

## CHAPTER 5

### FINDINGS AND DISCUSSION 2 : SUCCESS AND CHALLENGES OF SISC+ IN COACHING AND MENTORING

#### 5.1 Introduction

In this chapter, the findings and discussion from the qualitative and quantitative data analysis of the second research question are discussed. Research Question 2 provides answers for success and challenges. Thus in this chapter, the researcher divides it into two parts. The first part is on success, while the second part is on the challenges of SISC+ in the workplace. Themes and sub-themes were presented accordingly to meet the objectives of this study. As for the conclusion, a summary is provided at the end of this chapter.

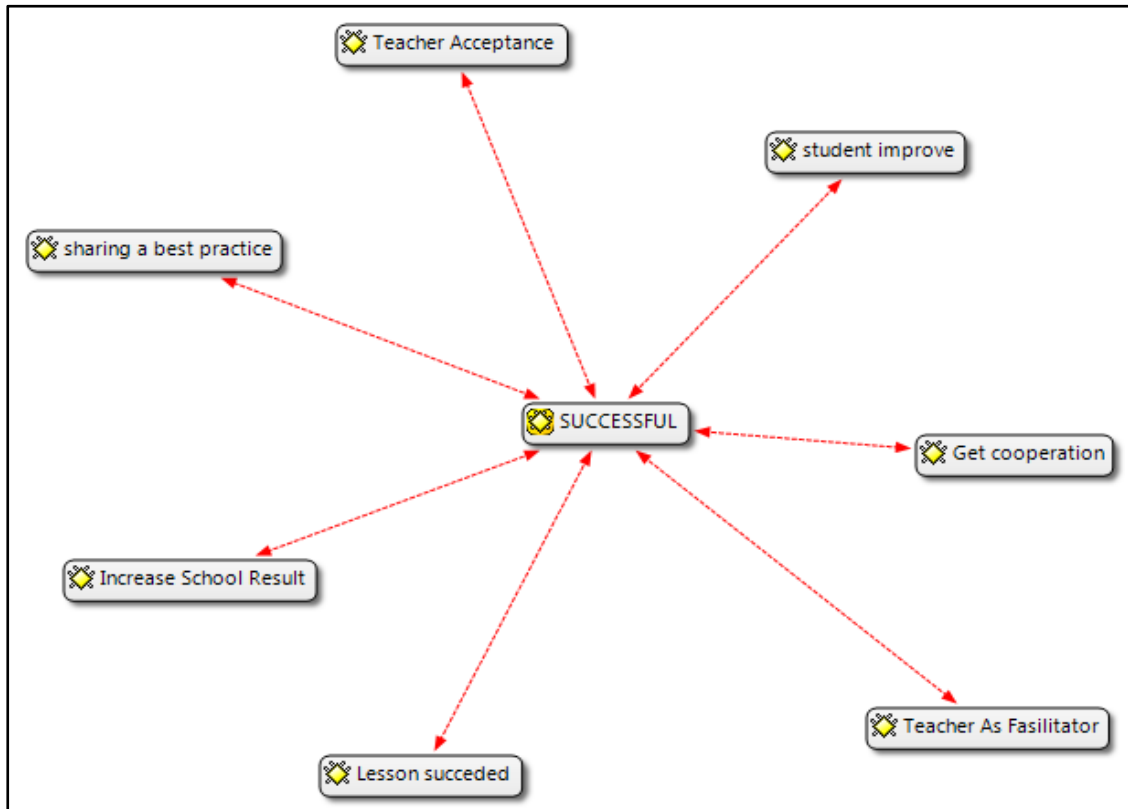
#### 5.2 Sub-Themes Of Successes And Challenges Of Coaching And Mentoring

The second objective of this research is to explore into the success and challenges faced by SISC+ during the process of coaching and mentoring in the workplace. The data from the interview, observations, and survey were processed to obtain the result. While the researcher values the use of document analysis in research question 1, they were not in the same case for the second research question. Since this study is concerned with the coaching and mentoring success by SISC+, the data should come from the people who are involved in their coaching activities. However,

for the second part of this research, challenges of the coaching, the data from the document is vital to be used in supporting the findings. The qualitative analysis is utilised to obtain the result from the interviews and observations, which is then corroborated with the quantitative results of the questionnaires analysis. The qualitative findings revealed that despite being different in terms of roles and responsibilities, the participants (both SISC+ and their coachees) were positive regarding the success of a member of SISC+. The findings from this study are aligned closely with those reported in the literature shared throughout Chapter 2.

On the same account, research question 3 is aimed at exploring the influences of coaching and mentoring done by SISC+ towards the English language. In other words, this research examines to what extent the SISC+ succeeded in influencing their coachee. At the same time, the data that were used in exploring this second research were also utilised to answer the third objectives. This is because successful coaching inevitably affects the coachee and in due course, influences the teaching and learning of the coachee themselves. In discussing the success of coaching and mentoring, the primary data is collected from the interview with both SISC+ as well as their coachees. Their viewpoints and feelings are important to be discussed.

Figure 5.1 provides a summary of the outcomes of the thematic analysis of findings based on participants' responses.



**Figure 5.1:** Sub-themes of success

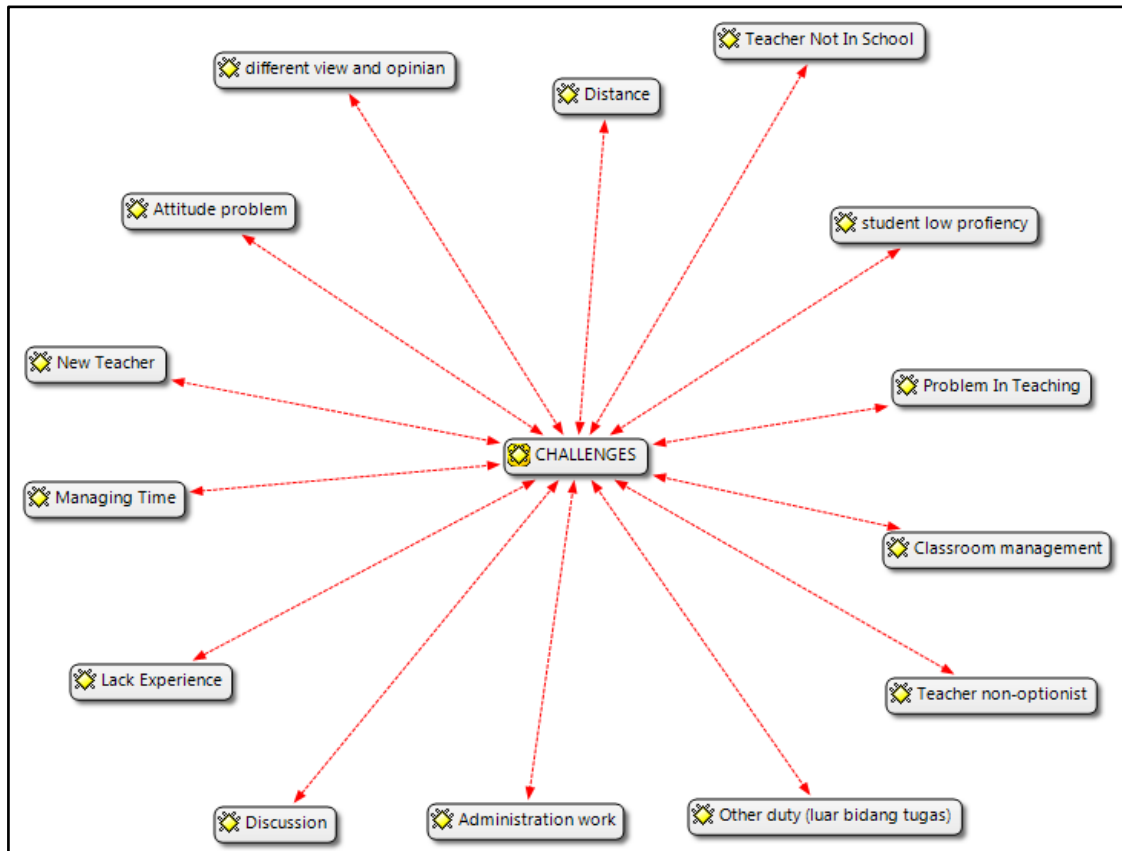
Figure 5.1 illustrates the potential sub-themes of the success of coaching and mentoring. The potential sub-themes are as given below:

- 1) Shows student improvement
- 2) Receives cooperation
- 3) Shows teacher as facilitator
- 4) Brings success to lessons
- 5) Increases school result
- 6) Shares best practice
- 7) Shows teacher acceptance

In the next stage, the researcher has sorted the potential sub-themes of successful into more meaningful sub-themes following the process of analysing the data as suggested by Braun and Clarke (2006). Moreover, the “keyness” of a theme is not necessarily dependent on quantifiable measures but in terms of whether it captures something important in relation to the overall research question and it is all based on the researcher’s judgement (Braun & Clarke, 2006). The sub-themes are as follows:

- i. Acceptance of teachers
- ii. Improvement of academic achievement
- iii. Improvement of school performance
- iv. Cooperation from teachers
- v. Improvement of teaching quality

The above five sub-themes depict the success of coaching and mentoring by SISC+ from the thematic analysis of the interview. Further elaboration of the sub-themes will be detailed after this. Next, we have the demonstration of the potential sub-themes for challenges. Figure 5. 2 illustrates the potential sub-theme.



