

CHAPTER 4

FINDINGS AND DISCUSSION 1 : PERCEPTIONS AND EXECUTION OF SISC+ ROLES AND RESPONSIBILITIES

4.1 Introduction

This chapter offers an extensive discussion of the research findings. The findings and discussions for the research questions are divided into three different chapters. Each chapter is structured into three different parts. The first part is the elaboration about the participants in this research, and it continues with the discussion of research question 1. In each discussion of each research question, the researcher presents the themes and sub-themes identified that were developed from the analysis of the qualitative data. For each research question, the researcher discusses the qualitative findings and quantitative results of each research question and connects these with the sub-themes selected. Finally, the researcher summarises the discussion of findings and its relation to the theoretical framework of this study in Chapter 7. Primarily, this research aims at answering the three objectives, as charted in Chapter 1 (refer to section 1.6), which involves the exploration of the issues involving the coaching and mentoring by SISC+ in Negeri Sembilan.

4.2 Analysis of participants for interview(SISC+)

This study employs a mixed-method approach; hence, the participation of the study came from two different populations namely the SISC+ and the coachees. These

participants were categorized into two sets. Each set was interviewed using different types of interview protocols to suit the needs of different populations. In Chapter 3 (refer section 3.4.1.1), the researcher has presented the details of the participants and the pseudonyms that represent them. 3 SISC+ took part in the interview, while 75 of their coachees involved in the questionnaires.

4.2.1.1.1 Participant 1 – Razak

Encik Razak is an English teacher in one of the districts in Negeri Sembilan. He has worked in the education sector as an English teacher for 27 years. He started his career in one of the schools in the rural area of Selangor, after graduating from the university. After working for a few years in Selangor, he transferred back to Negeri Sembilan. He has been described by colleagues as a quiet yet a dedicated teacher. He never raises his voice and says harsh words to anyone especially to his students. Encik Razak is always known as an excellent teacher and this is evidenced by his students' academic results. In 2014 he accepted the offer to become a SISC+, and he was located in PPD Jempol Jelebu. One of his distinguished characters is his loyalty to his profession as a teacher. Encik Razak was encouraging as a coach, as evidenced in his responses to the comments made by the coachees. The recommendations he gave during the coaching and mentoring were helpful and critical. As a coach, he is recognized as a helpful person because he helps his coachees to prepare worksheets and distributes them to the students in the class.

4.2.1.1.2 Participant 2 – Puan Zarah

The second participant of this case study is Puan Zarah. She is a teacher with 25 years of teaching experience. Born in Perlis, she earned her M. Ed. TESL from

National University of Malaysia. In 2014, she joined PPD Rembau as SISC+. During the observation of the coaching and mentoring session between her and of the coachees, the researcher saw how she helped her coachees by helping him to prepare for the lesson. She is a friendly person- she always talks about new books that she reads, and she encourages her coachees to read as well. She is committed and concerned with the development of her coachees in her district and severely tries to sustain the coachees to learn. She endeavours her coachees to fulfill their responsibilities to their students. Teaching behaviour is one of her favourite topics, suitable with her profession as a coach, and she shares her readings with her coachees. This is evident in the interview with the coachee when she mentioned about her coach asking him to do a lot of reading. She created a Google Drive account, where she stored most of the reading materials for her coachee to access easily.

4.2.1.1.3 Participant 3 – Puan Hayati

The third participant of the interview is Puan Hayati. She is a polite and cheerful person. The conversation between the coach and her coachee is very interesting and informative. She is formally an English teacher who has been teaching in Negeri Sembilan for 18 years. Her officemates describe her as an optimist who puts forth a great deal of effort in building relationships with her coachees. She understands digital technology well. Thus 21st-century teaching and learning is not a problem for her. In addition, she also admits that she was initially nervous about working as a coach before she joined PPD Kuala Pilah in that position. She has taught multiple students during her life as a teacher and her position as SISC+ provides her with more opportunities and challenges in the world of education. Through the researcher's observation, Puan Hayati enjoyed mingling with her coachees, and she

stated that she finds that collaborating with others is worthwhile. She enrolled herself in courses that she found appropriate so that she can continue to learn new skills and new methodology.

4.3 Analysis of participants for the interview - coachees

For the second sets of the participants for the interview, three coachees were selected by the SISC+. The same coachees are also the participants of the classroom observation. The answers given by the coachees allow the researcher to get their opinions and views about being coached by the coaches or SISC+. The responses are then regarded as an explanation for identifying the opinions and attitudes of the whole population from which the sample was taken (Unisa, 2000). The views and opinions given by the coachees are very important to the researcher to measure the extent of the influences of coaches towards their coachees in terms of teaching and learning in the classroom. In the following section, the researcher will detail the information about the respondents of the questionnaires.

4.3.1.1.1 Participant 4 – Miss Yasmine

This section discusses some brief information about the coachees. The first coachee, Miss Yasmine, was Encik Razak's (Participant 1) coachee. She was interviewed by the researcher, from Jempol Jelebu. She teaches in one of the primary schools in the district. Miss Yasmine and Encik Razak have known each other before he joined PPD Jempol Jelebu as SISC+. Thus, it is not a problem for them to build a rapport between each other. Basically, her school was selected as a focus school to be coached by the SIP+ and SISC+ under the DTP. She has been a teacher for more than

seven years. Her teaching experience has helped her to understand the content of the subject at her fingertips.

Although Miss Yasmine and Encik Razak have a good relationship between each other, there were instances during the coaching session where Miss Yasmine did not agree with the suggestions given by the coach, but they preserved a pleasant atmosphere in their discussion. She nodded to the points given and at the same time she justified her answer as to why she rejected the suggestions.

4.3.1.1.2 Participant 5 – Encik Ariffin

The second participant, Encik Ariffin, is a coachee from Rembau District. His field is Teaching of English Language as a second language. His coach is Puan Zarah from Rembau as well. He has more than 12 years of experience as a teacher. He taught in another district before he moved to Rembau 12 years ago. He taught in the same school for 12 years. Encik Ariffin demonstrated the ability to use technology in his classroom, and he was able to assess his students' progress using an Internet application. There is a personal connection between both coach and coachee because it was not the first visit by the coach. During their coaching session, the SISC+ referred to the notes of their previous meeting by showing the coachee the areas that need to be improved. The coachee welcomed the coach's comments in a subtle manner.

4.3.1.1.3 Participant 6 – Puan Saras

The third participant, Puan Saras, is a coachee of Puan Hayati from Kuala Pilah. Puan Saras has been a teacher for more than ten years and her field is Teaching English as a Second Language. During the session with her coach, Puan Saras was

not really in agreement with her coach, but she managed to control her feelings. She did not reply nor show her disagreement but instead kept quiet and continued the discussion. Nevertheless, she was able to demonstrate her ability to customise the instruction consistently, based on students' needs and interests. She managed to portray her exceptional ability to establish a professional relationship with the coach. In the next section, the researcher presents information about the respondents for the questionnaires. The questionnaires were sent to the SISC+ so that they can distribute them to their coachees whenever they have meetings with them.

From the 75 respondents, three were selected as participants of the interview. They were selected as the participants of the study so that the researcher can have different views and opinions since this study intended to find answers for the roles and responsibilities of coaches, as well as their accomplishments and challenges in completing their tasks and their influences towards their coachees. All the participants were willing to participate in the interview and share their views and opinions within the spectrum of their experience in the Malaysian education system. In the following sub-section, the researcher elaborated the profile of the participants of the interview and the participants of the survey .

4.4 Demographics of the respondents

This part onwards is a presentation of the demographic data gathered from the participant's questionnaires. Apart from the demographic data, aspects of coaching and mentoring by SISC+ is also presented. Table 4.1 highlights a summary of the participants' demographic information. The collected demographic data indicate the participants' gender, age, race, academic qualification, current service location and years of service. This information is significant to shed light on a theme or perspective

related to the research questions- the roles and responsibilities, successes and challenges, and the influences of SISC+.

Table 4.1: Demographic details of participants from the questionnaires

No	Demographic Variable		n	%
1	Gender	Male	13	23.6
		Female	42	76.4
2	Age	20-30	12	21.8
		31-40	25	45.5
		41-50	10	18.2
		50 and above	8	14.5
3	Race	Malay	36	65.5
		Chinese	10	18.2
		Indian	9	16.4
4	Academic qualifications	SPM/STPM	3	5.5
		Diploma	4	7.3
		Degree	45	81.8
		Post Degree	3	5.5
5	Current service locations	Kuala Pilah	28	50.9
		Rembau	12	21.8
		Jempol Jelebu	15	27.3
6	Years of service	1 - 3 Years	8	14.5
		4 - 6 Years	10	18.2
		7 - 10 Years	14	25.5
		11 - 15 Years	6	10.9
		More Than 15 Years	17	30.9

As presented in Table 4.1, out of 55 participants (refer to Chapter 3 section 3.4.2), 13 of the participants are male teachers, while another 42 are female teachers. The results of the demographic variables demonstrated that 76.4% of the participants were female, while 23.6% were male. Next, from the analysis of age, 21.8% were at the age range of 20-30 years old, followed by 45.5% of the participants were within the range of 31-40 years old, 18.2% within 41-50 years old and 14.5% above 50 years old. This indicates that the participants of the age range 31-40 years old constitute the most significant number of participants.

Most of the participants (65.5%) were Malays, 18.2% were Chinese and 16.4% were Indians. With regard to the academic qualification, 81.8% participants are degree holders. The questionnaires were distributed to three districts namely Kuala Pilah, Rembau, and Jempol Jelebu. From the questionnaires returned, 50.9% are from Kuala Pilah, 27.3% from Jempol, Jelebu and 27.3% from Rembau. As for the years of service, most of the participants (30.9%) have been working as teachers for more than 15 years.

In the survey, besides answering questions on their demographic data, the participants were also asked to answer questions based on aspects of coaching and mentoring. Likewise, the information gained from this part will also provide data for the influences of SISC+ towards the teaching and learning of the coachees. The following section below discusses the aspects of coaching and mentoring gathered from the questionnaires.

4.4.1 Engagement of Coaching And Mentoring

The aspects of coaching and mentoring are significant in this study because they determine not only the relationship between the SISC+ and the coaches, but also

the roles and responsibilities of SISC+. Among the critical findings of the aspects of coaching that relate to the research question on the influence of SISC+ towards the teaching and learning is the engagement time spent on coaching and mentoring between the SISC+ and the respondents. Figure 4.1 below presents the analysis of data that depicts the amount of time spent by the SISC+ with the coachees.

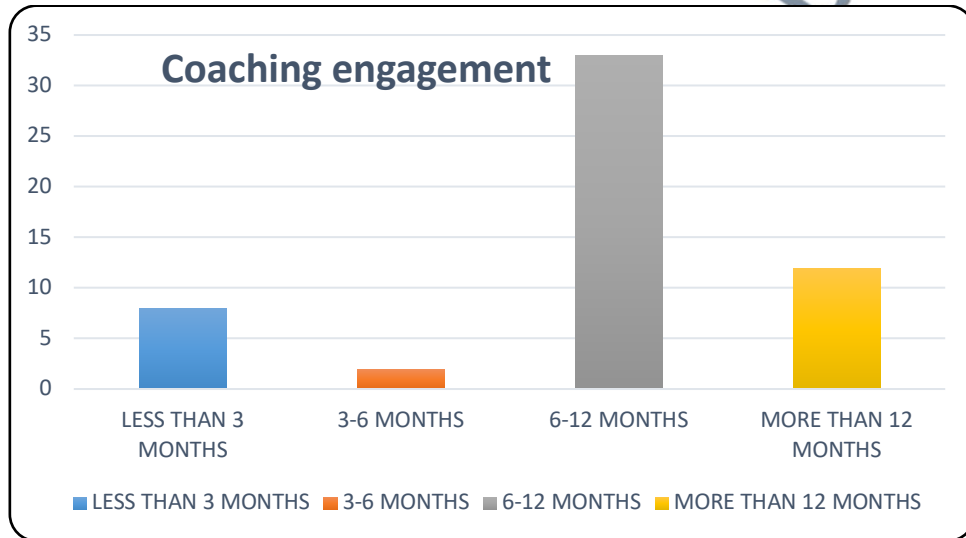


Figure 4.1: Engagement of coaching and mentoring

Figure 4.1 illustrates approximately 33 coachees (60%) mentioned that the coaching would last between 6-12 months while another 12 coachees (21.8%) said that it would last for more than 12 months. Another 8 (14.5%) coachees, on the other hand, stated that their coaching engagement would take less than 3 months and 2 (3.6%) of the coachees mentioned that their coaching engagement would last for 3 to 6 months. The amount of time spent by the SISC+ is essential in this study because it highlights the relationships between the SISC+ and the coach that is relevant to Research Question 1. The researcher discussed it in detail under Research Question 1.

