that the ‘Self-actualization’ is the highest level in the hierarchy. It is obvious that studying to accomplish one’s dream or future goal belongs to this last level desire. What does this mean? What does this suggest for teaching practices?

This phenomenon implies that the students would have not much interest in studying until they are satisfied enough with the lower needs, such as ‘Esteem Needs & Love Needs’. The ‘Safety and Physiological needs’ are of course even more fundamental ones to be met in advance. Fortunately, students usually come to classroom with the first two needs full, and so those are beyond of what teachers’ roles are in most of the classrooms.

The finding of ‘Brain Science’ also gives almost the same implication with the needs-hierarchy theory. It is that teachers should take care of students’ emotional needs well in order to activate students’ rational thinking for studies.

The emotional needs are usually social desires, such as caring, getting attention, respecting, acknowledgement, etc. These usually could be satisfied when people have good relationships. That is why the relationship is a greatly important matter for every human being. Students’ essential emotional desires would be fulfilled when they are able to build a good relationship with the teachers. It is even truer when we consider elementary and secondary school students who are still growing emotionally and not fully developed yet as adults. They need enough emotional cares from adult teachers and develop a good relationship with them.

In alignment with these implications, there are a huge volume of books, journal papers, and theses which support the importance of emotional roles in human behaviors, especially for learning (Park, 2009; Ju, 2006; Kim, 2015; Kim, 2012; Kim, 2015 Korea University of Technology and Education, 2009; Lee, 2010a, 2010b; Wall, 2007). They stressed the same suggestions, saying that stable emotion and positive relationships have direct influences on students learning.

Theoretical explanation for the coaching solutions & results

Classroom before coaching

Unfortunately most of the teachers in 12 coaching classrooms seemed to have approached exactly in the opposite way from findings of what the Maslow Theory and brain science suggested. Teachers stressed the content and focused on teaching skills to deliver content of the learning materials. They often suppressed students by scolding, strict with orders, using teachers' authority. They, however, easily neglected students' emotional conditions and hurt their feelings, which the theories' findings (Lee, 2013; Kim, 2015; Jang, 2015; Rauland, 2008; Kustenmacher, 2015) stressed that they are clearly more essential than intellectual desire in order to accomplish study goals. As a result, it became that classroom atmosphere showed high tensions, apathy, distractions, and low motivation for study.

Coaching advices and solutions

The overall coaching solution provided for teachers was to improve the relationship between teachers-students rather than to overly focus on the content teaching. The specific missions to build a sound relationship for teachers were summarized in Table. 7 & Table. 8.

Then, why is building a good relationship between teachers and students so essential in teaching? According to needs-hierarchy theory and brain science (Lee, 2013; Kim, 2015; Jang, 2015), that is because the students naturally care for their emotional needs first over self-actualization desire. It seems the theoretical findings supported that emotion controls over cognition. That is why students usually expect warm attention from teachers and rely on them for more psychological desire prior to studying hard with their own willingness.

Classroom after coaching

The classrooms had been changed greatly in positive ways with much active

learning when teachers applied the advices and when they cared for their relationship with students in teaching. The change, however, was not a quick one but it was a slow progression over 6-8 months of period. The classrooms were vastly different from the beginning stage with active interactions between teachers and students, soft and complimentary languages from teachers, and the students' higher motivation for studying.

It might be a natural result that such major classroom changes were shown. The EBS coaching solutions, and building good relationships, was exactly consistent with the foundations of Maslow and brain science findings regarding human behaviors and brain functions. Besides, Adler's psychological researches (Adler, 2014; Akira, 2015; Park, 2015; Ichiro, 2014) and other action studies regarding good teaching practices (Bain, 2009; Lee, 2016; Lee, Lee, Sigeta, Lim, & Green 2016) strongly support the importance of emotional care first in order to let students study effectively.

