

CHAPTER 6

FINDINGS AND DISCUSSION 3 : INFLUENCE OF SISC+ TOWARDS THE TEACHING AND LEARNING PROCESS OF THE TEACHERS

6.1 Introduction

This chapter puts forth the discussion and findings for research question 3. Data were obtained from the qualitative and quantitative analyses and then re-counted to the research question that guided the study. Data were analysed to identify and explore into the influence of coaching and mentoring by SISC+ towards the teaching and learning of the teachers. This chapter commences with a presentation of the identification of themes and sub-themes and followed by the explanations of the findings and discussion of research question 3. The summary of the research question is set forth at the end of this chapter.

6.2 Influence of SISC+

While SISC+ have an indirect influence on student achievement, they have a direct influence on teacher practice, which in turn influences student achievement. In conducting this investigation, the researcher delved into the sub-analysis of the valuable findings. It is impossible to disaggregate the influence of coaching and mentoring by SISC+ with their roles in providing professional development to the teachers. As a member of SISC+, they play an essential role in creating a structure for

teachers to collaborate in a professional learning community. Quality mentoring programmes provide opportunities for role socialisation, professional growth for mentors, as well as mentees, and they increase the capacity of both new and veteran administrators (Browne-Ferrigno & Muth, 2004). As described earlier in the roles and responsibilities of the SISC+ (refer section 4.5.3), SISC+ are responsible for delivering a new curriculum, pedagogy and assessment to the teachers in their respective districts. The transition of knowledge happened between the coaches and the coachees as well as between the teachers who participated in the PLC. The direct influence may not be seen explicitly but the transition of knowledge did occur. These findings bring us to the success of the coaching and mentoring itself.

In Chapter 5 (refer section 5.2) the researcher highlighted the connection between coaching success and the influence towards the teaching and learning of the coachees because a successful coach can be measured through the influence he or she made to the coachee. Besides the connection between success and influence, the roles of a coach in SISC+ as a person who provides knowledge and professional development to the teacher is also significant in this chapter.

In this section onwards, the discussion is on the third aim of the research that is to examine the influence of coaching and mentoring by the SISC+ in teaching and learning among English Language teachers. For this research question, the source of data comes from interviews with the coachees and also the survey questionnaires answered by the coachees. These primary data are original and directly collected from the concerned coachees to discuss the issue related to the influences of coaching and mentoring by SISC+ towards the teaching and learning. At the same time, these primary data are relevant to the topic of the research study. This is because the third research objective is looking for answers on the influence of SISC+ towards the

teaching and learning of the teachers. Through the interview and the survey done to the coachees, the influence of the SISC+ can be seen. The data from the interview was also corroborated with the data from the observation as well as questionnaires. Figure 6.1 below represents the influences of coaching and mentoring by SISC+ as mentioned by the participants in the interview.