4.5 Research Question 1

This section presents the discussion of research question 1. Each section uses keywords and subheadings related to the identified themes and sub-themes in the research question. The sub-themes for each research question are analysed accordingly. At the end of this chapter, the researcher offers a summary of the research question.

4.5.1 Roles And Responsibilities Of SISC+

Research question 1 addresses the roles and responsibilities of SISC+. The essential data for this research question derived from interviews and questionnaires, while observations and document analysis are completed as secondary data. As mentioned in Chapter 3 (refer section 3.4), two sets of participants took part in this semi-structured interview – the SISC+ and their coachees. This provides a contextual base for understanding the roles and responsibilities of SISC+ towards the improvement of school performance from different perspectives, one from the coaches and one from the coachees. It is important to note that regardless of the research method used, the researcher tried to analyse or make sense of the participants' narratives so that the readers can have a better understanding of the research. As mentioned in chapter 3(refer section 3.8), the researcher uses thematic analysis to analyse the data. There are 6 phases in this analysis:

- i. familiarising the data
- ii. generating initial codes
- iii. searching for themes
- iv. reviewing themes,
- v. defining and naming themes

vi. producing the report.

As pointed out by Wei Jing (2015), the more the same concept occurs in a text, the more likely it serves as a theme. Thus, any similar concepts that appeared in the analysis were collapsed to one potential theme. The potential themes were then reviewed and defined. Finally, the researcher categorised the themes under four categories based on the tendency that they are related to the research questions and literature review. Table 4.2 presents the potential themes.

Table 4.2: Themes based on interview data for research question 1

Themes	Roles	Responsibilities	Approach	Influence
Sub-Themes	Helping	Better teaching in	Workshop	Good relationship
	Coaching	DTP	Demonstration	Impact on teaching
	Create Awareness	Improve Academic Achievement	Collaboration	Improvement of Lesson Quality
	Guiding	English Language Progress	Give Talk	Changes in Pedagogy
	Assisting	Student Achievement	Discussion	Adapting New Pedagogy
	Administrative Works	TCT	Comfortable	Develop Professionalism
	Motivating	21 st -century talk	Courses	Good relationship
			Observation	Impact on teachers
			Sharing Ideas and Knowledge	
			Provide and Share material	
			Virtual Group	

Table 4.2 highlights the potential themes generated in the initial stage of identifying the themes of the interview data. The potential themes are roles, responsibilities, approach, and influence. Next, the researcher reanalysed and refined the potential themes again to look for more significant themes related to the research question because the potential themes were too diverse. At this phase, some potential themes collapsed into each other because of the similarity amongst the themes.

At this phase, Patton's (1990) dual criteria for judging categories (internal homogeneity and external heterogeneity) are worth to be considered that there should be recognisable distinctions between themes. According to him, the data within themes should adhere together meaningfully, while there should be clear and identifiable distinctions between themes. Thus, the researcher reread all the collected quotations for each theme and considered whether they appear to form a coherent pattern. Finally, at this point, the researcher concluded the themes by focusing on the themes that significantly appeared in both interviews with the coaches and the coachees. In figure 4.2 below, the researcher has sorted and finalised the themes and sub-themes into more meaningful categories. Figure 4.2 illustrates the final thematic map on how the SISC+ perceive and deliver their roles.

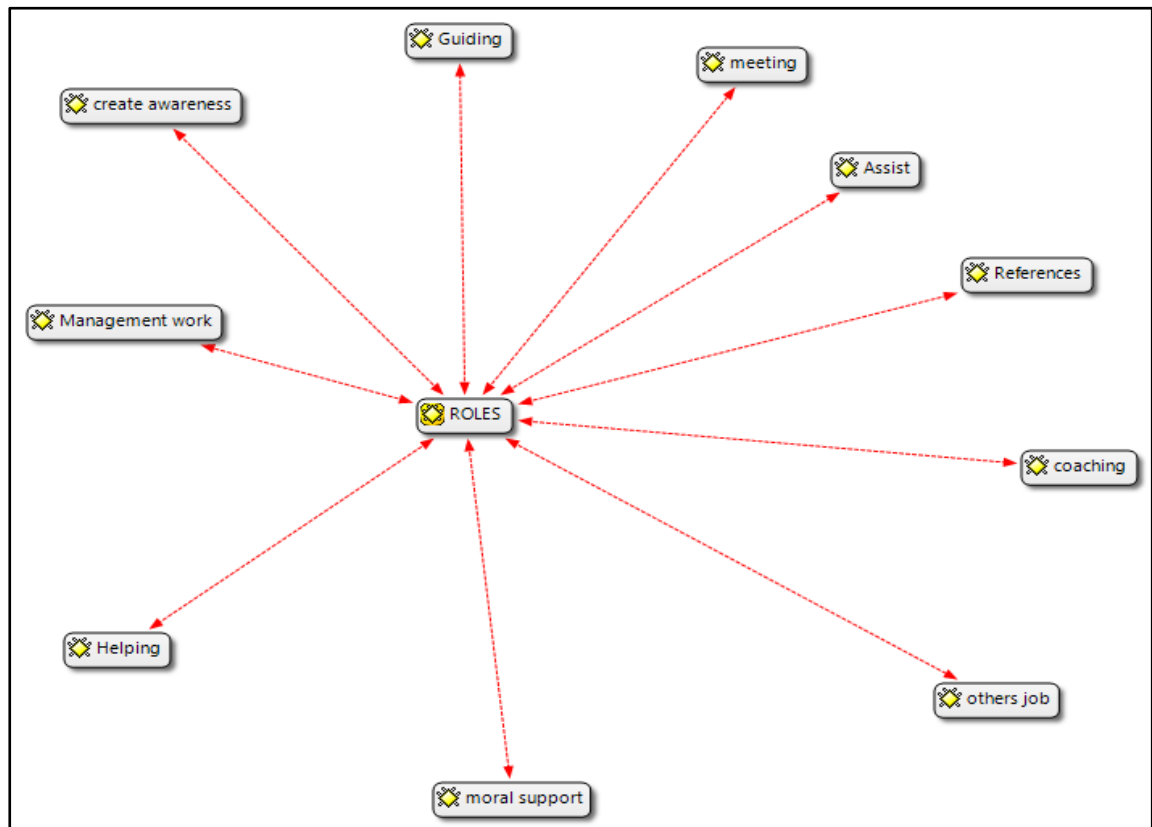


Figure 4.2: Roles of SISC+

Figure 4.2 above presents the sub-themes of the roles. Further modifications of the original themes led to the final organisation of sub-themes as emphasised by Braun and Clarke (2006) in the process of analysing the data. The ten sub-themes are as given below:

- i. Helping
- ii. Managing Work
- iii. Creating Awareness
- iv. Guiding Teachers
- v. Meeting
- vi. Assisting
- vii. Being the Reference

- viii. Coaching
- ix. Doing Other Jobs
- x. Giving Moral Supports

These ten sub-themes present how the SISC+ perceive and deliver their roles.. These sub-themes were gathered from the analysis of all data. On the other hand, from the thematic analysis of the responsibilities of SISC+, seven sub-themes had emerged to signify the responsibilities of SISC+. With the aid of ATLAS.ti software, the sub-themes are presented Figure 4.3.

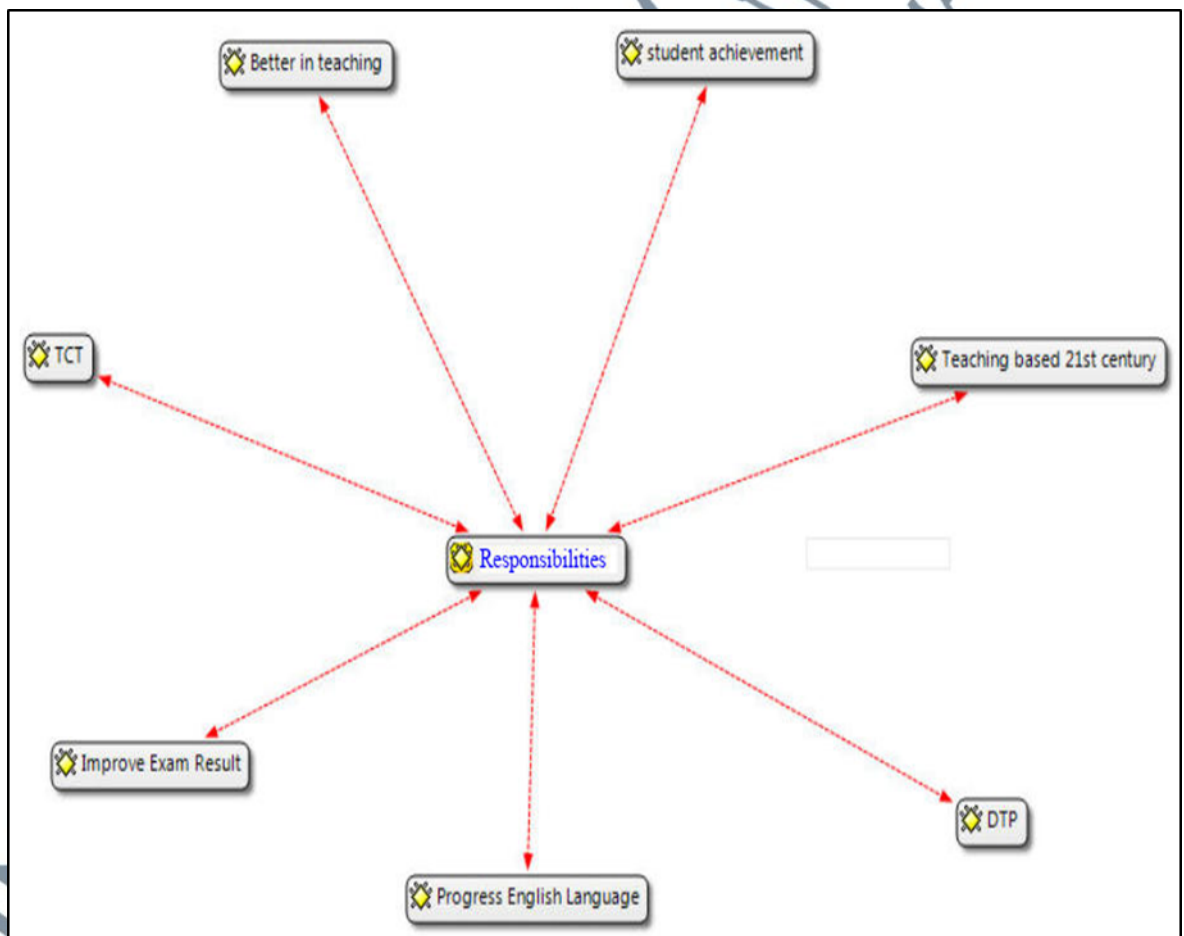


Figure 4.3: Responsibilities of SISC+

Figure 4.3 above presents the sub-themes of the responsibilities of SISC+. In the diagram above, seven sub-themes have emerged in the analysis of data using ATLAS.ti software. The seven sub-themes are improving exam results, teacher coaching tools (TCT), better in teaching, student achievement, coaching teachers on the 21st century, DTP, and development of English Language. Then, the researcher sorted the different codes (sub-themes) into more meaningful final sub-themes. At this level, the researcher managed to finalise the sub-themes as follows:

- i. Providing professional development
- ii. 21st-century teaching and learning
- iii. Reporting
- iv. Improving academic achievement
- v. Improving English language achievement
- vi. Improving student achievement
- vii. Developing a good relationship
- viii. Administrating work
- ix. Collaborating with teachers

These final sub-themes were derived from the modification of original themes. The sub-themes were significant in research question 1 as it is the final refinement of the sub-themes. As emphasised by Braun and Clarke (2006), the refinement of sub-themes aims at identifying the ‘essence’ of what each theme is about. Next, the researcher continued with the thematic analysis of findings based on participants’ responses. Based on the participants’ responses, the choices they made were recorded.