**Figure 5.2:** Sub-themes of challenges

Figure 5.2 above depicts the initial themes resulted from the thematic analysis of the second part of the research question 2. ATLAS.ti software has rendered the process of thematic analysis to be more visual. From the analysis of data, numerous challenges faced by the SISC+ appeared in the analysis. These challenges highlight the difficulties of the SISC+ in handling their job. The sub-themes of challenges that emerged from the process of thematic analysis are as follows:

- 1) Coachee is not in school
- 2) Low-proficiency of students
- 3) Teaching problem
- 4) Classroom Management
- 5) Non-option teacher

- 6) Additional Duty
- 7) Administrative work
- 8) Too many discussions
- 9) Teacher's lack of experience
- 10) Time Management
- 11) New Teacher
- 12) Attitude Problem
- 13) Different Views and Opinions
- 14) The distance of the school

Fourteen possible sub-themes emerged from the coding process in the thematic analysis. The thematic analysis goal is to identify themes or patterns in the data that are important or interesting and to use these themes to address the research (Braun & Clarke, 2006). Thus, the researcher reviewed and modified the sub-themes because most of them are associated with one another. In the final modification of the codes, the researcher managed to identify the essence of the sub-themes related to the specific research question. Hence the final sub-themes developed from the initial sub-themes are presented below:

- i. Attitude problem
- ii. Lack of time
- iii. Administrative work
- iv. The role conflict
- v. Classroom management

The five significant sub-themes above were discovered within the qualitative data analysis of this research. Similar to research question 1, Table 5.1 delineates the participants of this research and this is linked to the sub-themes.

**Table 5.1:** Sub-themes for success and challenges

No	Themes for Success	Razak	Zarah	Hayati	Yasmine	Ariffin	Saras
1	Acceptance of Teachers						
2	Improvement of Academic Achievement						
3	Improvement of School Performance						
4	Cooperation from teachers						
5	Improvement of Teaching Quality						
No	Themes for Challenges	Razak	Zarah	Hayati	Yasmine	Ariffin	Saras
1	Attitude Problem/Rejection						
2	Lack of Time						
3	Administrative Work						
4	The role conflict						
5	Classroom Management						

Table 5.1 above presents the participants of the study and the sub-themes associated with them. Based on the identification of sub-themes, the researcher chooses two sub-themes from each theme to be discussed. These two sub-themes are significant in this qualitative analysis because, from the analysis of the data, all the participants seem to have chosen these sub-themes over the others. Two sub-themes were being picked out by all participants while other sub-themes were not selected by all participants. . Table 5.2 presents the summary of the sub-themes to be discussed for the theme success and challenges.

**Table 5.2:** Final Sub-themes for success and challenges

Themes	Sub-Themes	Sub-Themes
Success	Acceptance	Cooperation from teachers
Challenges	Attitude Problem	The role conflict

The discussion of each sub-theme is using the qualitative and quantitative research methods with a related interpretation. These sub-themes are discussed in the next sub-section to meet the objectives of research question 2.

### **5.2.1 Sub-Theme: Acceptance**

From the thematic analysis, the researcher managed to analyse the initial data and compile it to look for a more appropriate sub-theme. Acceptance of coaching and mentoring is one of the sub-themes that emerged from the success of coaching and mentoring by the SISC+. As mentioned in Chapter 2 (refer section 2.2.3-The GROW Model), the coaching goals focus on the coachees and not on the coaches because the outcomes of coaching and mentoring are determined by to what extent the coachee accepts the coach. Thus, when the coachees accepted the existence of a coach, it suggests the idea of a successful coaching process. The subsequent chapter discusses the qualitative and quantitative findings and the elaboration within the literature review. This is presented based on the research instruments used in each method.

#### **5.2.1.1 Interview**

From the analysis of the participants' responses, the coachees' acceptance is regarded as the utmost success. Apparently, both sets of participants (SISC+ and the coachees) agreed on this sub-theme. Based on table 18 above, acceptance is among the themes that have received considerable attention from the participants. The

excerpts below depict the acceptance of the coachees towards the services provided by the SISC+.

Razak *They welcome me. They welcome me  
Make the teachers welcome me so I don't really force them.  
So far Alhamdulillah. My coachees understand*  
(Razak\_int1)

Hayati *So far, I think he welcomes me.*  
(Hayati\_int1)

Zarah *but then towards the end I think slowly they accept us.*  
(Zarah\_int1)

The excerpts above show that all three SISC+ expressed their confidence in the relationship between the coaches and the coachees. They mentioned how their coachees welcomed and accepted their presence. This acceptance is meaningful to them because as coaches, it would be difficult for them to work if they were not accepted as coaches. As a coach, SISC+'s job is to go to school and build rapport and trust with their coachees. Based on the interview between the researcher and the three SISC+, they stated that their coachees accepted them. The acceptance of the coachees is important to them because after being accepted, only then the SISC+ can collaborate with their coachees. In addition, when asked about the relationship between SISC+ and the coachees, Encik Razak mentioned that as a coach in SISC+, he should have a good rapport with the coachees and with the excellent rapport it can help the SISC+ to complete the job smoothly. He understands his role is to coach and mentor the coachees and to ensure the smooth relationship he needs to build a good rapport with his coachees.

Razak *As SISC+ my job is to mentor them. Mentor them. Coach them so  
before that I need to build a good rapport with them. Good rapport is  
good relationship. So I will build that. I believe good rapport will help  
me to do my mentoring or coaching them smoothly. That's all.*

(Razak\_int1)

He also added that the SISC+ should be casually talking to the coachee as to make the coachee comfortable. They can begin in a casual conversation before the coaching takes place. Through this, both of them can easily discuss matters concerning teaching and learning; only then the SISC+ can play their role as a coach. In line with this, starting a casual conversation is important to Encik Razak before he moved on to the next stage because this is his way of making his coachee feel more relaxed and comfortable.

Razak *Make them feel easy. Make them open up. They will open up when they know me when we have strong professional relationship. Make the teachers welcome me so I don't really force them.*

(Razak\_int1)

From the excerpts above, it is clear that the SISC+ understand that in order to be accepted, the SISC+ must create a good rapport and build trust, then only the SISC+ can perform their job easier. The above statements depict that acceptance from the coachee is critical to the SISC+.

Next, the researcher moves on to the interview between the researcher and the coachees. From the positive responses gathered, the coachees appeared to welcome their coaches. The responses were given by the participants to highlight their acceptance. They expressed their feelings of being accepted, which led to the idea of a successful coaching process. Thus, being accepted by coachees plays a vital role in the relationship between coaches and coachees. In response towards building the relationship with the coachee, Razak the coach explained that as SISC+, his job is to mentor the teachers but first before he could do that, he must have a good relationship with them. Eventually, through a good relationship with the coachees, only then he can begin his actual work that is coaching and mentoring the teachers. The response given by the coach portrayed how he understood the importance of building rapport

with his coachee because a positive rapport creates a good relationship. Eventually, the excellent relationship eases the process of coaching and mentoring. On the other hand, the excerpts below portray the responses given by the coachees to the questions on their understanding of the jobs of SISC+. Most of the coachees gave positive responses that highlight the fact that they accepted the existence of SISC+.

Yasmine *I understand her roles to help me. Her roles are different from other officer in PPD because I feel not the same.*

(Yasmine\_int1)

Ariffin *There is two-way interaction between us. My SISC+ is a friendly person. So, it's very easy to me to communicate or discuss any matter with her.*

(Ariffin\_int1)

Saras *She is like my elder sister. She guides me a lot and not very strict. Not strict at all. Very informal so I don't feel pressure at all and I can talk freely*

(Saras\_int1)

The positive responses depict the understanding of the coachees towards the role of SISC+. The above excerpts explain how participants appeared to accept their coaches. Nevertheless, in another instance, Yasmine demonstrated how she preferred to be approached by the SISC+.

Yasmine *I hope the coach will understand our workload in school. I hope that SISC+ can understand the teachers' work load in school. Teachers have to so many other works besides teaching. So, sometimes teachers also feel frustrated with the failing works. SISC+ have to approaches teachers in different way. Where they should be a good guidance and moral support for the teachers. SISC+ also should be friendly and understand the problems that the teachers facing. They should help the teachers to overcome the problems that the teacher facing in improving English results.*

(Yasmin\_int1)

In another instance, Yasmine told the researcher about the importance of SISC+, which is to build a good relationship with the teachers. She stated about her workload; therefore, she needs a supportive member of SISC+ who can give them moral support and treat them kindly. Not only that, she mentioned that the features that SISC+ should possess, are friendly, understand, and helpful. She added that, instead of coming to the class without prior notice, the coach should call or set an appointment with their coachee. To Yasmine, the SISC+ should have different ways of approaching the coachees. This will be discussed further in the discussion section.

#### **5.2.1.2 Observation**

The findings in the analysis of the interview data led to the contribution of communication skills to the success of the coaching and mentoring process. In line with this, the researcher triangulated the interview data with the findings found during the observation. During the observation of the coaching and mentoring process, one of the SISC+ had set her next appointment with the coachee by referring to the schedule given by the coachee. Instead of choosing the date herself, the coach, Hayati, gave the coachee the freedom to set the date as she acknowledged her schedule. She fully understood her busy schedule; thus, she allowed the coachee to select the date for the next appointment. Her coachee, Saras, was pleased with the responses given by her SISC+.

The same goes to the second coach, Zarah. When she came to the school, the coachee already expected on her arrival because she already texted him informing of her visit. When they finished their meeting, she promised his coachee to call him first before she came to school. This is because the teacher was busy preparing his students for the coming Sports Day. The correlation between the interview data and

observation data was apparent. These occurrences highlighted to the reader that to be accepted by the coachees, it is crucial for the coach to build a good rapport and then shape a positive relationship between them.

The next observation is between the first participant, Razak, and his coachee, Yasmine. During the observation, the researcher noticed how Razak highlighted his positive value by trying to give encouraging responses using appropriate words and terms in the coaching process. He explained everything in detail and tried to make the teacher understand by asking many questions to trigger the coachee.

In another instance with Hayati, the researcher noticed how Hayati maximised her time with her coachee. She did not raise her voice, instead she steadily communicated with the coachee to convey her message, and the coachee seemed to have listened to the coach attentively. When they finished their session, the coach began her coaching session by complimenting the coachee for achieving the lesson objective, and the teacher was pleased with the compliment, and she was seen smiling while listening. The conversation between the SISC+ and the coachee went well although the coachee did not agree with some points. There was no sign of giving instructions, rather, raising a suggestion for improvement.