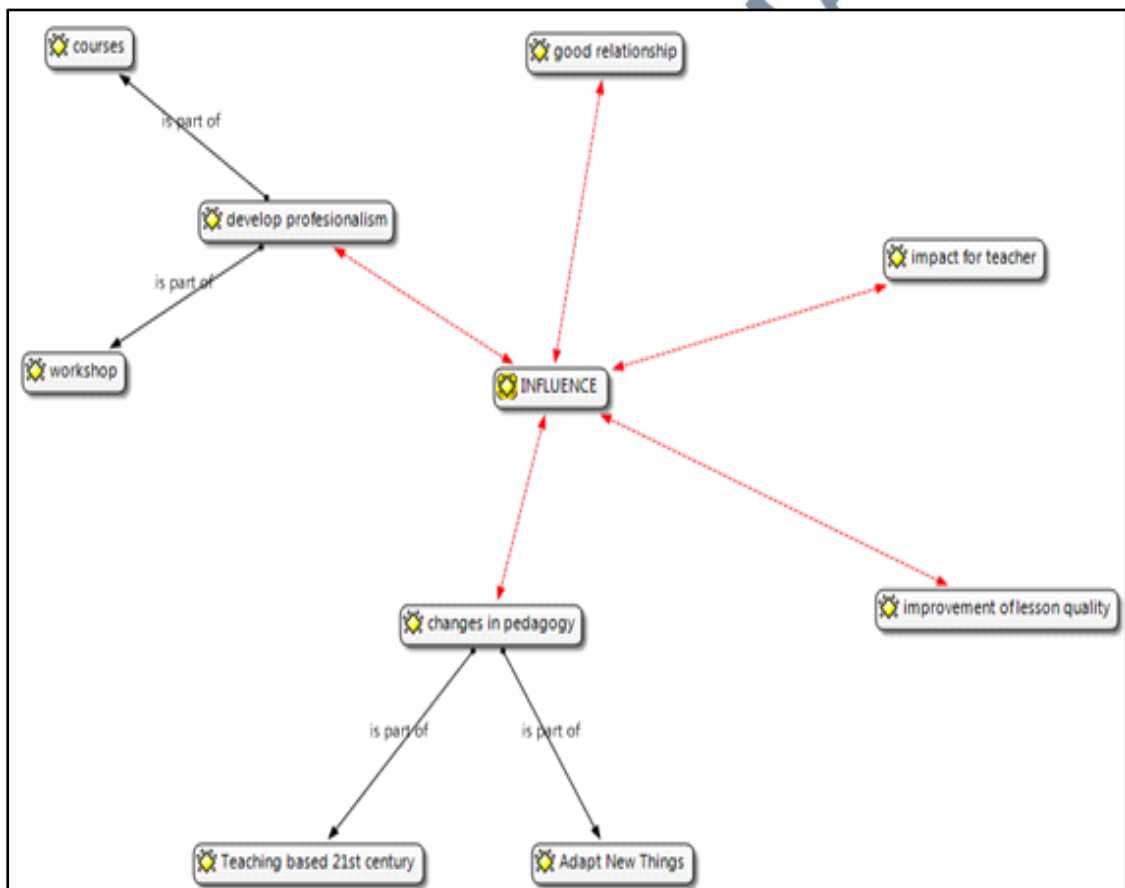


Figure 6.1: Influences of coaching and mentoring

Figure 6.1 displays the potential themes that emerged from the thematic analysis of the qualitative data. The potential themes are as follows:

- i. Good relationship

- ii. Impact on teachers
- iii. Improvement of lesson quality
- iv. Develop professionalism
 - workshop
 - courses
- v. Changes in pedagogy
 - teaching based 21st century
 - adapt new things

From the five potential themes, two themes namely ‘changes in pedagogy’ and ‘develop professionalism’ have their own sub-themes. In ‘changes in pedagogy’, the two sub-themes are ‘teaching based on the 21st century’ and ‘adopt new things’; while the theme ‘develop professionalism’ has two sub-themes that are ‘workshop’ and ‘courses’. These potential themes are essential because they capture specific information about the data in relation to the research question. According to Braun and Clarke (2006), themes represent some levels of patterned response or meaning within the data set. The researcher redefined the potential themes into more specific themes because the centre of a theme is not necessarily dependent on quantifiable measures but in terms of whether it captures something important concerning the overall research question. The sub-themes are as follows:-

- i. Good relationship
- ii. Improvement of lesson quality
- iii. Knowledge growth
- iv. Changes in pedagogy

The above sub-themes result from the thematic analysis of the interview data. Coaching and mentoring can be seen as a way of reorganising the costs for schools, as

it offers a personalised and cost-effective means of professional development. Across the study of the sub-themes, 'improvement in lesson quality' and 'knowledge growth' are relevant to the influence of coaching and mentoring by SISC+. The sub-theme 'Improvement in The Lesson Quality' precedes the argument.