Table 4.3 summarises the outcomes of the thematic analysis of findings based on participants' responses.

Table 4.3: Sub-themes of roles and responsibilities

No	Sub-themes for Roles	Razak	Zarah	Hayati	Yasmine	Ariffin	Saras
1	Helping						
2	Sharing Ideas and Knowledge						
3	Creating Awareness						
4	Guiding Teachers						
5	Coaching						
6	Improving Lesson Quality						
7	References						
8	Adapting New Pedagogy						
9	Motivating						
No	Sub-themes for Responsibilities	Razak	Zarah	Hayati	Yasmine	Ariffin	Saras
1	Providing Professional Development						
2	21 st -century Teaching and Learning						
3	Reporting						
4	Improving Academic Achievement						
5	Improving English Language Achievement						
6	Improving Student Achievement						
7	Developing a good relationship						
8	Administrating Works						
9	Collaborating with teachers						

Table 4.3 indicates the sub-themes that received great emphasis from both coaches and coachees based on their responses. The researcher highlighted the names of the participants accordingly to emphasise these sub-themes. The participants who chose these sub-themes were highlighted. From the analysis of data, the researcher managed to notice the most significant sub-themes that received great emphasis from both participants. Based on the responses above, all participants, including coaches and coachees, selected ‘helping and sharing ideas and knowledge’ as the primary roles of the SISC+. This were evidenced in the above table. On the contrary, SISC+ is responsible for providing professional development and organising 21st century teaching and learning workshop. Table 4.4 summarises the chosen sub-themes for research question 1.

Table 4.4: Sub-themes for roles and responsibilities

Themes	Sub-Themes	Sub-Themes
Roles	Helping	Sharing Ideas and Knowledge
Responsibilities	Providing professional development	21 st -century teaching and learning.

In table 4.4 above, two sub-themes were selected based on the choices made by the participants in the interviews. Through the thematic analysis of the data from the interview, the participants acknowledged the roles of SISC+ as above. The sub-themes were analysed within the context of the literature reviewed in Chapter Two. Therefore, in the next section, the researcher discusses these four sub-themes concerning the first research question. The sub-themes above are significant and

analysed thoroughly to answer the research question: ‘How do the SISC+ perceive and deliver their roles and responsibilities?’.

In the following sub-section, the researcher starts with a discussion of the sub-themes for research question 1, along with the qualitative analysis first and then followed by the quantitative analysis of that particular sub-themes. The first sub-theme helps lead the discussion.

4.5.1.1 Sub-Theme - Helping

In the final modification of the sub-themes, three sub-themes were found similar to each other - assisting, guiding and helping. According to the data collected in the interview with the participants, the SISC+ was in a position of assisting, guiding and helping the teachers. Clutterbuck (1985) defines four styles of helping – coaching, guiding, networking, and counseling. Nevertheless, from the analysis of responses from the participants, only helping is acknowledged by all participants. Hence, in this study, the researcher chose to discuss the sub-theme ‘helping’ because of its significance. The help from the SISC+ to the teachers can come in many ways, such as helping with classroom instructions, helping teachers with current teaching pedagogy and strategies, helping teachers to identify lesson goals, helping teachers to select appropriate teaching resources, and helping teachers with classroom management. However, it is essential to note that coaching is not about providing or spoon-feeding the coachee but rather facilitating the coachee to realise their own potential and then make the most of it for better performance. It is because a coach is not a solution to a problem, but a coach can help the coachee to realise that they are possible to improve their performance in teaching. In the next section, the researcher discusses the data collected from the analysis of research instruments.

4.5.1.1.1 Interview

To begin the discussion, the researcher presents the data from the first research instrument that is the interview. The following excerpts show the opinions issued by the participants about the roles of helping:

- Zarah* *Coaching is to help them when to face things like this, like class control thing*
They do not know how to tackle the students so we as SISC+ will help them show them things they don't know
I help them to plan strategy teaching strategy, how to teach the options.
(Zarah_int 1)
- Razak* *I help them sometimes I help them do their teaching aids*
(Razak_int 1)
- Hayati* *Coaching is to help them when (they) face things like this, like class control thing*
I will help them planning then they will teach accordingly
(Hayati_int 1)

The above extracts are taken from the semi-structured interviews with the coaches. The excerpts suggest to the researcher how the SISC+ convey their experience in helping the coachees during the process of coaching and mentoring. All three participants revealed that as SISC+, during their coaching and mentoring, they are helping their coachees in different ways such as improving the lesson plan, handling the classroom instructions and also providing reading materials. Thus, the term helping conveys the meaning that the role of the coach is vital as they assist the teachers who are in need. Further discussion about the types of 'helping' as provided by SISC+ to their coachees, and the examples, are elaborated in section 4.4.1.1.5. 'Discussion Of The Sub-Themes.' In another set of interviews between the researcher

and the coachees, the coachees expressed their opinions on the roles of coaches as helpers in their classroom.

Saras This is my opinion on the roles of SISC+ as a helper to help us the teacher in teaching. The help given by her helps me to teach my students. She also helps us to overcome the problems. My SISC+ had helped me to identify and solve the problems my pupils faced during English Language. They also have to identify and help to solve the problem that the teacher faced in classroom. Problem that we faced in teaching.

(Saras_int 1)

Ariffin to help me improve in teaching SISC+ also helps me by providing reading materials.

(Ariffin_int 1)

Yasmin If I have doubt he will explain and he helped to have better understanding when he helps me with the activities

(Yasmine_int 1)

Collectively, all participants (both coaches and coachees) agreed that providing help to the coachee is one of the essential roles of SISC+. There is an understanding that the coaches' role is to provide help to their coachees in different ways. In describing their roles, they are aware of their role in helping teachers and scope of coaching, as stated in the *Buku Pengurusan DTP* that must be followed by them. These interviews highlight the fact that all three coaches and three coachees agreed on the roles of SISC+ to help them. The researcher explained in detail the way of helping in the next section. During the teaching and learning process, many things might happen, such as teaching strategies and instruction, resources and materials, problems and constraints, and class control so that SISC + is needed to help and overcome the problem faced by teachers during this session. This is because the teachers need help and guidance to stay on track while the process of delivering knowledge is imposed to

students. In the following sub-section, the researcher continued with the analysis of data from another research instrument, which is observation.

4.5.1.1.2 Observation

Next, the researcher continued the development of the research analysis with the triangulation of observational data. An observation is an important data source that should be treated the same as other sources of data. In this triangulation of data, the researcher has identified meaningful sub-themes that are coherent with the interview data. Through a detailed and systematic review of the observational data, the researcher was able to identify typical sub-themes aligned with the interview data. The observational data were a detailed account of the coaching and mentoring process between the coach and the coachee, as observed by the researcher. Below are parts of the observation data that support the roles of SISC+ as helpers for the coachees.

Razak	<i>Guide the teacher how to plan the act as not to exceed time Coach teacher to make them understand to meet the requirement</i> (Razak_obs1)
Zarah	<i>Helping the teacher-periodicall Guiding teacher topic by topic</i> (Zarah_obs1)
Hayati	<i>Walked around the class helping teacher to manage the lesson Support teacher and maintain the respect</i> (Hayati_obs1)

The extracts above show how the SISC+ portray their roles of helping the coachee. The researcher observed how the SISC+ offer help to the coachee through the discussions between them and how they react in the classroom. The data from the observation support the interview data in terms of the sub-theme ‘Helping.’ Likewise,

providing feedback is one form of helping. Providing feedback or responses is vital to the development of the teaching and learning of a coachee. There is evidence in each observation session of SISC+ which gives feedback to the coachee after their meeting.

Ahmad *Give feedback on the lesson on how to write lesson reflection*
(Ahmad_obsr1)

Hayati *Praised teacher for Learning Objectives improvement after class*
(Hayati_obsr1)

Zarah *Very systematic/Organised in delivering comments*
(Zarah_obsr1)

Above are the examples of SISC+ giving feedback to the coachee after the class. The researcher observed the coaching process done by the SISC+. During the observation, the SISC+ and the coachee sat together and discussed on the lessons being observed earlier. Then, the SISC+ responded on the teaching and learning by the SISC+. After the discussion between the SISC+ and the coachees, the SISC+ filled in the forms on what kind of support they gave to the teachers, and this support came in the form of providing feedback to the coachees. The participants accepted the responses and feedback given by the SISC+ after the class.

Nevertheless, during observation with the third coachee, the coachee disagreed with the feedbacks given by the SISC+. She replied and gave her own opinions to justify her chosen activities in the classroom earlier. Both the coach and coachee maintained their mutual respects although there was a disagreement. This finding portrayed that not all coachees agreed with the responses nor feedback given by the SISC+. The rejection given in terms of responses and feedback showed that not all

coachees accepted the responses and feedback given. The coachees too had their viewpoints which were discovered later in the analysis of research question 2.

4.5.1.1.3 Questionnaires

Besides the observation and interview data, evidence was also taken from the questionnaires. Simultaneously, in the questionnaires, it was also found out that most of the coachees strongly agreed with the sub-theme ‘helping’. Most of the participants agreed on the roles of SISC+ to provide help to them in teaching. The data presented in Table 4.5 are the compared mean based on the roles and responsibilities of SISC+.

Table 4.5: Compared means based on the roles and responsibilities

No.	Statement	Mean	SD
F25	SISC+ responds to requests for assistance in a timely manner.	4.24	.88
F26	SISC+ provides me the information on 21st century education	4.37	.59
F27	SISC+ demonstrates effective instructional practices in my classroom.	4.11	.79
F28	SISC+ assists me with technology implementation in my classroom.	4.15	.63
F29	SISC+ provides useful feedback to me after the class.	4.51	.54
F30	SISC+ works effectively to identify my needs as a teacher.	4.40	0.60

Table 4.5 identifies the number of items, constructs, the mean, and the standard deviation associated with the roles and responsibilities of SISC+. Three items received

great emphasis. The researcher then examined the three items carefully under the construct 'roles and responsibilities of SISC+'. The items are: -

F26 SISC+ provide useful feedback to me after the class

F29 SISC+ work effectively to identify my needs as a teacher

F30 SISC+ provide me with the information on 21st-century education

The items indicate to the researcher about how the SISC+ helped the coachees by providing useful feedback, supplying information on 21st century education as well as helping the coachees to identify their needs as teachers. From the responses given to the three items above, it highlights that among the roles of SISC+ is providing help to the coachees and the coachees accepted the roles of SISC+ as contributors. With the help given by the SISC+, it is hoped that the school will achieve the outcomes of the school improvement programme, one of which is the progress of school performance. Nevertheless, responses given by coachees on item number F27 (refer Table 4.5), which is SISC+ 'demonstrates effective instructional practices in my classroom', highlight their views towards the differences between coaching and mentoring. As stated earlier in Chapter 2, coaching refers to exposing a person's potential to maximise their performance while mentoring refers to aiding the mentee by modelling the subject. The findings reveal that the SISC+ were able to perceive and deliver their roles and responsibilities as they are well-versed with their roles and responsibilities to coach and mentor the teachers satisfactorily and helping was seen as a favourite choice. Similarly, Figure 4.4 displays the rank order of the participants' mean scores for each question in the questionnaire under the construct 'Roles and Responsibilities'.