Saras was seen as accepting the coach's feedback by listening attentively and sometimes saying something to the coach. However she did not want to offend merely to justify her action. She was also perceived as accepting the coach by welcoming the feedback given by the coach and at the same time asking the coach more questions for further clarification. On the other hand, the second coachee, Encik Ariffin was pleased to listen to the support given by Zarah when he mentioned about taking part at a district level competition, and both coach and coachee seemed eager in planning for

the next visit. Zarah made constructive remarks about the competition and her coachee; Encik Ariffin happily deliberated about it.

These occurrences signified to the researcher the satisfaction of the participants (coachee) when they received positive and constructive feedback from the SISC+. The satisfaction of the coachee highlighted to the researcher how communicative skills can be attributed to the success of the coaching and mentoring process. Hence, a coach must have excellent communication skills in order to be accepted by the coachee for a good coaching and mentoring process. The tone and the way a coach communicates with the coachee are essential in setting the manner of the entire process.

### **5.2.1.3 Questionnaire**

As stated in Chapter 3 (refer section 3.9), the sources of data were triangulated to strengthen the research. The data from the survey were administered using SPSS to examine the relationships between SISC+ and the coachees. In the questionnaire, the first part is about the relationship between SISC+ and the coachees. As the sub-theme of acceptance is related to the relationship between SISC+ and the coachees, it is noteworthy to discuss the constructs in this section. The relationship between SISC+ and coachees is an essential aspect in determining the level of success for both coaches and coachees since positive relationships create affirmative acceptance. As in a relationship between the coach and the coachee, accepting is a tool that can help coachees to move forward to measure how they do things differently. By accepting the coaches, they are also helping themselves to bring about the desired outcome. Table 5.3 describes the relationship between SISC+ and the coachees.

**Table 5.3:** Compared mean based on the relationship

No.	Statement	Mean	SD
C1	I feel comfortable communicating with my SISC+.		.69
C2	I feel my SISC+ respects my opinions and understands my situation as a teacher.	4.46	.60
C3	A personal and close relationship with my SISC+ makes me feel enthusiastic concerning my teaching	4.18	.75
C4	I feel at ease when my SISC+ coaches and mentors me on my teaching practices.	4.22	.79
C5	SISC+ always guides me on my teaching and learning.	4.53	.88
C6	I always follow the advice from SISC+.	4.40	.74
C7	SISC+ always guides me not only on my teaching and learning but also other matters.	4.16	.92
C8	SISC+ helps to develop my skills and abilities to boost my performance.	4.44	.83
C9	I feel comfortable questioning my SISC+ on a remark that he/she made.	4.31	.77
C10	SISC+ is an effective listener.	4.47	.86

In Table 5.3, all the items in the construct of the relationship between SISC+ and the coachees showed means of above 4. As mentioned above, the personal relationship between coaches and coachees will promote a sense of acceptance and will eventually help both parties achieve their goal. Thus, the level of acceptance by teachers towards the SISC+ displayed in Table 5.3 is considered high. In summary, the data collected from the questionnaires showed that the acceptance of coachees is the top success of the coaching and mentoring by SISC+. The researcher managed to gather all the qualitative and quantitative data for the sub-theme Acceptance. Next, the

discussion on the entire findings for the first theme of the second research question, Acceptance, shall be established.

#### **5.2.1.4 Discussion: Sub-Theme - Acceptance**

To answer the second research question, the researcher has utilised data from the interviews, observations and questionnaires. Being accepted by coachees is considered as one of the accomplishments of a coaching and mentoring process. To the SISC+, an acceptance given by their coachees is meaningful because it is a sign of success. This is because they need to be accepted first before they can work with their coachees. The coachees cooperated and collaborated with their coach after they admitted the presence of their coach as very helpful.

To be accepted by the coachee, it is important for the SISC+ to build trust and good rapport with their coachees because it is hard to collaborate if the coach and the coachee have an unpleasant rapport. With an excellent rapport only then can they establish a good relationship with each other. This relationship should be developed from the earlier stage by building a good rapport between these two entities because for coaching and mentoring to be successful, a coach needs to create an open, respectful and attractive setting. In this vein, the participants of the study showed their effort in building positive rapport with the coachee so that they can have a smooth relationship as well as to make the work easier.

From the interview with the SISC+ and the coachees, it has depicted that once the SISC+ already built good rapport and trust with their coachees, they can perform their job better because as a coach they need to guide the teachers, and if they do not have a good rapport, their job will be difficult because the coachees will reject them.

Previous research has shown that establishing and maintaining a relationship built on

trust and rapport is fundamental to the coaching process (Allison & Reeves, 2011; Bloom et al., 2005; Hargrove, 2008; Reiss, 2007). Rapport is about reducing the differences between a coach and a coachee and also building similarities between these two. As stated by Stock and Duncan (2010), the coach's ability to build positive relationships with staff members, especially those that are difficult, is the key to success (Stock & Duncan, 2010). Therefore, a strong rapport between SISC+ and the teacher is expected to increase a satisfying coaching relationship.

Besides that, as a good coach, they share several qualities and skills. Among the qualities and skills that a coach should possess are communication skills including listening, probing for deeper meaning, and being non-judgmental. The features of good communication skills such as listening, and being non-judgemental were found by the researcher during the observation. From the analysis of the observation datasheet, the researcher realises that communication skills are an essential quality of a SISC+. In an observation between Zarah and Ariffin, the researchers observed that Zarah knew that the coachee was busy with his schedule as a teacher and other positions in the school. Thus she asked the coachee to select the next appointment politely. The SISC+ was very kind to her coachee by explaining things to make it clear and by listening to the coachee's explanation.

At the same time, the researcher noticed the gestures and answers given by the coachee to his SISC+. The responses and gestures highlight to the researcher that he accepted the presence of the SISC+ to coach him. The indications such as active listening, patience and respectability highlight the mutual understanding between the SISC+ and the coachee. Therefore, building rapport is the key to a good relationship and a productive relationship between the coach and the coachee will eventually ease the job of the SISC+. Hence, they can collaborate and cooperate easily after they trust

each other. This finding is similar to that in the previous studies which demonstrated that the relationship between the coach and coachee would be effective if both sides are satisfied with certain factors such as communication skills, discipline, as well as personality traits (Reimer & Toon, 2001, Serpa, 2001; Tušak & Tušak, 2001).

Another relevant data to discuss on the sub-theme Acceptance by the teachers is from the questionnaire data. Among the items asked in the questionnaires is “A personal and close relationship with my SISC+ makes me feel enthusiastic concerning my teaching.” This item received the means of above 4. This highlights to the researcher that the personal relationship between the SISC+ and their coachees is a critical element. Through a personal relationship, both parties will have a secure connection between each other, therefore, the coaching and mentoring by SISC+ will meet the goal intended. Likewise, in a previous study on the relationship between the coach and coachee generally, in the process of coaching, one of the critical components in the development of a relationship between a coach and a coachee is the influence of the psychological growth of the coachee (Jowett & Cockerill, 2003). Thus, with all the positive traits SISC+ possesses, inevitably they will succeed in their job.

Furthermore, a good relationship between coaches and coachee will ease the process of coaching and mentoring itself because a good relationship helps to stimulate the coachee to accept the coach and eventually helps to achieve their goal. In a study by Andrew et al. (2015), they stated that ‘instructional coaching is a relational process and, as such, effective coaching occurs when there is a strengths-based shared approach to a coaching partnership.’ The strengths-based shared approach to a coaching partnership comprises those relational approaches that help to establish a successful coaching relationship. Knight (2006), on the other hand, mentioned that

this relationship is based on equality, choice, and voice. The partnership based on equality illustrates the nature of the coach and teacher where both coaches and coachees co-determined the aims of the relationship. The evidence presented in this section suggests that for a member of SISC+ to be accepted by their coachees, they need to establish a good relationship, and this relationship is built based on strong rapport and trust. In the next section, the researcher discusses another theme in the second research question that also received great emphasis in this research that is ‘cooperation from teachers’.

### **5.2.2 Sub-Theme: Cooperation From Teachers**

The finding of acceptance above leads to the sub-theme of receiving cooperation from the teacher. In the context of coaching and mentoring, getting the cooperation from the teachers implies that the coachees are willing to collaborate with the coaches to ensure the success of the coaching and mentoring itself. Getting cooperation is essential for a successful coaching. As presented in the literature review, for competent instructional coaching to take place, it requires a goal-directed process that involves the coach and teacher to jointly plan the goals for each coaching period. After that, the teachers will practice the target skills in the classroom. It is important for both the SISC+ and coachees to create this in-depth relationship as a foundation to the path of successful coaching and mentoring process. Coaching places a great emphasis on the coach– coachee relationship (Gregory & Levy, 2010; Boyce et al. 2010; McKenna & Davis, 2009). Thus, both coaches and coachees need to cooperate with each other to ensure that the coaching would be successful. To further discuss this issue, the researcher started with the data from the analysis of the interview.

### 5.2.2.1 Interview

The interview with the two sets of participants - SISC+ and their coaches - enlightens our examination on the sub-theme Cooperation from teachers. To begin the discussion, the researcher presents the data from the interview.

Hayati *We have cooperation when we do like team coaching/lesson study with teachers. We have full cooperation. Not only from the teacher but we also management we have full cooperation we can actually have all from management or school teachers. I come and help*  
(Hayati\_int1)

Zarah *But slowly I got the support from the GB from all the PKs and the other teachers KP.  
....the 4<sup>th</sup> session I think he took one and half an hour and we spoke a lot and I admire him a lot and after that I noticed he did his Lesson Plan and last week I went for his teaching and learning and before he started he wrote his Lesson Plan and he prepared his teaching aids and I guess this is a success for me.*  
(Zarah\_int1)

Above are excerpts of interviews between the researcher and two of the coaches. From the interview obviously, the researcher finds that it is not easy to get cooperation from the coachee. According to Puan Zarah, after four sessions, only then the coachee cooperated with the SISC+. Thus, from the above excerpts, it is shown that receiving cooperation from coachee is considered as a kind of victory to the SISC+. Puan Hayati on the other hand, described that she received cooperation from both teachers as well as the school management. In both the interviews, participants agreed that receiving cooperation from their coachee is a meaningful success to them. The coaches agreed that the result of the positive relationship between the coaches and the coachees would lead to successful coaching. On the other hand, in the interview between the researcher and the coachees as in the excerpts below, it was found that the

coachees decided that the characteristics of the coaches are crucial for them to give their cooperation to the SISC+.