6.2.1 Sub-Theme - Improvement Of Lesson Quality

It is important to note that discussing the influences of SISC+ towards teaching and learning is more on the satisfaction of the coachees themselves on the service provided by the SISC+. Additional measures of coaching outcomes, although less frequent, include measures of satisfaction (Gegner, 1997). As a coach, the SISC+ are responsible for providing an excellent service to them so that the client (coachee) will be satisfied. This is because coachee satisfaction is essential to depict the influence of coaching and mentoring. Sub-section 6.2.1.1 provides the excerpts from the interview, where the coachees were asking about the influence of SISC+ on their teaching and learning.

6.2.1.1 Interview

The interview with the coachees captured valuable information regarding the influence of SISC+ towards teaching and learning as well as the improvement of lesson quality. The following excerpts are taken from the interview with the coachees of the SISC+.

Yasmin

He fulfilled my need as a coach. As SISC+ or as coach he knows her job. He helps me out and I think he fulfil the needs. My needs as the one who being coached. He will give me some ideas and I let the students present. I like his idea easy applicable to the students. I can say that I know more about English Language more than a few years back.

(Yasmin_int1)

Saras *I also able to improve my student's performance in class and examinations Apart from that SISC+ also come to our school to give talk on some current issues and it is very helpful to overcome some of the problems we faced*

The success that I faced were, I able to teach according the 21st century teaching and learning and SKPMG2 rubrics.

I also able to improve my student's performance in class and examinations.

(Saras_int1)

Arifin *For now I think the SISC+ did a good job because I sometimes refer to her. She is my reference in any issues related to Teaching and Learning.*

She came and help me with the activities so when the lesson succeeded that I feel happy because we did it together

(Arifin_int1)

The presence of SISC+ in their school is to support and coach the teachers. Thus, these excerpts are taken from the interview with the coachee and they were interpreted as the influence of SISC+ in terms of the improvement of their lesson quality. All three coachees believed that they improved their quality of teaching, and these resulted from the coaching and mentoring by the SISC+. Saras told the researcher that the SISC+ came to school and discussed with other teachers too. The meeting is significant for a transition of knowledge. The positive remarks made by the coachees gave the sign of success leading to the influence of coaching and mentoring. When the researcher probed about the influence of SISC+ in the pedagogy, Yasmine cited the evidence of lesson improvement for her. She approved the presence of SISC+ to help them in their teaching and learning as presented in the excerpt below.

Yasmine *This usually refers to differentiated instructions. My class size is medium: 12-20 students. Not difficult to differentiate the activities but I tend to overlook that. Once she pointed out how activities could still be going towards one objective-in grammar. Good move I guess.. Fuhh... and I could follow that.*
Talking about teaching quality, I feel my teaching and learning has improved

(Yasmin_int1)

Appraisal and competencies are closely related. Competencies have emerged as crucial tools for appraisals and setting standards (Grant, Passmore, Cavanagh & Parker, 2010). Thus, to measure the influence of the SISC+, the references made by the coachee are useful tools to determine the influence beside the competencies level of SISC+ rated by the coachee. She agreed on the competencies level of the SISC+ and she acknowledged how the SISC+ helped her to improve her lesson. The ability of SISC+ to portray their competency is an important factor of professional development. As a subject matter expert, they possess specific knowledge and skills and being able to share these with teachers is appreciated by the coachee. In another instance, Saras informed that the SISC+ had helped her in terms of improving her lesson quality.

Saras *Apart from that SISC+ also come to our school to give talk on some current issues and it is very helpful to overcome some of the problems we faced in the classroom. My student has shown his interest. I think it is suitable. I think.. ermmmm*

(Saras_int1)

The above excerpts highlighted that coaching by SISC+ has a positive effect on lesson quality. According to the coachee, the sharing of knowledge from the SISC+ is beneficial to overcome some of the classroom problems that she faced.

Interestingly she also agreed that the knowledge shared by the SISC+ has a positive effect on her students. On the same account, Saras mentioned about the use of

mother tongue in her classroom. She used the student's mother tongue to explain to the students about the content. After her session with her SISC+, she was able to reach the students by using simple English without having to revert to the student's mother tongue. Apparently, she can see the improvement on her students' basic knowledge of the language.