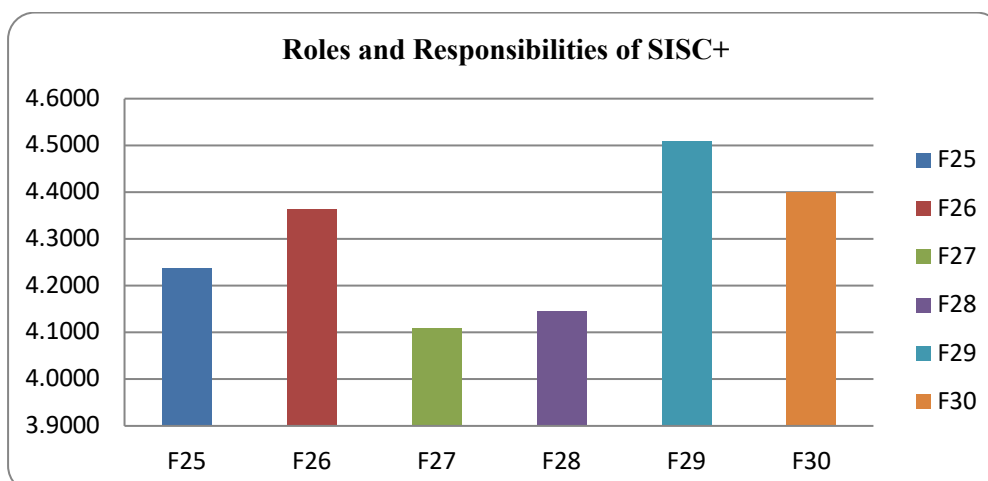


Figure 4.4: Roles and responsibilities of SISC+

Figure 4.4 presents the constructs under 'roles and responsibilities of SISC+'. The standard deviations for each item were within the normal range. Most participants agreed with the items and rated the answers similarly. All the items were rated above 4 out of 5, and this indicates that in general, all participants appreciated the help given to them by the SISC+. The coachees understood the roles of SISC+ to help teachers understand classroom practices better. This is similar to the data in the interview where 'helping' serves as the top role of the SISC+. More specifically, this result reflects a perception that through coaching and mentoring, the coachees find that 'helping' is part of SISC+'s roles and responsibilities. In the next sub-section, the researcher presents the data from the document analysis.

4.5.1.1.4 Document Analysis

In this sub-section, the researcher discusses the document analysis to support the previous data. The researcher has analysed the documents involved to gain more specific evidence about the roles and responsibilities of SISC+ as outlined by the

Ministry of Education in *Buku Pengurusan DTP 3.0* (2017: pp. 24-26). Table 4.6 shows the evidence from the book.

Table 4.6: Roles and responsibilities of SISC+ in Document Analysis

	Roles	Responsibilities
1	Pedagogy Expert	Provide Coaching based on Data Analysis
2	Preparing Data Analysis	Stimulate teachers to implement an exciting curriculum, curriculum, assessment
3	Coach teachers in terms of pedagogy, curriculum, assessment	Provide training (Professional Learning Community/Continuous Professional Development)
4	The expert of Pedagogy, Curriculum, Assessment	Reporting to District Education Head
5	Mentoring teachers in pedagogy, Curriculum, Assessment	Intervention in Education
6	Develop Good Relationship	Other Duties
7	Build and maintain good rapport	Improvement in Teaching Quality based on SKPMg2 Standard 4

(Adapted from DTP 3.0 pp 24-26)

Table 4.6 presents the data from the document analysis of *Buku Pengurusan DTP 3.0*. From the analysis, SISC+ roles are not only to help or to assist the teachers, but they are also the subject matter experts for pedagogy, curriculum, and assessment. As SISC+, they are required to coach and mentor the teachers in terms of the pedagogy, curriculum, as well as an assessment because they are the experts in these three fields. The SISC+ were also addressed as pedagogy experts. Thus, they need to spread their knowledge in pedagogy, curriculum, and assessment to their coachees in various ways. Therefore, the roles of SISC+ were specified as helping the coachees in all sorts of help that they need. The SISC+ assist their coachees in teaching and learning in the classroom, and they help their coachees to address learning challenges

in individual classrooms. The help was given in many forms, such as coordinating and planning effective classroom instructions.

The findings presented above have revealed the sub-themes involved in the roles of SISC+. Helping has become the top choice of the roles of SISC+ by the participants in this research. The data were triangulated using different sources, namely the analysis of interviews, questionnaires, observation as well as document analysis, to gain an understanding of the investigated phenomenon from different perspectives. The benefits of triangulation include “increasing confidence in research data, creating innovative ways of understanding a phenomenon, revealing unique findings, challenging or integrating theories, and providing a clearer understanding of the problem” (Thurmond, 2001). Next, the researcher continues with the discussion of the sub-theme ‘helping.’

4.5.1.1.5 Discussion: Sub-Theme - Helping

In this sub-section, the researcher discusses the sub-theme of roles that is ‘helping’. After examining the data from all sources, it is found that the SISC+ have helped their coachees in different ways. As coaches, the SISC+ also help their coachees to address learning challenges in an individual classroom, develop instructional strategies as well as evaluate students’ needs.

The help given by the SISC+ can be seen in different forms. Moreover, the output of data from the interviews and observations stated that SISC+ assist the coachees in many forms, such as coordinating and planning practical classroom instructions. Meanwhile, in the classroom, as a coach, the SISC+ gathered information about students’ performance and, through their routine observation and conversation, they gained an understanding about teachers’ beliefs surrounding teaching and

learning. The findings from semi-structured interviews with the coachees suggest that during the process of coaching and mentoring, the SISC+ tend to convey their experiences. Thus, the term ‘helping’ implies to the researcher that the SISC+ make a significant group of individuals who help the teachers under their supervision. For example, the help given are improving lesson plans, handling classroom instructions and also providing reading materials.

In a study on coaching by instructional coaches, Killion and Harrison (2006) and Chin Wen Chien (2013) found that instructional coaches also carry several other roles – as classroom supporters, instructional specialists, curriculum specialists, professional developers, data analysers, change agents, mentors and resource providers. In short, the roles and responsibilities of coaches include helping their coachees in teaching and learning in the classroom. According to Steve et al. (2011), coaches must realise that their roles are to help teachers adopt the best practices that can spur learning (e.g., oral reading analysis, focused small-group instruction). In the same vein, Stephens et al. (2011) reported that coaches supported teachers by demonstrating instructional strategies, conferring about how-to best match instructions to children’s literacy needs, and sharing instructional resources.

Besides that, most of the participants agreed that SISC+ provides useful feedback after class. The feedback was given after the SISC+ observed the lessons of their coachees. The feedback ranged from providing useful feedback, information on the 21st-century education to helping the coachees to identify their needs as teachers. From the responses given in the questionnaires, among the roles of SISC+ is providing help to the coachees and as a whole, the school will get the benefits in the form of improved school performance. Apart from that, in all observations, the researcher witnessed the feedback given to the SISC+ after the class. Both the SISC+ and

coachees discussed the lesson viewed by the SISC+. These feedbacks are essential as a kind of support for the coachees. In the third observation, however, there seemed to be a disagreement of the feedback given by the SISC+, and this shows that both SISC+ and their coachees are responsive towards each other.

Hence, these findings reveal that the SISC+ were able to perceive and deliver their roles and responsibilities and one of the roles is providing feedback. This finding is aligned with subsequent studies that showed that verbal feedback became the primary method through which coaches could help teachers improve (Costa & Garmston, 2002). The literature on effective coaching identified feedback as a core competency of leadership coaches (Allison & Reeves 2011). Leadership coaches carefully craft the feedback given to their coachees and involve the coachees in determining the type and purpose of the feedback (Bloom et al. 2005). According to the literature, useful feedback focuses on the goals of the coachees and builds on the strengths of the coachees (Bloom et al. 2005; Reiss, 2007). Active coaches provide clear feedback that is honest, supportive, descriptive rather than judgmental, and they focus on the coachees' behaviour or performance rather than the person himself or herself (Hargrove, 2008; Reiss, 2007). Therefore, this literature review supports the findings about the roles and responsibilities of SISC+ to provide feedback.

Besides providing useful feedback to the coachees, SISC+ also assist the teachers in providing them with the necessary ICT knowledge, which is vital in 21st century teaching and learning. In the items of the questionnaire given to the coachees, most of the participants rated the constructs above 4 out of 5. The rating highlights that the participants understood the roles played by the SISC+. The items highlight that among the roles of SISC+ is providing help to the coachees and imparting useful

knowledge such as ICT knowledge and 21st-century pedagogies is included as the form of assistance given.

This kind of help is vital as pointed out by Knight (2000) that an instructional coach's main task is to help teachers and offer useful solutions to the problems teachers face. A coach's assistance in revising an existing activity on problem-solving, engaging students in evaluating their work, or practicing technology so the students can share their work with the community and get feedback, is much appreciated (Taylor et al. 2011).

Therefore, as a supporter, SISC+ play essential roles to improve the quality of teaching and learning among teachers through coaching and mentoring, and identifying the strengths and opportunities of teachers. This links to the conceptual framework discussed in Chapter 2(refer Figure 1.1). The SISC+ supports the coachees in the process of coaching and mentoring through the learning process in Biggs and Vygotsky's theories. All these can be achieved through their assistance in coaching the teachers. In a nutshell, as SISC+, one of the most central qualities they need to possess as a coach is to help the person or people they are coaching to learn, and this can be done by supporting the teachers' process of learning. Finally, it is found that helping their coachees is one of the crucial roles of SISC+ and the help comes in many forms such as providing feedback, providing the necessary ICT knowledge and classroom instructions. These findings are supported by previous research that coaching supports significant change because it provides a foundation for teacher reflection, action research, collaboration, informed decision making, all of which can lead to significant educational change and improved student achievement (Joyce & Showers, 1998; Swartz et al. 2001; Killion, 2003; Lyons & Pinnell, 1999;

Norton, 2001). In the subsequent paragraphs, the researcher continues with the discussion of the next sub-theme – sharing ideas and knowledge.

4.5.1.2 Sub-Theme - Sharing Ideas And Knowledge

Besides helping, another significant role of the coach identified by coachees in the analysis of data interview is sharing ideas and knowledge. From the interview data, most of the participants believed that it is vital for SISC+ to share their ideas and knowledge with the coachees. Sharing ideas and knowledge by SISC+ is indicated as one of the essential roles of SISC+ by both the coach as well as the coachee. Among their roles in an education, setting is to spread the knowledge to the teachers within their capacity. It is understood that the number of teachers is always more prominent than the coach. Hence to expedite the spread of knowledge and ideas, all the teachers will gather in a place, and all the essential notes or ideas or knowledge can be conveyed through this meeting.

4.5.1.2.1 Interview

In this sub-section, the researcher explained about the sharing of ideas and knowledge from the input received in the interview. From the interviews with the participants and the coachees, the researcher managed to record the quotes about sharing ideas and knowledge. The participants agreed that SISC+'s roles in sharing ideas and knowledge are significant in this 21st-century education. The excerpts below are taken from the semi-structured interview between the researcher and the SISC+.

Razak

*I provide them with reading materials
I supply resources for them*

(Razak_int1)

Zarah *I also give them some materials and exercises related to their class
I shared with them materials, I often go to meetings*
(Zarah_int1)

Hayati *We provide notes of UPSR
Latest info we will share with them
The coachees look up to SISC+ being someone who is knowledgeable
because the coachees expect the SISC+ to know how to do to manage
any kind of problem with regards to teaching.*
(Hayati-int1)

From the above quotes, all coaches agreed on the roles of SISC+ to share knowledge and ideas with their coachees. Besides quotes from the coaches, the researcher also identified quotes from the coachees to highlight their views on the sub-themes of 'sharing ideas and knowledge.'