Saras *There is two-way interactions between us. My SISC+ is a friendly person. So, it's very easy to me to communicate or discuss any matter with her.*  
(Saras\_int1)

Ariffin *I understand her roles to help me. Her roles are different from another officer in PPD because I feel not the same. She is a kind lady and I think I can cooperate with her from her conversations with me.*  
(Ariffin\_int1)

The excerpts above presented the importance of positive characteristics of a coach to ensure they receive cooperation from their coachees. Both coachees highlighted the importance of a coach to have definite characteristics in order for them to get cooperation from their coachee that will eventually lead to successful coaching and mentoring. In the literature review, it is already mentioned that coaching can help the coachee to maximise their own potential. In order for a coachee to realise this, the coach's effort is highly required. For this, the SISC+ need to adhere to positive attributes, only then they will be able to help the coachee. Therefore, a good coach should have a set of positive characteristics for them to have a strong influence on their coachee. The researcher believes that the relationship between SISC+ and the coachees depends on the interpersonal attributes of both the mentor and the mentee. Below are some excerpts from the coaches describing their views on getting the cooperation from their coachees.

Razak *after the incident where I and she sit down at the class. I can see that she has already changed the perception*  
(Razak\_int1)

Zarah *but we need time to make them to have trust to accept us with open heart to welcome us*  
(Zarah\_int1)

Both coaches believed that it is vital for them to maintain a good relationship with their coachees before they get their cooperation. In addition, they also believed that the change of coachees' attitude depends on how they as coaches exhibit the right attitude to them. This finding suggests that receiving cooperation from coaches depends on the characteristics of the SISC+ and also the relationship between the SISC+ and the coachee. The next sub-section discusses the data taken from the observation datasheet.

#### **5.2.2.2 Observation**

In the observation with the third SISC+, Zarah, she exhibited her knowledge of pedagogical skills by expressing her thought on the lesson objective. The coachee was able to connect the reflection of the lesson to the lesson objectives. The coachee was smiling when the coach congratulated her on the achievement of the lesson and on her ability to connect the lesson with the reflection. Apart from that, in their discussion, the coach encouraged the teacher to integrate the elements of 21<sup>st</sup> century education. The SISC+ successfully shared with her coachee her knowledge on linking the lesson objective with the reflection of the lesson. At the same time, the coachee gave her cooperation by following the recommendation given by the SISC+. The coachee's facial expressions depicted her approval of coaching by the SISC+. This occurrence highlights that cooperation is considered as a success for the coaching and mentoring done by the SISC+.

In another observation with the second coach, Hayati, she demonstrated her ability to connect the lesson with technologies and 21<sup>st</sup> century education through the introduction of appropriate apps to the teachers. The coach introduced PLICKERS apps to the teacher. The PLICKERS apps enabled the coachee to engage students in

the class activities, get marks, and able to analyse the result in a short period. The facial expression displayed by the SISC+ was seen as an opening for a close relationship and warm environment. The coach was also very systematic in giving her feedback and opinion to the coachee. Her communication skill has helped to ensure that the coachees listened and gave cooperation during the process of coaching and mentoring. From the analysis of both the observations, the researcher found out that the coach must highlight not only their positive traits but also their knowledge and skills in particular fields to get cooperation from their coachees.

As for another observation, the researcher noticed that Arifin was happy when the SISC+ listened attentively to his story about his participation in a competition. The SISC+ were seen as giving pieces of advice as well as telling him about their own experiences about the competition. The cooperation given by the teacher was grasped when the teacher was listening to the advice and experiences of the SISC+. Apart from that, the SISC+ also asked many questions as these questions will eventually help the teachers to identify his own strength. Subsequently, the researcher discussed the analysis of data taken from questionnaires.

### **5.2.2.3 Questionnaires**

Besides taking the analysis from interview and observation, the researcher also managed to link the sub-theme cooperation with the analysis of questionnaires. The researcher has analysed the questionnaires, and the result showed similar meaning to the qualitative analysis. The findings of the questionnaire analysis suggest that getting cooperation from coachees determines the success of a coach because the coaches felt that their coaching and mentoring is useful when they receive cooperation that eventually leads to changes of attitude towards teaching and learning. Table 5.4 below

presents the outcomes of the quantitative results on the relationship between SISC+ and the coaches in order to highlight the cooperation received by the SISC+.

**Table 5.4:** The relationship between SISC+ and the coaches

No.	Statement	Mean	SD
C1	I feel comfortable communicating with my SISC+.	4.42	.69
C2	I feel my SISC+ respects my opinions and understands my situation as a teacher.	4.46	.60
C3	A personal and close relationship with my SISC+ makes me feel enthusiastic concerning my teaching	4.18	.75
C4	I feel at ease when my SISC+ coaches and mentors me on my teaching practices.	4.22	.79
C5	SISC+ always guides me on my teaching and learning.	4.53	.88
C6	I always follow the advice from SISC+.	4.40	.74
C7	SISC+ always guides me not only on my teaching and learning but also other matters.	4.16	.92
C8	SISC+ helps to develop my skills and abilities to boost my performance.	4.44	.83
C9	I feel comfortable questioning my SISC+ on a remark that he/she made.	4.31	.77
C10	SISC+ is an effective listener.	4.47	.86

Table 5.4 presents the analysis of data from questionnaires. Item no C6- 'I always follow the advice from SISC+' received slightly higher score means that is 4.40, and this contributes significantly to the theme 'cooperation'. As cited by the SISC+ in the interview section, it is not easy to get the cooperation from the coachee. However, this item signifies to the researcher that the coachee is giving cooperation as she followed the coach's advice.

In addition, item no C8 - 'SISC+ help to develop my skills and abilities to boost my performance' attracted coachees to give the mean score 4.44. The score given by the participants to the SISC+ is considered as a high score, and it highlighted to the reader the cooperation given by the participants towards the coaching and mentoring by the SISC+. It is important to note that the participants agreed with the capability of SISC+ to develop the skills and abilities of the teachers that will help to increase their performance in teaching and learning.

Next, the researcher highlights item no C5 - 'SISC+ always guide me on my teaching and learning.' This item is also important because it received a great score of 4.5.3. The existence of SISC+ aims at helping the teachers to become more successful. It is important to note that, the questionnaires were given to the teachers of all types whether they are new or experienced teachers. Thus it will be more significant if the SISC+ receive cooperation from the teachers as well. In this way, there is always room for growth and improvement for the teachers. Therefore, one of the additional accounts of successful coaching and mentoring by SISC+ is getting the cooperation from the teachers and this cooperation is essential to the SISC+ because it can help them to be better in the future. Up to now, the researcher has presented the analysis of data taken from interview, observation and questionnaires for the sub-

theme 'Cooperation'. The researcher will then sum up the discussion of this sub-theme in order to answer the second research question.

#### **5.2.2.4 Discussion: Sub-Theme - Cooperation**

This section focuses on the discussion of the second research question that is the success of the coaching and mentoring process done by the SISC+. The centre of the discussion is the sub-theme acceptance and cooperation from the coachee. The researcher has identified two sub-themes under the success of coaching and mentoring that is 'acceptance and cooperation'.

Receiving cooperation from the teachers in school is a great success for the SISC+. This is because it is a difficult task for a newly appointed officer to go to school and tell the teachers to follow suggestions or advice. According to Braham (1995), cooperation is the foundation of any relationship. Similarly, Boyett and Boyett (2004) proposed that a learning organisation is built on a foundation of trust, teamwork, coordination and cooperation.

From the analysis of the interview data, one of the SISC+ succeeded to get full cooperation from the management and school teachers. She established the cooperation after she made the effort to transform the school itself. The school understood her position as SISC+ to come and to help bring some improvement to the school. In another instance, Zarah received cooperation after the fourth session with the teachers. She was accepted by the teachers, and in the end, the school accepted and cooperated with her, and this made her task easier. Another important finding was that both qualitative and quantitative data analyses signify to the researcher that the coachee is giving cooperation by following the advice from the coach. Coaching is a process of developing the coachee and unleashing their potential and meeting their

own goals. Thus as a member of SISC+, it is of utmost importance for them to try all methods in coaching and mentoring so that they can help the development of their coachees. As pointed out by Siriwan (2015), to assure that a coachee gets the best from coaching, a coach can apply different methods for coaching (Siriwan, 2015). Therefore, the success of SISC+ can be seen through the cooperation received as well as the attitude displayed by the coachees.

The results of this study also shows the SISC+'s capability to develop their coachees in terms of their skills and abilities and eventually boost their performance in teaching and learning. This finding has a significant contribution to the term 'scaffolding' as introduced by Wood, Bruner and Ross (1976). The support given to the teachers by SISC+ has helped the development and learning of the teachers. Thus, this finding suggests that the support given to the teacher in terms of coaching and mentoring can increase the teacher's performance adequately. Hence, this finding is relevant and related to the critical point of the conceptual framework developed by Vygotsky and which has been mentioned in the Literature Review.

Furthermore, from the analysis of both observations, the researcher found out that the coach must highlight not only their positive traits but also their knowledge and skills in the particular field to get the cooperation from their coachees. To get trust from teachers, first, the SISC+ must possess excellent characteristics as well as high competencies in knowledge and skills. The ability of the SISC+ to express her knowledge in the 21<sup>st</sup> century education gave a positive impact on how the coachee values her competencies. The encouragement given to the teacher has made the coachee look up upon the competencies of the SISC+. These results agree with the findings of other studies, in which coaches must be expert classroom teachers; possess in-depth knowledge of reading processes, acquisition, assessment, and

instruction; be excellent presenters and have a lot of experiences working with other teachers to improve their classroom practice; and, have the expertise in observing, modeling, and providing feedback to teachers (International Reading Association, 2004; Feger, 2004; Froelich & Puig, 2007; Killion & Harrison, 2005). Hence, to have an established relationship between the coach and coachee, mentor and mentee, effective coaches must have adequate knowledge of the curriculum as well as the instruction.