Conclusions

It seems that teachers often delude themselves in thinking that students in general might be well motivated and would study hard when teachers teach with passion and interesting teaching materials. This might be an ideal expectation from the teacher's perspective. In reality, there have been a growing number of teachers facing various difficulties with students' problematic behaviors such as low interests, distracting actions, and passive responses in classrooms (Jeong, 2007; Kim, 2004; Lee, & Kang, 2014; Lee & Lee, 2015). Many teachers are struggling and looking for help without knowing how to properly deal with the real problem.

The EBS, in this context, made a great contribution with the teacher coaching documentary, 'My Teacher Has Changed.' The program gained a lot of attention and had 500 thousands viewing records as of February 2016. This high reviewing

record might represent how many current teachers are having difficulties in teaching students. The popularity of the program could also imply the major influencing impacts on many teachers. That is why a further unifying research was necessary for putting the individual coaching cases together so that teachers could understand how to make improvement for teaching and their classrooms.

This study reviewed the program by analyzing the coaching procedures and the coaching results. Also the researcher provided theoretical explanations for the results. The study found that the procedures were systematic with well-known professionals, a sufficient timeframe (6-8 months), and various coaching steps with specific strategies for individual teachers.

Besides, the coaching results indicated that the common problem among coaching classrooms was 'the lack of sound teacher-student interactions' even though the difficulties in each classrooms appeared different. The coaching professionals, therefore, focused on the coaching theme building relationships in teaching. They provided missions on how to overcome the similar problems in different classrooms. Teachers were first guided to build a better relationship with students rather than placing a heavy emphasis on teaching subjects' content. The missions were in two folds: 1) change the interaction method by greeting and caring students' emotions, concerns, interest, 2) change the teaching method by providing teacher-students interactive doings. The teachers applied the specific missions, and then the students problematic behaviors dramatically reduced.

The researcher also explained the foundational reasons with theories of how the relationships improvement could play a significantly important role for students' changes in the classroom. The implications of Maslow's 'Needs Hierarchy' and 'Brain Science' clearly explained the reason for building a good relationship, and how in doing so, it impacts a big change in teaching. Emphasizing the relationship aspect in teaching is also very consistent with the studies of important factors in good teaching (Bain, 2004; Koh, 2013; Suh & Yoo, 2004; Shim, 2012; EBS, 2008) and the positive behavioral supports (Lasala, etl., 2015) for problematic behaviors.

It was also well aligned with Adler's Psychology, which had been recently receiving large attention in motivating human behaviors (Adler, 2014; Akira, 2015; Park, 2015; Ichiro, 2014; Ichiro & Fumitake, 2014, 2015, 2016). Adler and his followers stressed that the most profound problem human beings often faced: relationship matters in almost. This was true even in teaching.

The findings of this study emphasized that human cognition, especially in children and teens, could be easily affected by their psychological conditions concerned with their relationships with teachers. What's the implication of such human nature for teachers and teacher training professionals? Teachers need to care for students' psychological needs first, by building good relationships in order to help them study and achieve meaningful learning goals in the classroom. Teachers often approach matters using the opposite way in teaching. The reason might be that teachers have limited understanding about the close relation between human psychology and cognition. The theoretical explanation of this study for coaching results could assist teachers finally in understanding better the importance of relationships; they would then be able to apply the implications in their teaching practices. This study's results could also help teacher training professionals in assisting teachers comprehend the importance of student-teacher interactions in depth and apply the insights beyond just mimicking coaching strategies as another temporary teaching skill. I think that this study's results could contribute to many teachers understanding the insights of the EBS coaching phenomena's impact and thereby applying them to their teaching practices.

Granted, there are some limitations when it comes to generalizing the study's findings. The researcher reviewed 12 coaching cases produced in the same years among 30 completed over a couple of years. Therefore, it might not represent the overall EBS teaching coaching features as a whole. Also, there were some differences in the amount of details shown in the videos concerning how each teacher actually applied the coaching missions. It is suggested to comprehend the results of specific strategies attentively, taking into account the insufficiency for some cases.

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Mijar LEE

Professor, Dept. of Education, Gwangju National Univ. of Education.

Interests: Instructional Design, Teacher Education, Instructional Consulting

E-mail: leemi@gnue.ac.kr

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