Yasmine *He will give me some suggestions or ideas how to improve any
weakness in my lesson.*
(Yasmine_int1)

Ariffin *She provides me with the knowledge needed. The knowledge is new to
me as a newbie.*
(Ariffin_int1)

Saras *I am sure the SISC+ has the knowledge to help me change.*
(Saras_int1)

The quotations were taken from the interview with the coachees. The coachees have the same idea on the roles of SISC+ as their knowledge providers. They reflected on the experience with the coaches when asked to explain their understanding of coaches' roles and responsibilities. Besides, Saras, in her responses during the interview towards her understanding of the roles and responsibilities of SISC+, stated that:

Saras *"in my point of view, the role of SISC+ is that they have to give explanation
and guide us on the transformation of education on a regular basis. They also*

have to identify and help to solve the problems that the teachers faced in classroom.”

(Saras_int1)

These quotes highlighted how the coachees viewed the role of SISC+ as a person with whom they share ideas and knowledge. These ideas and knowledge were essential to the coachee. The coachees value the knowledge and ideas shared by the SISC+. Their value contributes to the sense that the coachee agreed to the notion that as SISC+, their roles are to share ideas and knowledge. Therefore, from the analysis of the interview data, both coaches and coachees understand the roles and responsibilities of the coaches to transfer the information and the knowledge to them.

4.5.1.2.2 Observation

In this sub-section, the researcher exploited the input taken from the observation to check for evidence to support the role of SISC+ as the one who shares ideas and knowledge. In the observation sheet, the researcher has looked for valuable input. The researcher found out that overall, all coaches share their ideas and knowledge with their coachees. Three examples were taken from the observation session between the SISC+ and their coachees. The examples are given below: -

Razak *Express ideas and opinions and at the same time ask the teacher for her idea.*

(Razak_obs1)

Zarah *Points out few examples but did not demand teacher to follow*

(Zarah_obs1)

Hayati *Support teacher in the class*

(Hayati_obs1)

Above were the data from the observations made by the researcher during the coaching and mentoring session between SISC+ and their coachees. The researcher wrote in the observation datasheet every account observed during the process of coaching and mentoring to have a clear understanding of the sub-theme 'sharing ideas and knowledge'. Razak, the first participant of the observation session, has highlighted his role by giving his ideas and opinions during his session with the coachee. They have collaborated well together during the coaching and mentoring session, and they were fully engaged throughout the session. In another observation between Zarah and her coachee, she had demonstrated her coaching skill by pointing out a few examples for the teachers to apprehend, but at the same time she did not demand her coachee to follow. Zarah did not force the coachee to follow or to take all the examples given by her; instead she gave her coachee the chance to decide on that. Finally, during the third observation session, the researcher noticed how Hayati supported her coachee by agreeing and nodding every time the coachee spoke. Her approach is very interesting in which she allowed her coachee to speak first and then she would comment, and she would still have the final say. The SISC+ assisted her coachee not only in giving knowledge and skills of the current pedagogy but also in addressing classroom challenges.

The ability of the coaches to remain calm during the observation is vital to this study because as SISC+ the capability to remain calm will ensure that the coaching and mentoring process is more meaningful. All three SISC+ were seen as supportive enough of their coachees by sharing their ideas and knowledge and at the same time maintaining their relationship as a coach and a coachee. This contributes to the sense that sharing ideas and knowledge with coachees is an important aspect of shouldering

various roles and responsibilities of the coach. The researcher continued the discussion with the document analysis.

4.5.1.2.3 Document Analysis

The researcher continues to triangulate the data with the *Buku Pengurusan DTP 3.0* and from the finding, it was found that SISC+ have been acknowledged as pedagogy experts. MOE has outlined that SISC+ have the responsibilities of sharing their ideas and knowledge through Professional Development with the teachers in their respective districts. Being a member of SISC+, it is part of the job scope to organise professional development for the teachers and all the ideas and knowledge that the SISC+ received are transferred during the professional development of the teachers. Similarly, in another account of the same source, the researcher would also like to highlight about the sharing of ideas and knowledge. Below are the extracts taken from the same source. Below is the excerpts taken from *Buku Pengurusan DTP 3.0*:

Kewujudan pelbagai lapisan penyampaian pelaksanaan menyebabkan berlakunya kecairan dalam sistem penyampaian. SISC+ berperanan sebagai penghubung antara pihak kementerian dengan sekolah dalam penyampaian kurikulum dan pentaksiran. SISC+ menggantikan jurulatih bagi mengurangkan lapisan penyampaian, sekali gus mengurangkan kemungkinan berlakunya kecairan. Peranan ini merangkumi tanggungjawab membimbing guru untuk melaksanakan kurikulum dan pentaksiran baharu di dalam bilik darjah dan memantau keberkesanan pelaksanaannya.

(Buku Pengurusan DTP 3.0)

The SISC+ role will be enhanced from a part-time to a full-time position. They will be placed at the PPD and become the single point of contact between the Curriculum Development Division or *Bahagian Pembangunan Kurikulum* (BPK), the Examination Syndicate or *Lembaga Peperiksaan* (LP), and teachers. This role

encompasses the responsibilities of taking new curricula and assessments to the current mechanism for rolling out changes to the curriculum. The assessment system involves five tiers. The national curriculum has to be taught to national or federal-level trainers, who then train state-level trainers, who will then train subject teacher representatives from each district, who finally teach the teachers in each school. The multiple tiers often result in a dilution of the curriculum. The introduction of SISC+ to replace the current trainers reduces the number of tiers to three, reducing the likelihood of dilution. The SISC+ will form a direct link between the teachers, on the one hand, and between BPK and LP on the other, allowing the written curriculum to be translated more directly and accurately into the taught curriculum.

According to the book, there is a leakage in the delivery system of the MOE system due to various tiers of the communication channel (refer Figure 4.7, section 4.4.1.3.4). Thus, the delivery system has failed its roles because there are simply too many tiers. Thus, the existence of SISC+ is to be the correspondent of the MOE as they help deliver the pedagogy and assessment to the coachees. Their roles and responsibilities as SISC+ encompass guiding the teachers in the classroom by implementing the new curricula and assessments in the classroom as well as monitoring the effectiveness of the implementation.

Therefore, one of the significant roles of the SISC+ is to share their knowledge with the coachees. They become the first person in the delivery system and they must deliver their knowledge to the schools. Previously, it was the practice in the Ministry of Education practice to deliver knowledge to different levels or tiers before it reaches the teachers; thus, many tiers can result in the leakage of knowledge. This is because the Ministry has appointed them as a communicator of the Ministry in the delivery system. Thus, they were sent to courses, seminars and workshops to gain more

knowledge and input. All this knowledge was supposed to be spread among the schools in their districts. Besides, the SISC+ usually go to most of the schools in their districts, and they have gathered some of the best practices from the school they visited. These best practices are to be disseminated among teachers in their districts. In this sense, the knowledge shared can be used and reused to create valuable information and knowledge. Following this sub-section, the researcher continued with the data analyzed from the questionnaires.

4.5.1.2.4 Questionnaire

The researcher continues to analyse the data from the constructs in the questionnaires to explore further into how the SISC+ perceive and deliver their roles and responsibilities. Table 4.7 shows the mean score for each construct in Part D of the questionnaire. In the survey, the participants were required to answer the constructs related to the knowledge and skills provided by SISC+.

Table 4.7: Compared mean based on the knowledge and skills provided

No.	Statement	Mean	SD
D11	SISC+ provides me with demonstrations of effective teaching strategy	4.04	.77
D12	SISC+ guides me on many types of classroom management.	4.09	.78
D13	SISC+ and I discuss significant and worthwhile English Language content.	4.31	.74
D14	SISC+ helps me to identify and solve problems related to my classroom instructions.	4.36	.78
D15	SISC+ assists me with specific classroom activities when requested.	4.33	.96
D16	SISC+ and I discuss ways to instil more problem-solving skill into my lessons.	4.34	.78
D17	SISC+ assists me to look more closely at my teaching.	4.59	.63

From the table, it depicts that the mean score is mostly above 4. Items no D17 received the highest mean. The item is:-

D17 “SISC+ assists me to look more closely at my teaching.”

The mean score for the above item is 4.59, which is close to 5. This high score indicates that most of the participants in this survey agreed that their SISC+ assist and help them wisely in their teaching and learning. The result suggests that the coachees agreed with the roles of SISC+ in assisting them to examine or evaluate their teaching more closely. They agreed that the SISC+ are subject matter experts, and they are well trained and capable of facilitating them in teaching and learning. Next, another item that received a higher mean is item number D14, and the item is as follows: -

D14 “SISC+ helps me to identify and solve problems related to my classroom instructions.”

The item above indicates that they agreed with the roles of SISC+ to help the coachees to identify and solve the problem by themselves. The coachees agreed that the SISC+ had shared their knowledge in identifying the classroom’s challenges, and then they can eventually solve the problem by themselves. The quantitative result of this study depicts the role of SISC+ as an individual who is capable of sharing their ideas and knowledge as well with their coachees.

On the whole, all the items received positive responses from the coachees. All responses given to the items above received means to score more than 4. Three items below are an example of items that received the means score of more than 4.

SISC+ and I discuss ways to instil more problem-solving skills into my lesson (D16)

SISC+ and I discuss significant and worthwhile English Language content. (D13)

SISC+ assists me with specific classroom activities when requested (D15)

Therefore, as SISC+, their role is essential to share ideas and knowledge with the coachees. All the ideas and knowledge, such as problem-solving skills, also specific classroom content, are essential skills and knowledge to the teachers in their field. Similarly, to the coachees, the role of SISC+ is significant, especially in assisting the teachers in teaching and learning and to help the teacher to make a decision that is best for them. Overall it can be concluded that sharing ideas and knowledge has been the participants' choice. So far, the researcher has successfully depicted the analysis of data for the second sub-theme of the role of SISC+ that is sharing ideas and knowledge. The data were varied from different sources, namely interview, observation, document analysis and questionnaires. The pieces of evidence were triangulated sensibly in order to answer the first part of the first research question. The success of the school improvement program depends upon the primary aspect that knowledge must be shared among the coachees. Whether it is verbal or digital, the sharing of knowledge leads to the creation of a stronger knowledge base and eventually this will accelerate the improvement of school performance. In the following sub-section, the researcher continues with the discussion of this sub-theme.

4.5.1.2.5 Discussion: Sub-Theme - Sharing Ideas And Knowledge

As a coach, their role is to act as a facilitator by helping the client to select the best options on how to overcome their own problems either by means of offering advice or direction. As SISC+ they are the expert in their field, especially concerning aspects related to pedagogy and content knowledge. Hence, sharing ideas and knowledge is essential to create a meaningful relationship between the SISC+ and the coachees under their supervision. One case study suggested that deficits in teacher content knowledge limit the potential benefits from instructional coaching (Tobin &

Espinet, 1989). Thus, having content knowledge is essential to the SISC+, and this knowledge is meant to be shared.

Sharing ideas and knowledge is essential in a relationship between SISC+ and the coachees. This relationship opens the door of collaboration not only between the coaches and the coachees, but also between teachers themselves. It is an excellent way for the SISC+ to address specific issues as well as to follow up with the coachees on the issues that can be seen as trivial or easy to forget. One of the coachees highlighted her excellent relationship with her coachees in the interview, and the data from the observation have supported this.

During the observation, the researcher noticed that Hayati, the third SISC+ still maintained her good relationship although there was an occurrence of disagreement when she supported the teacher. The support was given in a respectful manner through the gestures and body language when the teacher justified her disagreement. Thus, this occurrence highlighted that sharing ideas and knowledge is vital in the relationship between both SISC+ and coachees. In the literature review, the researcher mentioned the point postulated by Whitmore (2003) that coaching is helping the coachees to learn rather than to teach them because the coach is actually unlocking the person's potential to maximise their own performance (Whitmore, 2003). Hence, in order for the SISC+ to perform their jobs, The GROW Model were utilised. The SISC+ did not provide answers to any of the problems but rather keep on asking questions using the GROW Model till the teachers(learners in the scaffold theory) find the own solutions to their problems.