To get cooperation from the coachees therefore, it is important for the coaches to equip themselves with pedagogical, content and digital knowledge, especially when it involves experienced teachers. This knowledge is advantageous for the coaches to deal with their coachees because before the coach can get cooperation from the teacher, it is important for them to display their competencies in the area mentioned above. Furthermore, besides practising their job as a coach, these SISC+ are also held responsible as mentors to the teachers. As stated by Clutterbuck and Megginson (2004), mentoring is off-line help by one person to another in making significant transitions in knowledge, work or thinking. Previous findings suggest that a coach or mentor should be successful in implementing his or her roles; coaches must possess a deep understanding of the content area in which they are working, and they must also have the ability to model/demonstrate effective lessons to broaden teachers' understanding of student learning (Feger, Woleck & Hickman, 2004). Thus, as mentors, these SISC+ need to possess specific competencies only then the process of transferring knowledge can occur.

Most importantly, they must learn “how to coach,” implying that they must learn how to relate to adult learners, present professional development sessions, use student performance data, develop a rapport with colleagues, and tailor their work to

teachers' needs (Johnson, 2009; Taylor, 2008). These findings in questionnaires further support the idea of cooperation given by the coachees as one of the most significant accomplishments in the coaching and mentoring process. All the items in the questionnaires received a mean score of more than four, especially the three items mentioned earlier (refer Table 5.4). The high mean score under this sub-theme implies to the researcher that the SISC+ is receiving cooperation from their coachees. The findings presented above are essential to answer the first part of research question two. In the next section, the researcher continues this chapter with the analysis of the second part of the research question that is to explore the challenges of SISC+ during the process of coaching and mentoring in the workplace.

### **5.3 Challenges of Coaching and Mentoring**

Coaching and mentoring teachers sometimes can be very challenging to the new coaches especially in a new setting like the Malaysian education system. In this section, the researcher explores into the second part of the second research question that is the challenges of SISC+ during the coaching and mentoring process. To determine the answers to this research question, the same method was employed that is using the qualitative and quantitative data analysis. Findings from this research are beneficial not only to the SISC+ but also to the teachers as well. The challenges came from different sources, either internal or external ones. The internal sources involved their surroundings while the external came from the teachers.

Initially, in the identification of themes for the challenges of coaching and mentoring, fourteen potential sub-themes came into the picture. This discovery suggested that the SISC+ faced many challenges as they undertook their job. The sub-themes of attitude problem and the role conflict recurred throughout the analysis of

data using the software ATLAS.ti. Nevertheless, in the final stage of the thematic analysis suggested by Braun and Clarke (2006), some of the themes might need to be broken down into separate themes. Thus in the process of reviewing and refining the themes, five over-arching sub-themes were identified (refer section 5.2), and from these five sub-themes, attitude problem and “the role conflict” were considered as the most significant challenges to the coaches. The discussion starts with the sub-theme attitude problem and then followed by “the role conflict”.

### **5.3.1 Sub-Theme: Attitude Problem**

The researcher chose to discuss this issue first pertaining to the number of responses received from the participants. Most of the coaches described their experience when faced with teachers who have an attitude problem. The Oxford Dictionary (2016) defines the word ‘attitude’ as a settled way of thinking or feeling about something. The word attitude can be referred to as positive or negative feelings towards something, for example, job satisfaction. With regard to this study, the attitude problem mentioned by the SISC+ refers to the adverse action of the coaches towards the coaching and mentoring done by SISC+. As a coach, the SISC+ attempt to provide the support and coaching that the teachers need. However, based on the interview with the participants, it is not easy, especially when it comes to coaching because many challenges occur due to the discrepancies in the perception or expectation. In the following section, the researcher portrays the findings from the analysis of the interview data.

### 5.3.1.1 Interview

The excerpts below are taken from the interview with the coaches. Three participants described their experience with their coachees and how challenging it was.

Razak *Sometimes they have their ego/sometimes they tend to welcome you/sometimes they show their true feelings the teachers have attitude towards SISC+*

(Razak\_int1)

*The challenges to change the people. The existence of SISC+ is actually transform, to transform the teachers' teaching and learning to follow the 21<sup>st</sup> century education. Adult sometimes they don't want to cooperate with SISC+. I have to think of ways of how to tackle them.*

(Razak\_int1)

Hayati *Sometimes not all of them how to say... Been very positive towards SISC+ some of them are quite negative ...we depend on them either they were ready to accept us or not.*

*Normally twice. Twice enough because they know but last time we already inform them. This is what we are afraid to do, what they can expect from us. That means they accept only once. Even though only only twice*

*Not all of them very positive. We do have negative coachee. They don't mind actually.*

*Not all of them accept the SISC+. Be open. I can tell you what I have experienced. 1 GDB I took around 4 months ago for him to let me go into his class of 1 GDB. The teachers refused to listen to our suggestions to accept our ideas. They don't want to accept us nor refuse to listen to me because they feel that they are good in teaching. Actually we are not trying to teach them or what.*

*But during the discussion session he could not accept that he already exceeded the time. I commented on that and she could not accept it. She was very aggressive and then I also commented that he was supposed to teach Listening and Speaking lesson for the day but he was doing reading so when I clarify that with him he was very protective and he would not admit he was wrong and he would not admit he was wrong and he was very defensive and he started scolding me.*

*He was aggressive, and he was scolding me and said I was very idealistic and I have another one in the same school. The first time I went he told me he has to go out from the class because he need to go back*

(Hayati\_int1)

Zarah

*As SISC+ this is a new job you have to go to class and observe how teacher teach. Among my experience is with this one teacher. I no need mention her name here. She has been teaching for more than 10 years. When I enter her class she seems accept me and listen to me when I inform that I am her coach and we will be working together.*

*Since I know I have many other schools to attend with so many other teachers, so I took that opportunity as very important. I told her about PAK21, HOTS and PLC. She just nodded and said she other works to do, her pupils are waiting for her. She even said I don't have the experience handling Felda pupils like her because she said she has been teaching in Felda school more than 10 years. I was a bit shocked with her responses and she seem not so happy about our meeting. She said she already produced many good students and she does not see the needs for her to change in her teaching. I was disbelief with this incident I never knew that I have to face this kind of rejection. It is totally a very new and challenging world to me.*

(Zarah\_int1)

SISC+ Razak told the researcher about his encounter with the coachee. According to him, not all coachees welcomed their presence because some of the teachers were sceptical about this. When explicitly asked about the kinds of challenges he faces, SISC+ Razak commented on the challenges to change the people. According to him, one of his primary tasks is to transform the teacher to follow what the Ministry of Education has outlined for them. For some teachers, it is hard to transform from what they have been doing all these years. He said that it is hard for him when he faced the teachers who have attitude problem. These teachers did not welcome him, and sometimes, these teachers had tested his patience with their irritating attitude. The above excerpts prove the uneasiness of these SISC+.

In the same vein, he also added that his difficulty to work with adults is because not all the teachers want to cooperate with SISC+. He related his experience

when working with adults. According to him, as one of the SISC+ he has to coach teachers from the low-performance schools and in the schools, the teachers come were of different ages and backgrounds. He mentioned that teaching adult learners can be very rewarding, but very challenging as well due to the different attitudes the teachers portray.

Along with that finding, another participant had talked about her challenges while coaching and mentoring. SISC+ Hayati described her experience when working with her coachees. According to her, not all of the teachers are very positive towards SISC+. In retrospect, she expressed her experience with one of the coachees in her districts, about how defensive the coachee was. She told the researcher that the coachee was not only defensive but also very aggressive because he started to scold the participant. He was resistant towards the SISC+ and refused to accept her. At this point, Hayati said, he was quite unhappy with the treatment given by her coachee to her.

Next, another member of SISC+, Zarah, recalled her experience when working with her coachee. Her excitement in becoming a coach was not as pleasant as she expected. According to her, as a coach, she was very eager to go to school and carried out the tasks entailed in her job description – going to school, observing teachers and writing reports. However, to her disbelief, this one teacher had given a negative response that she categorised it under rejection of teachers. The teacher began to compare her own experience as a teacher with Zarah's. To the teacher, Zarah is no match for her because she has already been teaching more than ten years, and she also has vast experience when teaching rural area students. As for Zarah, this is a very different situation from what she expected. This rejection had made the participants

feel uncomfortable, but still, she managed to continue her duty. Following this sub-section is the discussion from the observation data on the same sub-theme.

### **5.3.1.2 Observation**

The researcher triangulated the interview with the findings found during the observation. The findings revealed to the researcher the attitude problem faced by the SISC+. More evidence of attitude problem was realised in the observation during the coaching and mentoring by the SISC+ Hayati. During the feedback session, the coachee gave the impression that she was not happy with the suggestions given by the SISC+.

The coachee's disagreement with the suggestions given by the SISC+ was reflected through the answers given by the teacher as well as the facial expressions. The researcher saw that the teacher was trying to reason with the SISC+ and giving her answers to her choice of activities. Although it seemed that the coachee was trying to justify her answers, but in another sense, the answers imply how defensive the coachee was. This is because it is evident to the researcher that the coachee was very defensive because not only that she rejected the answers given by the SISC+ but she also showed her disapproval by shaking her head. This finding is consistent with the findings in the interview that not all teachers agreed with the SISC+. It implies that as SISC+, they encounter challenges throughout the process of coaching and mentoring. Thus, this finding answers the second part of research objective two, that is to explore into the challenges of SISC+ during the process of coaching and mentoring in the workplace. The following sub-section focuses on the data taken from the questionnaire survey.