In addition, from the data gathered in the interview with the coachees, most of the coachees responded that they understand the role of SISC+ as their knowledge provider. The responses were given to the researcher when they were asked about

their understanding of coaches' roles and responsibilities. The coachees viewed a member of SISC+ as a person who can guide them on the transformation of education on a regular basis. For instance, Saras remarked that her SISC+ explained to her the things that she needs to know, and she is very sure that the SISC+ will help her to transform in her teaching and learning. These findings are similar to the view of Rosinski (2010) that coaching and mentoring is actually helping to unleash people's potential to reach meaningful, measurable goals'.

In the interview with Yasmine, she shared that through the coaching and mentoring session with her SISC+, she had a better understanding of 21st century teaching and learning. According to her, the SISC+ shared his personal experiences. Therefore, she felt that she was able to learn indirectly through her coach's experiences. Specifically, Yasmine clearly connected this sub-theme that focuses on the roles of SISC+. Furthermore, sharing ideas and knowledge is related to the overall aim of the creation of the post of SISC+.

In addition, by sharing ideas and knowledge, it will not only expand the knowledge of the coachee, but also it will help the SISC+ to become a reliable expert in coaching. This occurrence was seen in the observation of the coaching and mentoring session between the SISC+ and the first participant of the interview. Razak, the first participant, shares with his coachee tips on how to plan the activity as not to exceed time. Razak highlights his ways of delivering his role as SISC+ ingeniously. A culture of sharing was developed where both the coach and coachee discussed how to improve the lesson so that the lesson would not surpass the time limit.

As mentioned by Pangil, Faizuniah & Aizat (2013), the sharing of knowledge helps individuals and organisations to build up their existing information. This is

aligned with Fernie et. al (2003) that sharing ideas and knowledge allows them to discuss and deliberate on specific topics which can encourage the generation of new knowledge (Fernie et al., 2003). A study done by Pangil, Faizuniah & Aizat (2013, p. 351) stated that “Organisations are like seas of knowledge. There is no boundary to the volume of knowledge that an organisation has yet where the issue of knowledge sharing is concerned, it is essential that employees share their job-related knowledge consequently they will be able to complete their duty better and eventually lead to higher organisational performance.”

Knowledge by itself does not achieve the target; it must be made accessible and relevant for it to be useable. In the analysis of the document, it is stated that as SISC+, some of their roles are to coach teachers in implementing the curriculum and new types of assessment in the classroom and to monitor the effectiveness of the implementation. The finding for this sub-theme indicated that SISC+’s role is to share their knowledge with the teachers and among the knowledge is the implementation of curriculum and new types of assessment. Thus, for it to be useable, in turn, it must be shared and transformed into a format that is appropriate for the group or community involved (Gabor, 2013). Research supports the idea that the cognitive resources available within a team will be underutilised if knowledge is not shared (Argote & Ingram, 1999). Hence, knowledge sharing is a critical team process that involves members interacting to share ideas, information, and suggestions relevant to the team's task at hand (Srivastava, Bartol, & Locke, 2006).

Thus, we can safely state that helping and sharing ideas and knowledge are two sub-themes discovered in the roles of SISC+. The output data to support both sub-themes were taken from the analysis of different sources, and this triangulation gives

strength to the study. In the next section, the researcher moves on with the responsibilities of SISC+.

4.5.1.3 Sub-Theme - Professional Development

This sub-section discusses the second part of research question 1, which addresses the responsibilities of the SISC+. In table 4.6, the areas of responsibilities of SISC+ are as follows:-

1. Professional Development
2. 21-st century teaching and learning.

Next, the researcher outlined the data collected starting from the qualitative analysis and followed by the quantitative analysis to examine the issue of how the SISC+ perceived their responsibilities in coaching and mentoring.

4.5.1.3.1 Interview

Interviews with different participants- (SISC+ and coachees) are the primary sources of this qualitative analysis of findings. From the data gathered in the interviews, the researcher found that 21st-century teaching and learning is one of the major issues addressed by the coachees. It is also found out from the previous discussion that one of the important roles of SISC+ is to share their knowledge with the teachers and the knowledge that can be shared is the teaching and learning of 21st century education.

In order for the SISC+ to share the knowledge and ideas, a proper medium of transportation is needed. From the analysis of the interview data, among the ideal medium is through the professional development among the teachers. In Chapter 2 (refer section 2.11), the researcher has detailed the term 'professional development'. It

refers to a variety of ongoing training sessions, intended to help educators in their professions. As SISC+, it is their responsibility to provide the coachees with professional development, and the content of the professional development is varied based on issues brought up in the districts or states. Below are excerpts taken from the collected interview data.

Razak *the coachees sometimes call their friends who are from the non-option group, so they want to know especially about grammar things why. So all of them will be in the workshop to listen.*

(Razak_int1)

Zarah *OK. Like the one I told you earlier, we had this lesson study, so we actually provide them... we give them some brief courses on what is going to be done. What they can improve so that we can, what we call that... helping the teachers.*

(Zarah_int1)

Hayati *Yes, we have few workshops like how to write effective lesson plans, how to differentiate instructions in the classroom*

(Hayati_int1)

The above excerpts are taken from the interview with the participants. The findings indicate that the participants agreed on the responsibilities of SISC+ as to the people who provide them with professional development, and this professional development can be done through workshops or meetings. They also agreed that through professional development, the coaches distribute their knowledge or share ideas and information needed for them so that they can improve. Razak described his experience during the professional development course to the teachers. According to him, the teachers would call some of their friends to attend the workshop together so that they could learn too from the sharing session delivered by the SISC+. Since some of the teachers are non-option teachers, they wanted to learn about English language content, which is essential in teaching and learning. Hayati, one of the coaches,

mentioned that the workshops she prepared for her coachees varied such as writing an effective lesson plan and differentiated learning. She shared all the input through the workshops, and the inputs were crucial for their professional development.

On the other hand, in the interview with the coachees regarding professional development, the participants gave similar answers about the responsibilities of SISC+ in equipping them with essential knowledge and adequate information. The quotes below are parts of the quotations taken from the interview.

Yasmine *Yes, as I said earlier. SISC+ will help us to improve our teaching through the knowledge she shared. I consider our conversations in Whatsapp group among the English teachers also as a professional development that assists us in implementing better practice in classroom. The PLC session is done in school and we will discuss it. We set a topic like questioning techniques and discuss that in detail.*
(Yasmin_int1)

Saras *She also had arranged workshops on answering technique at District level. This helped me to teach the correct answering technique to my UPSR pupils.*
(Saras_int1)

Ariffin *She will call me for the PLC to get some ideas to improve my knowledge. The PLC they... PPD set for teachers is useful. It is a place where we get together.. we can discuss. We can implement new ideas... We meet ..We discuss among us and we make any necessary implementation when we go to our school.*
(Ariffin_int1)

The above quotes are from the interview with the coachees. Yasmine stated that her coach, Razak, helped her to improve her teaching through the sharing of knowledge made by Razak. She also took her conversations in the social media as a medium for assisting her in implementing better classroom practice. She recalled the professional development done in her school and among the topic of discussions was the techniques of answering questions in UPSR. Saras valued the help given to her by

her SISC+ on the topic of UPSR's answering technique. She also mentioned that her SISC+ would arrange workshops at the district level for all the teachers in the district. Arifin, another coachee, stated that his SISC+ arranged Professional Learning Community at the district level for all the teachers and through the meeting, they discussed matters related to improving students' achievement at their district. The finding for this sub-theme indicates that coachees see the importance of professional development in their workplace not only for themselves but also for the school improvement as well. Subsequently, the result of the quantitative findings is presented in the next sub-section.

4.5.1.3.2 Questionnaire

This sub-section examines the data collected from the questionnaires that were answered by the participants of this research. The findings from the questionnaires provide information about the roles and responsibilities of SISC+ in delivering knowledge through coaching and mentoring to the coachees. Table 4.8 presents the analysis of the survey questionnaires. The figure shows each participant's responses to the roles and responsibilities of SISC+ in helping them to develop professionally.

Table 4.8: Professional development

No.	Statement	Mean	SD
G31	SISC+ provides collaborative planning opportunities.	4.24	.54
G32	SISC+ provides professional developments that assist me in implementing better practice in classroom.	4.30	.59
G33	SISC+ helps me set goals and objectives aimed at implementing ideas and addressing issues we discussed.	4.22	.57

G34	SISC+ helps me to reflect on my students' learning.	4.31	.57
G35	I know the part to improve in professional development with the help from SISC+.	4.33	.64
G36	SISC+ conducts a workshop focusing on issues of teacher learning and/or classroom practice.	4.01	.80

The result above suggests that the participants agreed with all the items in the professional development construct. This data highlight that the coachees agreed that SISC+ is responsible for providing them with professional development to improve their teaching and learning. The item *"I know the part to improve in professional development with the help from SISC+"* received the highest mean with 4.33. Meanwhile, item *"SISC+ provides professional developments that assist me in implementing better practice in classroom"* leads to a high mean. This answer also highlights the coachees' acceptance towards professional development conducted by the SISC+. The high mean indicates that the coachees accepted the professional development courses conducted by the SISC+ for them to improve their teaching and learning skills.

The statements given by the respondents include 'SISC+ provides collaborative planning opportunities', 'SISC+ provides professional developments that assist me in implementing better practice in classroom', 'I know the part to improve in professional development with help from SISC+' and 'SISC+ conducts workshop focusing on issues of teacher learning and/or classroom practice'.

Interestingly both groups of coaches and coachees agreed that as SISC+, their role is to provide teachers with knowledge and skills as presented in the sub-theme of sharing ideas and knowledge. The data from the quantitative result reveals the agreement of the coachees on the responsibilities of SISC+. The answers also support the notion

that SISC+ is expanding their role as coaches by delivering inputs, ideas and knowledge to the coachees. Following this sub-section, the researcher continued with some input gathered from the document analysis.

4.5.1.3.3 Document Analysis

The qualitative analysis using document sources was also utilised by the researcher as a complement to enhance the interview data as well as to collect the information needed. Document analysis is significant in this study because SISC+ is abode by the terms and conditions set by the Ministry. *Buku Pengurusan DTP 3.0* was utilised to collect the data on the transformation program across the nation. Through the examination of the book, it was found that Professional Development serves to be one of the roles and responsibilities of SISC+. Table 4.4 (refer section 4.4.1) mentions that among the responsibilities of a SISC+ is to provide teachers with training, PLC and professional development, and it aims at equipping teachers with the knowledge base and tools needed. Figure 4.5 presents one of the responsibilities of SISC+ which is to provide teachers with training, Continuous Professional Development(CPD), Professional Learning Community(PLC) and Networking.

Latihan (CPD) dan PLC

- Menerima dan melaksanakan Perkembangan Profesional Berterusan (CPD), Komuniti Pembelajaran Profesional (PLC) dan jaringan/jalinan.

Figure 4.5: Professional development

With reference to Figure 4.5, SISC+ is receiving CPD, PLC and networking. Thus, they are also responsible for delivering the above training as well as ensuring good networking with the teachers in their respective districts. From the document review, they are responsible for providing the coachees or the teachers under their supervision in the district with necessary knowledge such as pedagogy, curriculum, and assessment. According to the *Buku Pengurusan DTP 3.0*, a member of SISC+ is a correspondent who serves as a spokesperson between the Ministry and the school. Their responsibilities, also entail coaching teachers in implementing the curriculum and new types of assessment in the classroom and monitoring the effectiveness of the implementation. Thus, to achieve this objective, the SISC+ can deliver it through professional development or professional learning community in their respective districts. Bowen (2009) suggests that document analysis is a social research method- it is an important research tool in its own right and it is an invaluable part of most schemes of triangulation, the combination of methodologies in the study of the same phenomenon (Bowen, 2009). Therefore, it is essential to relate this study with the vital document that is *Buku Pengurusan DTP 3.0*. Furthermore, according to the Public Service Department Circular Service No 6 2005, teachers are required to attend a course at least seven days a year. There are three methods or ways for teachers to attend the seven-day course a year:

- a. Training - courses, seminars, conventions, workshops, forums, symposium, colloquium, official / corporate visits.
- b. Learning session - Administrative Discussion, departmental monthly gathering, knowledge sharing session.
- c. Self-learning - reading of books or scientific materials
- d. Book Review

- e. Presentations made during meetings, monthly assemblies which are chaired by the Head of Department or persons of higher rank.