### 5.3.1.3 Questionnaires

The researcher continues the analysis with data from the questionnaires. One-way ANOVA was computed to examine the relationship between the age of the respondents and all the constructs in the questionnaires. In the demographic analysis of the participants of the survey questionnaires (refer Chapter 4: Section 4.3), the researcher already explained on the age of the participants. Out of 55 returned questionnaires, only 12 participants are teachers below 30 years old, while the rest of the participants are within the age of 30 and above. From the analysis of data, the mean score of the older teachers is lower than, the younger generations for most parts of the questionnaire. In Table 5.5, it shows that collectively speaking, the older generations gave the lower score for most of the constructs. For example, in the first construct, the mean is at the highest for youngest respondents. As age increases, the mean score decreases too. This shows that the younger generation of teachers gives a positive response towards SISC+ in terms of coaching. This can be seen in most of the constructs in Table 5.5.

**Table 5.5:** Relationship of age and coaching and mentoring

	Age	N	Mean	SD	F	Sig.
View of the relationship between SISC+ and the coachees	20-30	12.00	4.58	0.44	2.14	0.11
	31-40	25.00	4.42	0.52		
	41-50	10.00	4.28	0.57		
	50 and above	8.00	3.94	0.89		
Knowledge and skills provided by SISC+	20-30	12.00	4.54	0.48	2.51	0.07
	31-40	25.00	4.35	0.59		
	41-50	10.00	4.27	0.58		
	50 and above	8.00	3.79	0.87		
Roles and responsibilities of SISC+	20-30	12.00	4.46	0.56	1.09	0.36
	31-40	25.00	4.35	0.64		
	41-50	10.00	4.31	0.57		
	50 and above	8.00	3.95	0.88		

Improvement of lesson quality	20-30	12.00	4.50	0.47	3.96	0.01
	31-40	25.00	4.38	0.48		
	41-50	10.00	4.23	0.43		
	50 and above	8.00	3.79	0.55		
Professional development	20-30	12.00	4.35	0.51	0.87	0.46
	31-40	25.00	4.29	0.58		
	41-50	10.00	4.15	0.37		
	50 and above	8.00	4.00	0.54		

The data presented in Table 5.5 above illustrates that teachers at the age of 50 and above gave the score mean less than 4 that is 3.79 for knowledge and skills of SISC+. While examining the findings of this study, it became apparent that older respondents differ significantly from the younger generations in terms of their acceptance level towards the SISC+. The younger generations gave a higher score for most of the constructs. This indicates that the acceptance level of the teachers towards the SISC+ is different in terms of age. These findings further support those in the interview that not all teachers welcome the SISC+, and working with adults can be a difficult task too. The challenges mostly came from older teachers who did not strongly agree with the roles and responsibilities of SISC+. Although the discussion of this section is basically on research question 1, it is related to the first research question and interestingly there is a connection between the age and the challenges of SISC+. The researcher will further discuss this issue in the discussion section. Hence, this finding shows that among the challenges faced by the SISC+ is facing the older teachers who have a lot more experiences in their teachings. Their attitudes reflect their resistance towards the SISC+. This finding will further be discussed in the discussion section with the support of previous research.

#### 5.3.1.4 Discussion: Sub-Theme - Attitude Problem

In this section, the researcher extracted the data from the interview, observations and questionnaires under the theme 'attitude problem'. The findings from this study revealed that as SISC+, they faced several challenges in completing their job. In the instances in the interview, all three participants agreed that the negative attitude of the teachers is among the top challenges they had to face. All three participants discussed how teacher resistance was a factor which hindered their coaching and mentoring progression. Thus, the attitudes of teachers are obligatory because they reflect on the success of coaching itself. Effective coaches are aware of, and respect, individual teachers' expectations and emotions and adjust the coaching relationship as needed (Hunt & Handsfield, 2013). However, even the most skilled coaches may struggle in their interactions with teachers who are reluctant to work with them (Jacobs et al., 2017). The teachers resisted working with the SISC+ because they viewed the SISC+ as evaluators who criticized their teaching. To some of the teachers, the SISC+ is labelled as a hybrid entity who was a teacher once, and now they are no longer a teacher but serving in a leadership role simply because they are now taking on more leadership roles.

The first coach, Encik Razak pointed out that, the existence of SISC+ is to transform the teaching and learning of the teachers and to follow the 21st-century education. As SISC+, their work requires them to work one-on-one with the teachers. They must walk the teacher down a process of self-awareness and make the teacher realise his or her own responsibility for his or her own performance. SISC+ also provide professional development for teachers as well as serving as mentors to improve teaching and learning. However, it is not an easy task for the SISC+ to perform their duty because every single person has their own personality. In addition,

the SISC+ also deal with individuals who have their own lives outside of school with their own schedules and as a coach they have to use whatever knowledge and skills they have to transform the teachers in order for the school to perform better, because a high-performance teacher will produce a high-performance school. Attitude has a direct impact on work performance of an employee (Rahman et al., 2017) because attitudes and behaviours are critical elements to the development of an organisation.

In addition, according to the SISC+, teachers sometimes resist receiving support from the SISC+. They do not want to accept the fact that somebody is trying to help them. From the example, it appeared that the teachers felt he was as good as, or better than, other teachers, and as a result, they feel they did not need the help of a coach. However, as a coach, it is their job to ensure that the coaching and mentoring takes place, no matter what responses they received; this is as stated in *Buku Pengurusan DTP 3.0* (2016).

The coachees of the SISC+ were teachers from different backgrounds. As mentioned in the demographic section, they came from various age groups. Some of the coachees who were reluctant to cooperate with the coachees were those aged 40 and above. In this study, teachers were classified as resistant or receptive to coaching based on their responses. The negative responses given by the teachers might be due to their pedagogical experiences than their peers who were more open to coaching. It is possible that after a long tenure in the classroom, some more experienced teachers may be uninterested in changing their methods and routines, and thus become less willing to embrace the changes (Zimmerman, 2006).

It is hard for the SISC+ to work with teachers with negative attitude who refuse to change nor accept the fact that they need to be coached not because they are not good but because they need to maximise their inner potential. Besides, only telling

the coachees to change their attitude does not work. Thus, as a coach, the SISC+ need not only to prompt the change, but they also need to reward the effort of the teachers. This is because we cannot tell the teachers in coaching or give feedback in any situation that they have a terrible attitude or otherwise, they will encounter immediate defensiveness. Basically, as a human being, people tend to not be aware that they have a bad attitude. In the analysis of questionnaires, the older teachers refused coaching, and they did not see why they needed to be coached. To them, they are experienced teachers who have been teaching more than 10 years; thus they think they are better than anyone else in terms of teaching, handling students and tackling issues. This finding is in agreement with the study done by Barkley (2005) who stated that “Resistance appears to stop coaching programmes from forming in schools, just as it does to prevent change from occurring anywhere else” (p. 156). He went on to say that the most frequent and prevalent resistances to coaching are added stress, not enough time, not enough funds, and the perception that coaching doubles as evaluation. Barkley also described the resistance from teachers as often being ego-related and territorial-related. Thus, teachers’ resistance hints at the negative attitude they have towards the SISC+. In the next section, the researcher continues with the sub-theme which is the role conflict.

### **5.3.2 Sub-Theme - The Role Conflict**

The second research objectives of the study are to explore the success and challenges of SISC+ during the process of coaching and mentoring in the workplace and we have come to the second part that is the challenges. The researcher analysed the sub-theme within and across each data to ensure that the sub-theme supported the research question. This was done to establish the validity of the data. As for the final

sub-theme of the second research question, the role conflict has emerged from the interpretation of sub-themes in the interview data. In this section onwards, the researcher analysed the selected data to discuss the theme ‘the role conflict’.

Discussing the sub-theme ‘the role conflict’ brought the discussion back to the roles and responsibilities of SISC+. This retrospect is significant because as SISC+, they adhere to the specific roles and responsibilities that are being outlined by the Ministry in the District Transformation Programme. In *Buku Pengurusan DTP 3.0*, their job specification is outlined by the Ministry; so that they can perform their duty that is to coach and mentor teachers accordingly. However, based on the findings, it is found that one of the toughest challenges faced by the SISC+ is the the role conflict itself that might be catastrophic to their role as instructional coaches. The next subsection is the discussion on the issue within the analysis of data collected.

#### 5.3.2.1 Interview

As the researcher analysed the data for this second research question, this sub-theme was discovered. Basically, all participants understood and agreed with the roles and responsibilities of SISC+ to coach and mentor teachers to improve in terms of their teaching and knowledge, and at the end of the coaching session, a low-performance school will transform to be a high-performance school (MOE, 2012). Besides, coaching and mentoring is also aimed at making a difference in the student’s achievements. Below are the excerpts taken from the interview to describe the participants’ understanding of the roles and responsibilities of SISC+.

Razak *They can teach their students in a better way or they can improve themselves then to make the teachers improve in their teaching and learning practice*

(Razak\_int1)

- Zarah *A better achievement in the teaching and learning process  
Yes, to do things similar to the book to make changes in teaching basically, to achieve or to ensure teachers be better in teaching and learning. To achieve good teaching and learning*  
(Zarah\_int1)
- Hayati *Both of us the goal for us would be to make our student a better person  
The main goal to establish the rapport help to improve the performance as well to improve the lesson  
I think being SISC+ we want especially the teacher to improve their teaching and learning*  
  
*want to see the teacher to become a better person that is why you mentioned content/communication skill. First thing are they you want to see better quality in pedagogy.*  
(Hayati\_int1)
- Ariffin *Her roles is to make sure I can see the changes for the students.  
SISC+ will maintain their roles as a coach to the teachers*  
(Ariffin\_int1)
- Yasmin *we understand that SISC+ major aim is to coach teachers like me so  
My needs as the one who being coached.*  
(Yasmin\_int1)
- Saras *Their main duty is to coach the teachers.*  
(Saras\_int1)

Based on the answers given by the participants, it appeared that all the participants fully understood the job scope of SISC+ - to coach teachers, to improve teaching and learning, to change the students and to achieve better performance. All these answers are interrelated to the understanding of the roles of SISC+. However, when the researchers probed the participants on the knowledge and skills provided by SISC+, both coaches and coachees gave interesting answers that triggered the researcher to explore into how far both SISC+ and the teachers understand the actual roles and responsibilities of SISC+. Below are answers given by participants who displayed their understanding of the job of SISC+. Besides, the SISC+ also described

their experience with their coachees. They have to be a counsellor at the same time because her coachee confided in them their shortcomings such as personal problems, workload, even the personal problems they had with the superiors. These role conflicts eventually hindered the success of coaching and mentoring. As demonstrated in Chapter 2 (The Grow Model - 2.2.3) in coaching, the coach and coachee must establish the goal and then focus on how to achieve it instead here the the role conflict occurred perhaps because of the misinterpretation of the job as SISC+.