Thus, from the qualitative analysis of the documents above, it is found that coaching and mentoring done by the English Language SISC+ is one of the central methods of continuous professional development for teachers. From the findings, it is also found out that the coachees benefited a lot from the coaching and mentoring done by the SISC+ to increase their knowledge and skills through their visit to the selected schools. As SISC+, they provide support as a continuous professional development to the coachees so that the 21st-century teaching and learning in the classroom becomes the focus of their teaching. The PLC was meant to improve the quality of the Continuous Professional Development (CPD) program. With the existence of SISC+, teachers will receive more support to help them achieve their full potential. Teachers will get an individual CPD training from their coach when starting the profession. Most of the CPD will be conducted at the school level as school-based training proves to be very useful as one of the CPD methods.

Findings from this study also reveal that continuous professional development given by SISC+ to the teachers would contribute to the transformation of the nation's educational systems. Hence, through coaching and mentoring, it enables the SISC+ to get the very best out of their coachees and ultimately helps to improve their quality of teaching and to learn towards enhancing the students' achievement and performance. The support given 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 schools to achieve better performance.

This section focuses on the sub-theme Professional Development. To discuss the issue pertaining to this sub-theme, the researcher has utilised all the data collected from three different sources, namely interview, questionnaires and document analysis. Each data was analysed accordingly to answer research question 1 on the aspect of the responsibilities of the SISC+. This triangulation of the document analysis corroborates the data collected in the interview, questionnaires and document analysis. The researcher has completed with presenting all the data connected to the sub-theme Professional Development. In the next sub-section, the researcher assembles all the points and data for a thorough discussion on this sub-theme.

4.5.1.3.4 Discussion: Sub-Theme - Professional Development

In general, most participants agreed on professional development as the sub-theme that describes the responsibilities of the SISC+. The SISC+ is responsible for providing professional development to the coachees under their supervision. Sometimes they also need to disseminate other pieces of information concerning the pedagogies, new curriculum, also new assessments to all the teachers in their respective districts, regardless of whether or not they are their coachees. Sharing of knowledge can happen between individuals and across the organisations because as mentioned in the document analysis, the job of SISC+ is to be the spokespersons of the Ministry in the spreading of new curriculum, pedagogy and assessment. Apart from that, sharing of knowledge is the process by which individuals exchange implicit and explicit knowledge in order to create new knowledge (Van den Hooff & De Ridder, 2004).

As mentioned in Chapter 2 (refer section 2.6.3) for professional development to be effective, it should be delivered in the context of the teacher's field because

through professional development, teachers can get information on how to overcome particular issues. From the analysis of findings in interview, questionnaires and document analysis, most of the participants agreed with the responsibilities of SISC+ of providing them with professional development. They agreed that professional development is beneficial for them to improve their knowledge as well as improve their teaching. This is because SISC+ will be the one who first receives new information directly from the Ministry with regard to teaching, pedagogy, or any related matter before the teachers. Figure 4.6 below describes the process of the cascading information to the teachers at the schools.

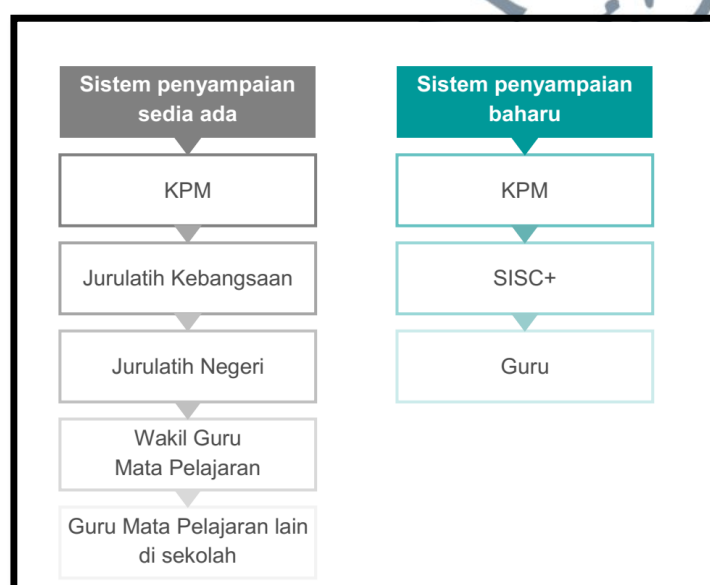


Figure 4.6: Process of cascading information

The above Figure 4.6 depicts the task of SISC+ previously and presently. The above figure describes the process of cascading information to the teachers. In Figure 4.6, before the transformation of the education system, the process of cascading information in the MOE has to pass through many tiers that are from MOE – National Trainer – State Trainer- Representative of subjects- Other subject's representative.

That was unlike the present process of cascading which involves MOE- SISC+ - teachers.

This finding is aligned with what Wren and Vallejo (2009) proposed that the role of the coach, primarily, is to develop rich, ongoing professional development opportunities for teachers. Hence in the Malaysian education system, the move made by the Ministry to place the SISC+ in the PPD is significant to the contribution of SISC+ to the professional development of the teachers. For example, the Common European of Reference for Language (CEFR) is one of the inputs that should be delivered by the SISC+ to the teachers in their respective districts. Then, after the SISC+ received the necessary information, they need to cascade it to the next level, that is the teachers in schools. It is their responsibility to disseminate the new curriculum and to ensure that the teachers in their school receive the information. As pointed out by Joyce and Showers (1998), professional development results in the transfer of new instructional practices, and the coaching aspect facilitates the transfer of the training (Joyce & Showers, 1988). Previous researchers believe that an instructional coaching model offers support, feedback, and intensive, individualised professional learning which promise to be a better way to improve the instruction in schools (Knight, 2006, 2009; Reeves, 2007).

In the interview with Saras, the researcher asked her regarding the professional development that she attended. According to her, she attended most of the courses organised by PPD and SISC+ become the speaker or the facilitator of the courses.

Saras *We attended all courses and some courses were organised by PPD itself and in some of the courses the SISC+ will be the facilitator to explain or to share with us on some issues*

(Saras_int1)

The SISC+ is the speaker or the facilitator of the courses or workshops. Their duty is to explain or share the knowledge with the teachers in the district on some issues. Zarah, the second participant of the interview, on the other hand told the researcher about the workshop. According to her, the English District Officer will arrange the workshop and discuss matters concerning teaching and learning as can be referred to in the excerpts below.

Zarah *“we have with workshop done by the DO. The workshop done by he DO usually meant for the teachers in our District and some of them are my coachees. So we will meet in the workshop. We will discuss matters concerning the teaching and learning.”*
(Zarah-int1)

The excerpts above portrayed the transfer of knowledge from SISC+ to their coachees through professional development; thus, it helped teachers to cope with current knowledge and information. These findings reveal the responsibilities of SISC+ to deliver information or input concerning teaching and learning to the teachers under their supervision. The delivery of information could be done during workshops, meetings, also seminars. These activities are considered as continuous professional development to improve the skills and knowledge of the teachers. Previous studies indicated that successful teaching and quality of learning is closely related to the teacher's knowledge and understanding of the subject (Quist, 2008; Mosha, 2004). Lee and Seo (2006) suggests that educators and researchers generally believe and promote the concept that one of the best ways to improve the teaching and learning process is by providing teachers with quality professional development experiences (Lee & Seo, 2006).

In addition to professional development, the participants of the interviews, be it the SISC+ or the coachees, have been cited on the PLC they attended. With regard to the literature review, PLCs are used in schools as a form of teacher professional development. PLC is an ongoing process in which educators work collaboratively in recursive cycles of collective inquiry and action research in order to achieve better results for the students they serve (DuFour & Mattos 2013). The topics or subjects of discussion might vary, but the intention is the same to improve the teachers in terms of the pedagogy, content, and assessment as required by the Ministry in the MEB (2013-2025). Therefore, the process of transferring the knowledge from SISC+ to their respective coachees could be done through professional development among the teachers and PLC can be utilised as a method of professional development.

However, in the quantitative result, it is found that the participants who took part in the interview gave different answers based on their age under the constructs of roles and responsibilities. There was a significant relationship between age, and roles and responsibilities ($p < 0.05$). The roles and responsibilities among younger respondents were found high as compared to older respondents. Table 4.9 presents the result.

Table 4.9: Roles and responsibilities of SISC+

Roles & Responsibilities	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		

Table 4.9 describes the relationship between age and roles and responsibilities. From the analysis, it can be concluded that the younger generations valued SISC+ more than the older generations. This could be due to the increasing evidence that

professional development programs are more useful when they involve intensive forms of support. Teachers often resist change programs that offer too little support (Knight, 2000). Thus, professional development should support the implementation of new learning, not merely in the form of one-day seminars with little follow-up.

In conclusion, the findings of this study, which is providing professional development, is a significant responsibility of the SISC+ to their coachees in their respective districts. The findings of this study contain data gathered from the analysis of interview, questionnaires also relevant documents. Hence, these findings are consistent with the opinion of York-Barr and Duke (2004) that coaches can provide teachers with quality professional development experiences by mentoring, providing workshops, modelling, or encouraging professional growth (York-Barr & Duke, 2004). Nevertheless, it is essential for the SISC+ to develop an effective form of professional development that could support the new learning to the teachers. MOE, on the other hand, needs to support professional development technically and physically to get an excellent outcome. In the next sub-section, the researcher continues with other responsibilities of the SISC+ to answer research question 1. For this sub-theme, the arguments will be taken from the analysis of data from the interview and document analysis.

4.5.1.4 Sub-Theme: 21st Century Teaching And Learning

In this sub-section, the 21st century will be the centre of discussion using the data from the interview and document analysis. Currently, the term 21st century teaching and learning is one of the most popular topics in the education line. In the analysis of interview data, many participants have responded about 21st-century teaching and learning. The term has appeared in the analysis and has become one of

the sub-themes to be discussed in this study. From the analysis of data, most of the participants, both coaches and coachees, are aware of the importance of 21st-century teaching and learning.

The evolution of the 21st century across the globe eventually seized the transformation of education in Malaysia itself. As mentioned earlier (refer section 4.4.1.3.4), currently in the process of cascading information from the Ministry, SISC+ are among the first people who received the information. Therefore, participants have associated the importance of 21st-century teaching and learning with SISC+ because of the role and responsibilities played by SISC+ to deliver the information needed. This discussion continues with the analysis of data from the interview.

4.5.1.4.1 Interview

Participants' responses to the interview indicated that 21st-century teaching and learning was one of the most significant sub-themes for the responsibilities of the SISC+. Through the analysis of the interview, the researcher has documented some of the significant quotes stated by the coachees about 21st century teaching and learning. One research participant reflected on her view on how her SISC+ has contributed to her development on 21st-century teaching and learning.

Yasmine *I need to make myself aware of my 21st-century students, so my approach to them is different. Besides helping me to improve or equip me with 21st-century teaching and learning that she had given me to adopt and implement the teaching practice of 21st-century learning.*

(Yasmine-int1)

The above excerpts were taken from the interview with the coachee (Yasmine). She described the support given by her SISC+ on the implementation of 21st-century teaching and learning to suit her 21st-century students.

She agreed with the role of SISC+ to help their coachee and the assistance rendered by the SISC+ is a necessity because to her, she became aware of the students' needs. This indicates one of the important roles played by the coach to instil the knowledge of 21st-century teaching and learning. In another instance, Saras, one of the participants recalled her moment with SISC+ with respect to 21st-century teaching and learning.

Saras *that she had given me to adopt and implement the teaching practice of 21st century teaching and learning*

(Saras-int1)

In the extract conversation between the researcher and Saras, the researcher asked her about the topics of discussion between her and the SISC+. The noteworthy part was she confirmed her recollection with the SISC+ on the sharing session of 21st century teaching and learning. She was describing her experience with her SISC+ when discussing the issues of 21st century teaching and learning. Her statement demonstrated to the researcher how the SISC+ have played their roles and responsibilities.