Not only that the the role conflict was also evidenced when the researcher asked the SISC+ to describe their experience. Hayati said that she will tell or demonstrate to the coachee the new pedagogies, and she even believed that as a coach, her duty is to give better suggestions. Yasmine and Saras, the coaches, also shared the same belief. They believed that as a coach, their SISC+ should help coachees find solutions to the teaching and learning problems that both teacher and pupils face in the classroom. According to them the SISC+ should explain to them how to solve the problem and provide them with new ideas and new approaches to teaching and learning.

Zarah *you have to actually accept the reality of it because sometimes when you go to the school you are not only performing your duty as a coach ok you also become as a counsellor you will listen to their shortcomings their problems and all that.  
Personal problem related to work their boss. Working load and so on.  
Who am I? I am not specialised. I am not specialised in that area.  
We actually provide them we give them some brief courses on whom it going to be done  
So I have to tell them...guide them to differentiate the tasks*

(Zarah\_int1)

Razak *Sometimes they tend to talk about family. Of course that problem affects their performance.  
My roles as SISC+ The role of SISC+ to coach the coaches similar to the management book, I have to do other job but I make sure that my tugas hakiki done. I have to coach teachers because that is my roles*

*I use my previous knowledge or my skills as a teacher to teach the students while I use my knowledge or things I know from the courses we attended to coach the teachers.*

*We also carried out like Micro teaching to the teachers so that they have clearer picture about 21st century teaching and learning.*

*Yes to have and help. It is more like I show to the teachers the things they might want to learn.*

(Razak\_int1)

Hayati

*We only demonstrate sort courses,*

*Demo or tell. No, we will tell them the strategy new implementation new strategy we will tell them what they supposed to do.*

*during our discussion we will tell and show to them*

*The coach is in the position to make some suggestions*

*We give suggestion the teacher help to do that apart from that we help to show ideas come from us*

(Hayati\_int1)

Yasmin

*to find and solve the teaching and learning problem that teacher and pupils facing in classroom*

*She will take over the class at least I can learn how she conducted the teaching. Yes, she briefed and guided me to understand and to implement the 21st century teaching and learning teaching practice*

(Yasmin\_int1)

Arifin

*She will also demo the 21<sup>st</sup> century and I will be there and see how she demonstrate it.*

*My SISC+ had guided me on how to teach essay writing*

(Ariffin\_int1)

Saras

*In my point of view, the role of SISC+ are they have to give explanation and guide us on the transformation of education in regular basic. She provides me. She provides me with the knowledge needed.*

*The knowledge is new to me as newbie.*

*They should give new ideas and approaches to the teacher to overcome the problems related to teaching and learning.*

(Saras\_int1)

The answers given revealed that they fully understand the job of SISC+, which is to help teachers to achieve their maximum potential. Nevertheless, in completing the task as coaches, the participants (SISC+) tend to act as trainers rather than

coaches. It is important to note that in the previous discussion in research question 1 (refer to Section 4.3.1), the researcher mentioned that among the roles and responsibilities of SISC+ is to provide help and support so that the teachers can excel, and eventually they can perform better. Nevertheless, the help and support that a coach should provide are not by feeding all sorts of information and knowledge to the teachers- the details are in the discussion section.

Surprisingly, the SISC+ themselves are not well-versed or do not really understand their tasks of being SISC+. There must be a reason why they themselves are confused with their own task as SISC+. One of the reasons could be due to the requirements set by the stakeholders. The stakeholders involved here are the Ministry, PPD, as well as the schools. Thus, the researcher will detail the discussion of the interview from the participants to highlight the confusion of the SISC+ on their own roles as a coach.

Zarah *All in all, I would say that my discussions with my coachees are based on the 12 elements that we have in the TCT.*

*TCT is the tool created in DTP to be used by SISC+ to coach teachers.*

*As a coach my responsibility is to guide them, so I used TCT the tool as the guideline.*

*After we coached them we need to fill up the documents. The TCT is manual form. I mean it is our duty to key in the data we got from schools in the Dashboard. It is compulsory for all SISC+. Then we do other things like filing and so on*

*All this data must be keyed in*

(Zarah\_int1)

Hayati *In the first meeting we will explain the 12 elements in TCT  
Normally from the content we focus on 12 elements in TCT*

(Hayati\_int1)

Razak *Through the tool. The TCT I showed... I highlight things problems that related to teaching and learning.*  
(Ahmad\_int1)

The above excerpts were taken from the interview with the SISC+. Based on the excerpts, it shows that the participants were bound by the regulations set by the Ministry. They have to follow the principles and requirements set by the Ministry whenever they perform their duties, such as to fill in the Teacher Coaching Tool (TCT) form. This form is used by the SISC+ whenever they coach or mentor the coachees. From the answers given in the interview, the SISC+ are subjected to use the form that was designated for them by the School Management Division or known as BPSH. This form is used whenever they are in the class with the teachers. Whenever they go to the schools and meet the teachers, they must use the forms. It is true that they are supposed to make a good rapport with the teachers. However, the problem is that the time is limited for them to do so. During the first meeting with the teachers, the teachers are supposed to fill in the profile forms. Then they have to key in the data in the dashboard. In their second visit to the school, the SISC+ are subjected to enter the class, and each of the meetings must use the TCT form and key in the findings from the meeting. Thus, the SISC+ must deal with specific requirements that have limited them from being a real coach as the coach that they are supposed to be. Below is the analysis of the interview to highlight the understanding of the tasks of SISC+ from the eyes of SISC+ themselves. These answers highlight what SISC+ understand about their roles based on *Buku Pengurusan DTP 3.0*.

Zarah *implementing 21<sup>st</sup> century in the classroom... Be a facilitator in the 21<sup>st</sup> classroom.*  
(Zarah\_int1)

- Razak *I'm glad because they called me telling e or asking my help, so they can write the LO  
There is one teacher who always asking me to call me on giving opinion and suggestion  
There are few topics, especially the lesson plan and then teacher's works. And then how to present the lesson and how they can maintain the pupils throughout the lesson... how to get pupils throughout the lesson. How to get pupils' attention. How to make pupils like the subject because you know English is a foreign language. That is one of the things we discuss. How to make the pupils like or want to learn English?  
We discuss how to improve the lesson and I will follow up to make sure that the suggestions, the things that we discuss will be carried out.  
Then after the lesson we will discuss the matters concerning their teaching and learning. Anything on that. We use tools like TCT, SKPMg2 to monitor them.*  
(Razak\_int1)
- Hayati *during our discussion we will tell and show to them*  
(Hayati\_int1)
- Yasmin *We will discuss the lesson. Mostly. ermm.. mostly on improvement-the main idea. Then, we move on to smaller areas and usually we will refer to the tools .. what tool... aarr.. The TCT. She uses this to coach me... Like a checklist to see my teaching and learning.*  
(Yasmin\_int1)
- Saras *I think the SISC+ has to do admin work*  
(Saras\_int1)
- Arifin *helps given by her help me to teach my students  
So, the SISC+ helps me in terms of questioning techniques*  
(Arifin\_int1)

On the other hand, the above excerpts replicate the participants' views on the job descriptions of SISC+. To the participants, SISC+ must serve the teachers by providing them with essential information about things they need to know. Mostly all participants had a similar understanding. Nevertheless, as SISC+ their job is not to attend to the teachers by feeding them with all sorts of material only, but they also need to unveil the inner potential of the teachers so that the coachees can perform better. Further discussion will follow from now as the researcher has corroborated the

data with the document analysis.

### 5.3.2.2 Document Analysis

In this section, the researcher corroborates the documents involved to examine the sub-theme The Roles of Conflict. The first document used is *Buku Pengurusan DTP 3.0* This is an official manual book set by the Ministry to be used at all levels including PPD. The book is produced by School Management Division or *Bahagian Pengurusan Sekolah Harian*(BPSH). Based on *Buku Pengurusan DTP 3.0* SISC+ are subjected to follow the procedures that were outlined in the book. Table 5.6 illustrates the guidelines on the roles and responsibilities of SISC+ taken from the book.

**Table 5.6:** Roles and responsibilities of SISC+

No.	Roles and Responsibilities	Details	Working Hour Per Week	
			Primary	Secondary
1	Coaching	Coaching teachers on teaching and learning and organising an intervention to improve pedagogy	3	4
		Strengthening the understanding and policy/new programme among teachers Coaching teachers to implement a new programme in teaching and learning	1.5	0.5
2	Reporting, Follow Up and Intervention	Reporting and helping teachers to solve their problems	0.5	0.5

(*Buku Pengurusan DTP 3.0*. 2015)

Table 5.6 describes the roles and responsibilities of SISC+ as outlined in *Buku Pengurusan DTP 3.0*. From the analysis of the document, the researcher has found

that there is a discrepancy in the job of SISC+. According to the GROW Model as a coach, SISC+ is not supposed to solve the problem of the teachers; instead, their job is to lead the teachers to overcome their own problems by questioning them using the right technique. The researcher will discuss more on this topic in the summary section. Next, the researcher depicts on the list of SISC+ duties outlined by the Ministry.

**Table 5.7:** List of duties for SISC+ in *Buku Pengurusan DTP 3.0*

<b>A.</b>	Prepare timetable for coaching/visits.
<b>B.</b>	Carry out coaching and observations systematically
<b>C.</b>	Prepare weekly reports
<b>D.</b>	Report coaching outcomes to KPPD/Timbangan Pengarah JPN
<b>E.</b>	Implement interventions in order to improve coachees' pedagogy.
<b>F.</b>	Become a Subject Matter Expert at PPD/JPN level
<b>G.</b>	Become a facilitator to train teachers for programmes approved by the KPM.
<b>H.</b>	Carry out duties and responsibilities related to the school's achievement development programme according to current instructions from KPPD/Timbangan Pengarah without jeopardizing the coaching sessions.
<b>I.</b>	Conduct Professional Community Development at school and district levels.
<b>J.</b>	Conduct coaching sessions across districts and states with permission from the KPPD/Pengarah JPN without jeopardising the coaching sessions

(*Buku Pengurusan DTP 3.0*, 2015)

Table 5.7 presents a list of duties stated in the *Buku Pengurusan DTP 3.0* that needs to be fulfilled by SISC+. Each of the SISC+ needs to complete their duty

following the list outlined in the book. Apart from that, the SISC+ are also subjected to specific outputs and outcomes to be achieved at the end of the year. Table 5.8 on the other hand, describes the output and outcome of the SISC+.

**Table 5.8:** Output and outcome of SISC+

Output	Outcome
Fulfilling the number of coaching sessions that have been stipulated.	a) The increase of the quality of T&L of coachees based on SKPMg2 Standard 4 b) The increase of GPMP/marks of classes taught by coachees.

Based on the output and outcomes of the SISC+, the SISC+ are bound to produce the outcome and output stated in the *Buku Pengurusan* DTP 3.0. These outputs and outcomes have hindered the SISC+ to achieve the real meaning of a coach. Thus, this contradiction and confusion of the actual roles and responsibilities of the coach have contributed to the conflicts of roles for SISC+. All in all, these duties have created a boundary for them to perform their duties as an instructional coach to transform the teachers. Following this sub-section is a discussion on this sub-theme.

### 5.3.2.3 Discussion: Sub-Theme – Conflicted Roles

Based on the findings, it appeared that the participants themselves were not aware of the job of a coach due to the differences of being a coach and SISC+. From the interview with Hayati, one of the SISC+, she mentioned that among her duties is to go to school “to tell and show” to the teachers. She added that her position is to propose or to suggest to the coachee in order to help, as well as give ideas to the coachee. This statement is supported by Razak, who said that his role is to show the teachers the things they want to learn.

However, coaching is not about giving suggestions nor telling the teachers because as stated by Whitmore (2002) in Chapter 2, coaching is about unlocking a person's potential to maximise their own performance. The coachees are coached and guided to solve their own problems, and the SISC+ are not in the position to solve the problems for them. However, the results of these findings were not very encouraging. The SISC+ had a different understanding of their tasks in which they gave many suggestions as well as showed the ways or methods to the teachers as an effort to solve the problems of the coachees. They were not only misinterpreted of their roles but also they did not have the knowledge on "how to coach" the teachers. As a coach, the role of the SISC+ is to create a space for the coachee's wisdom to develop and by giving advice, it reduces the coachee's autonomy to his or her own problem (Pfeiffer, 2007). Thus, by giving suggestions or advice to the coachees, the SISC+ have become the part of misconception that a coach is also a consultant.

For a member of SISC+ to realise their job, they must comprehend the basic understanding of their own roles as a coach that is to improve the coachee's teaching and learning. As coaches and mentors, the SISC+'s role is to transfer the skills to the client rather than doing the job for them. As proposed by Vygotsky (1978) in his Zone of Proximal Development (ZPD), the concept of ZPD lies in how the teachers or peers support the students with sufficient need or knowledge in order to learn. Giving suggestions or demonstrating that the teaching and learning are parts of mentoring- as posited by Gay (1995), mentoring includes modelling because the mentor must be able to model the messages and suggestions being taught to the beginning teacher (Gay, 1995). Nevertheless, it is specifically for the beginning teachers who do not have the knowledge in certain areas, and the SISC+ demonstrated the lessons to any teachers be it beginning teachers or not. Therefore, in this study, the researcher has

identified that the challenges of coaching and mentoring process serve to be the role conflict of the SISC+ themselves. This the role conflict is mostly because of the lack of understanding of the actual roles of SISC+.

Apart from that, the SISC+ were asked to fill in the Teacher Coaching Tools (TCT) form each time they meet the teachers, from the first day they meet the coachees in the schools. This form is created by the Ministry under the School Management Division to be utilised by SISC+ before the coaching begins. At the end of the day, whatever findings they have that they wrote in the TCT must be transferred and must be uploaded online on Dashboard. If they do not key in the Dashboard daily, it will give the impression that the SISC+ did not get to school. Sometimes, as a coach, one meeting is not enough for them to build rapport with the coachees. In the second meeting onwards they are supposed to observe teachers and fill the forms. However, due to the duties cited in the *Buku Pengurusan DTP 3.0*, even though they go to school to build rapport with the teachers, they still have to fill in the form and the Dashboard. Thus, this reason has limited the SISC+ from being a 'real coach'. The researcher finds out that it is acceptable to use the TCT form but to make it compulsory and to use it daily although the SISC+ did not enter the class will create a discrepancy in the job of SISC+. To some of the participants, they think SISC+ have the tasks of giving suggestion and providing materials. The assumptions were due to the roles and responsibilities outlined by the School Management Division. They outlined SISC+ as becoming facilitators and trainers who are responsible for providing training and assistance to the teachers. While some appear to thrive in the dual roles of training and coaching, this "double duty" often results in overload, both in terms of the time expenditure and emotional and attention demands (Ryan, 2008). Because of the expectations of each job, as well as the time required to perform each

role effectively, the pressure of dual responsibilities can lead to overall lower job satisfaction, more significant investment in one role over the other, and an increased desire to leave one or both roles (Konukman et al. 2010).

To strengthen the nation's mission to improve the Malaysian education standard, SISC+ was created to support the low-performing secondary and primary schools throughout the nation (MOE, 2012). This support by the SISC+ is intended to ensure the success of the MEB (2013-2025), which is to empower the national education system and eventually help the low-performing school to improve. However, the job descriptions created by BPSH which described their expectations they have for SISC+ is dissimilar from those of a coach in an educational setting. As mentioned above, the SISC+ have to go to school and conduct the coaching and mentoring to the schools they have visited. Besides going to school they have other duties to fulfil such as becoming a facilitator, training teachers concerning current instructions, and conducting PLC at school and district levels.

Consequently, teachers are sometimes confused about the SISC+'s role. Researchers believed one of the challenges which impedes the success of teacher leaders was being consumed with clerical duties (Borman & Feger, 2006; York-Barr & Duke, 2004), and role ambiguity (Johnson & Donaldson, 2007; York-Barr & Duke, 2004). Coaches should be positioned as peers, not supervisors; when this is the case, they should not be assigned administrative tasks such as walk-throughs and teacher evaluations. Hence, this study reveals the many responsibilities held by the SISC+ that hinder their actual roles and responsibilities. Coaching is most effective when it operates in a context that provides for the support of coaches and coaching (Martin, Kragle, Quatroche & Bauserman, 2014). As Moran (2007) states, coaching is part of differentiated professional learning. It is not a one-size-fits-all process that can be

delivered at a school faculty meeting or in a one-day workshop. Coaching is embedded within the context of instruction and/or systems work in order to increase instructional and leadership capacity. Therefore, the SISC+ they are not really clear about their roles and responsibilities because the stakeholders are also having the same problem.

Finally, from the data gathered in the analysis of interviews and documents, it is found that the conflicted roles are one of the biggest challenges faced by the SISC+. This challenge has limited the abilities of the SISC+ to be effective as a whole to the Malaysian education system itself. To perform their duty effectively as delineated by the Ministry, a lot of improvement needs to be taken into consideration. This will further be explored into the recommendation section of Chapter 7. Next, the researcher continues this research with the final research question regarding the influence of SISC+.

#### **5.4 Concluding remarks for Chapter 5**

This chapter seeks to explore into the successes and the challenges of coaching and mentoring done by the SISC+ at their workplace. In summary, the findings of this second research question indicate that the success behind the coaching and mentoring process by SISC+ was indicated by the acceptance and cooperation received by the SISC+. From the analysis of data, it is found that the findings of this study were inconsistent. The results of the second research objective show that the SISC+ also faced challenges like attitude problem and the conflicted of roles. The success and challenges of the SISC+ were also measured through the interviews, document analysis and questionnaires. The findings suggest that coaching and mentoring is successful through the acceptance and cooperation received from the coachees. The

positive treatment given by the coachees indicated that SISC+ have succeeded in completing their tasks as presented in the conceptual framework (Biggs and Vygotsky's theories), although there are also limitations for the success.

In coaching and mentoring, a coach is not supposed to provide answers nor suggestions to the coachees (Whitmore, 2002). Their job is to maximise the potential of the coachees through the questions they asked the coachees. The coach asked questions using The GROW Model that begins with establishing goals, followed by reality, options and will forwards. The SISC+ formulated questions from these model and with the questions, it is hope the coachees will answer the questions and consequently realised they ways to solve their own problems.

However, from the findings, the researcher found out that the SISC+ are the ones who give suggestions and overcome the teachers' problems. Their lack of knowledge in the coaching and mentoring has led to different interpreted of coaching and mentoring, that they must help the teachers by giving answers to questions, providing all sorts of information, not to mention solving the coachees' problems.

Nevertheless, adverse treatment was also evident in the data analysis. Despite little resistance, it appeared that sometimes there is rejection from teachers to outsiders who come to the school to help them. In addition, another significant challenge found in this study is the the role conflict. The SISC+ were assigned to do other jobs too such as facilitators, trainers, administrators which impedes them from undertaking their job successfully. Thus, in conclusion, despite being accepted and receiving cooperation from their coachees, the SISC+ also face challenges in completing their tasks. From the analysis of data, the challenges are the teachers' attitude problem as well as the role conflict. The discussions above have depicted some of the difficulties in comprehending the Ministry's hope although at some

points, they are successful in completing their duties. In the next chapter, the research continues with an elaboration to research question 3.