On the other hand, in an interview with the coach, Zarah mentioned about the importance of 21st century teaching and learning as required by the Ministry.

Zarah *What I mean is I want them to find teaching based on 21st-century pedagogy to come naturally to them as far as possible. Now the main agenda of the Ministry is about 21st-century teaching and learning so that is also our agenda as SISC+ but sometimes they need to know what is going on like 21st century, transformation in education... things like this need to be shared.*

(Zarah_int1)

She felt the need for 21st century teaching and learning, and she also explained that to her coachee. This participant believed that the teachers need to

be aware and alert with the transformation in education and equip the coachee with skills of 21st century teaching and learning.

Ariffin, the participant of the interview with the SISC+, posits that 21st century education is the main agenda of the Ministry of Education. Below is the excerpt of the interview between him and the researcher.

Ariffin *As we know now the 21st century is the major objective of our Ministry now. So, we as SISC+ will help the teachers to instil the 21st-century education among the students*
(Ariffin_int1)

The examples above highlight the importance of 21st century teaching and learning both to the SISC+ and the coachees. The participants agreed on the importance of 21st century teaching and learning. In short, the 21st century teaching and learning play a vital role in both coachees and coaches. Both the SISC+ and the coachees agreed on the importance of 21st-century teaching and learning, and they believe that SISC+ can support them with the knowledge needed. Following subsection, is the discussion of the sub-theme 21st century teaching and learning using the data from document analysis.

4.5.1.4.2 Observation

To support the finding, data were also taken from the observation made by the researcher. The observation was noted during the coaching and mentoring done by the SISC+ with the coachees. Among the findings recorded by the researcher is the ability of the SISC+ to suggest a variety of pedagogies that have a link with the 21st century teaching and learning. This instance was evidenced in the observation with Ariffin, the first participant of the interview with SISC+. He was coaching his coachee, and during the feedback session, the researcher noticed his courage in suggesting a variety

of teaching strategies linked with the 21st century education while the coachee was listening and taking some notes from the discussion.

Zarah, on the other hand, informed the teacher about the 21st century education courses she attended. She was telling the coachee about the course or specifically, the content of the course. In the discussion, she told her coachee about the need for the teacher to integrate 21st century education in their teaching and learning. The responses given by the coachee signify the agreement on the needs to transform the teaching pedagogies to the 21st-century education.

In the next subsection, the researcher continues with the document analysis data to support the findings for this sub-theme. From the observation, the SISC+ has the knowledge to offer the teachers and also to equip the teachers with 21st century teaching and learning. The next subsection deals with the discussion of the analysis of data from the documents.

4.5.1.4.3 Document Analysis

This section is concerned with the data from the analysis of the document. The document involves *Buku Pengurusan* DTP 3.0. In the document analysis, it is stated that SISC+ is also responsible for helping teachers in guiding them to apply high-level thinking skills in 21st century teaching and learning as well as to use creative and innovative pedagogical strategies to attract students. The extract describes the responsibility of SISC+ as follows:

Guru akan dibimbing untuk menggunakan elemen didik hibur, teknologi dan amalan pedagogi kreatif dan inovatif untuk menarik minat murid. Guru juga dibimbing untuk menerapkan kemahiran berfikir aras tinggi dalam PdP selaras dengan keperluan abad ke-21. Bimbingan ini menjurus ke arah PdP berkesan dan tidak hanya berorientasikan peperiksaan semata-mata.

Hal ini selaras dengan hasrat kerajaan untuk melahirkan murid berfikiran global, futuristik, mengutamakan nilai, dan mempunyai jati diri yang tinggi dalam kehidupan seharian.

Figure 4.7: Fun learning in the classroom

(Buku Pengurusan DTP 3.0, pp.24 2017)

The excerpt above was taken from the analysis of the *Buku Pengurusan DTP 3.0*. According to the book, the teachers will be coached to use a fun learning element in the classroom as well as creative and innovative pedagogies to attract the students. The teachers will also be coached to implement higher-order thinking skills in their teaching and learning under the requirements of 21st century education. This finding indicates the importance of 21st century teaching and learning in the education system. On the same note, teachers should have equipped themselves with all the necessary knowledge and skills about 21st century education because they need to apply diverse teaching strategies and pedagogies to suit the different needs of the students. Thus as SISC+ their job is vital to coach and guide the teachers with the necessary knowledge to prepare them for the 21st-century education.

Apart from *Buku Pengurusan DTP 3.0*, the data were also taken from MEB 2012. In MEB 2012, one of the strategies to enhance the education system in Malaysia is to equip the students with the essential 21st century skills. As in figure 4.8 below, the researcher portrays the 21st century education agenda.

21st Century Skills

Across the globe, educationists have realised that children need more skills than the 3 Rs (Reading, wRiting & aRithmetic) when they leave school. In the globalised 21st century, the need to create high-quality human capital is more important than ever.

While most countries agree that their curriculum needs to include a new set of skills and competencies geared towards the 21st century and beyond, there is still little consensus on what these are. Singapore's Ministry of Education states that individuals equipped for the 21st century will be a confident person, a self-directed learner, an active contributor, and a concerned citizen. In Finland, the core 21st century goals are for personal growth, cultural identity and internationalism, media skills and communication, participatory citizenship, responsibility for the environment, and ensuring personal well-being and a sustainable future.

In Malaysia, the Ministry has defined a set of skills and competencies that are aligned with the National Education Philosophy and will give Malaysian students an internationally competitive edge. To this end, the national curriculum aims to create Malaysian students that are balanced, resilient, inquisitive, principled, informed, caring, patriotic, as well as an effective thinker, communicator, and team player. (These outcomes are synthesised in the six student aspirations described in Chapter 2). These skills and competencies will be reflected in the new KSSR and forthcoming KSSM curricula.

Figure 4.8 :21st century education in Malaysia

According to the Malaysia Education Blueprint (MEB, 2013), there is a comparison between the Malaysian and Singapore curriculums as well as Finland curriculum. In this globalised 21st century, the need to create high-quality human capital is vital. As mentioned by Singapore's Ministry of Education in the above extract, an individual equipped for the 21st century will be a confident person, a self-directed learner, an active contributor, and a concerned citizen. In Finland, on the other hand, the core of the 21st-century goals are for personal growth, cultural identity and internationalism, media skills and communication, participatory citizenship,

responsibility for the environment, and ensuring personal well-being and a sustainable future.

Thus, the Malaysian Ministry of Education has defined a set of skills and competencies that are aligned with the National Education Philosophy, which gives Malaysian students an internationally competitive advantage that is balanced, resilient, inquisitive, principled, informed, caring, patriotic, as well as an individual who can be a practical thinker, communicator, and team player.

Based on the analysis of documents, the existence of SISC+ is to help the Ministry to deliver the government policy directly to the school. The pedagogies must adhere to the 21st century teaching and learning and accommodate the needs of the 21st-century students. Therefore, in conclusion, this document analysis has shed light on the role of SISC+ to be the person who disseminates 21st century education to the teachers in schools. The discussion to summarise the findings of this sub-theme shall follow.

4.5.1.4.4 Discussion: Sub-Theme: 21st Century Teaching And Learning

Basically, most of the participants agreed on the responsibilities of coaches to raise teachers' awareness about 21st century teaching and learning. Both SISC+ and the coachees are aware of the importance of 21st century teaching and learning. For the sub-theme, 21st century teaching and learning, the data used to discuss the issue are taken from the interviews, observations, and document analysis. From the analysis of interview data, both coaches and coachees agreed on the responsibilities of SISC+ to give them input on 21st century teaching and learning. They agreed that teachers need to be equipped with 21st century teaching and learning so that they can teach their students all the necessities about 21st century education. Likewise,

learning in the 21st century calls for new roles for teachers, students, and technology. Reigeluth (2012) suggested three new roles of teachers in a new paradigm of instruction: Teacher as the designer of student's work (Schlechty, 2002), facilitator of the learning process, and caring mentor for a student's all-round development. Therefore, it is the responsibility of the SISC+ to equip the teachers with the important knowledge needed for 21st century education.

Moreover, the coachees believed that teachers need to be exposed to a 21st century education. Both the SISC+ and the coachees agreed on the importance of 21st-century teaching and learning, and it is essential for the SISC+ to share with them knowledge or information, also skills surrounding 21st century teaching and learning. The participants were enthusiastic to describe their experiences with the SISC+ as they received information about 21st-century teaching and learning. Unlike the 20th-century classroom, 21st-century classroom needs are very different. In the 21st century, schools will become a place for teachers and students to connect with the community that requires collaboration, critical thinking, and adaptability. Teachers in 21st century, function differently from before where they must have the ability to turn knowledge into wisdom, and automatically, the teaching of facts and data will not be the priority. The characteristics of the 21st century classroom, therefore, set it apart from the 20th-century classroom.

With the 21st century learning being the mission and vision of the Ministry of Education, the movement of developing PLC among teachers can be one of the essential methods to share ideas and knowledge across the state. Teachers may want a coach's assistance in revising an existing activity on problem-solving, to engage students in assessing their own work, or to use technology so the students can share their work with the community and get feedback (Taylor et al. 2011). Based on the

analysis of data, the SISC+ is someone who observes the teaching session, who asks questions, makes observations, and offers suggestions or helps a teacher to reflect and grow and produce different decisions. PLC is one of the responsibilities of SISC+. According to Garmston (2007), PLCs are a creation of a culture of inquiry rather than a continuation of work in a culture of isolation. During PLC, they need to provide teachers with the knowledge of skills, pedagogy, and assessment, and all these can be done through professional development. Hence, to meet this challenge, all schools must be transformed to enable the teaching and learning of 21st century as specified by the Ministry. In this way, students will be prepared with the necessary knowledge and life skills that will help them become successful in their future careers (Lombardi, 2007). Alismail and McGuire (2015) claimed that teachers play a significant role in helping students develop 21st century skills by applying methods that increase students' abilities thus they should use innovative strategies and modern learning technologies that help to integrate cognitive and social skills with content knowledge, as well as increase students' participation in the learning environment in order to promote these future skills.

4.6 Concluding remarks for Chapter 4

Throughout the research process, the researcher has managed to answer the research objectives that examine the roles and responsibilities of SISC+. It is the hope of the Ministry to transform the low-performance school into a high-performance school that will eventually improve the students' achievement not only at the national level but also at the international level. Thus, the post of SISC+ was created, aiming at realising the hope of the Ministry. They are required to coach and mentor the teachers in terms of the pedagogy, curriculum and assessment because they are the experts in

these three fields. These tasks are connected to the conceptual framework discussed in Chapter 1 (Figure 1.1) Being the knowledgeable others, the SISC+ is important to provide the teachers(learners in Vygotsky's scaffolding theory) with knowledge and necessary skills. As SISC+, the roles include to help teachers improve their teaching and learning, and this can be done in many forms such as helping them to develop the required 21st century teaching and learning. Apart from helping, sharing ideas and knowledge is also named by the participants with regard to the roles of SISC+. Furthermore, their roles and responsibilities are not limited in the classroom only; it can also be done in the Professional Learning Community (PLC). As a coach, the SISC+ is not functioning as a solution provider but rather as a facilitator to help the teachers to identify their own strength and ways to overcome specific issues. The SISC+ incorporated The GROW Model as a tool in their coaching and mentoring(scaffold the coachees) It is used as a basis to ensure the effectiveness of coaching among the teachers.

In a nutshell, as SISC+, one of the most central qualities is that they want to help the person or people they are coaching to learn, and this can be done through supporting the process of learning of the teachers (scaffolding). Overall, the results of the study have shown that the SISC+ successfully perceived their roles and responsibilities as a coach and mentor to the teachers in their respective districts. However, it also demonstrates the needs to clearly define the roles and responsibilities of SISC+ so that the SISC+ will perform their duties the best they can. Thus, in the next chapter, the researcher continues to explore the success or accomplishments and challenges of coaching and mentoring done by the SISC+.