Saras Previously beside English, I used other languages to give the instruction because of my pupils not able to understand English well. The approach might not a good approach because my pupils not able to learn English. So, my SISC+ had guided me to used Simple English with actions during giving instructions and encouraging pupils to speak English during English lesson.

(Saras_int1)

Apart from that, the SISC+ are also subject matter experts who were exposed to the training given by the Ministry about new pedagogies and content knowledge. As stated in the document analysis in Chapter 4 (refer section 4.5.3), they are responsible for providing teachers with current pedagogies and content knowledge that they received. The knowledge shared as well as the information disseminated to coachees during the professional development has contributed to the knowledge growth of the coachee. The result from the interview with the coachee revealed their satisfaction with the service provided by the SISC+. They acknowledged the capabilities of SISC in sharing knowledge and this treatment is essential as an influence of the SISC+ towards the teaching and learning of the coachees. The excerpt below depicts the acknowledgement of the coachee.

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 assist us in implementing better practice in classroom. PLC session done in school and we will discuss. We set a topic like questioning techniques and discuss about that in details.

Yasmine, the coachee was satisfied with the coaching and mentoring done by the SISC+ and acknowledged it as an influence on her teaching and learning. All these signs of approval are essential to describe the influence of SISC+ in the improvement of lesson quality. A central assumption underlying the theory of action for coaching and many other development models is that, by helping teachers improve the quality of their educational practice, this will eventually lead to better student achievement (Cohen & Hill, 2000; Kennedy, 1998; Scher & O'Reilly, 2009; Weiss & Miller, 2006). Hence, the SISC+ has affected the coaching in a positive manner. In this section, the researcher has identified the improvement of lesson quality as one of the crucial influences of SISC+. The coachees acknowledged the fact that SISC+ have helped them to improve their lesson quality because the improvement of lesson quality amongst the coachees is best measured by the teachers themselves. Hence, from the data gathered in the interview, this study has revealed that one of the influences of SISC+ towards teaching and learning is the improvement of lesson quality. Next, the researcher reveals the data from the observation.

6.2.1.2 Observation

The findings in the observation datasheet included both the lesson observation and coaching observation of the participants. The data were used in the study to assess the influence of SISC+ in the teaching and learning of the teachers. Observational data were necessary to strengthen the data obtained through interviews. Additionally, these observational data added to the strength of the study as they provided another source of data for triangulation. From the observation with the first SISC+, the researcher

noticed how Encik Ariffin has influenced his coachee in terms of the satisfactory aspects. In her observations, the researcher noted the constant interactions and numerous decisions made throughout the discussion between the SISC+ and his coachee. Right after the classroom observation, both of them sat down to discuss matters regarding teaching and learning. In an effort to lighten some of the pressures of the 21st-century teaching and learning, the SISC+ suggested that the teacher attend a workshop on 21st-century teaching and learning. Unfortunately, the workshop was organised by the State Office and it was held in Malacca. As for the coachee, she mentioned that it is quite difficult because of her job commitment as well as the fact that the workshop was quite far. To his surprise, the coachee suggested the SISC+ to organise the workshop at the district level so that other teachers from the district can also attend it. The coachee, Yasmine, was listening to Encik Ariffin attentively when he was explaining about a particular topic. Yasmine also suggested to Encik Ariffin to organise a workshop on 21st-century education, as she recognised Encik Ariffin's vast knowledge on that topic. Research has shown that the opportunities to train increased through professional development. Peterson and Kelly (2001) indicated that districts must seek out opportunities to recruit, train, and retain principals through professional development and transition planning. Encik Ariffin seized the opportunity by agreeing to the suggestion made by his coachee. They planned and discussed the upcoming workshop. While they were discussing, another teacher came and joined the conversation. The tone of the conversation was pleasant and positive. This positive conversation highlighted the influence of SISC+ on teaching and learning. The coachee seemed eager to participate in the workshop, and she viewed collaboration as a professional development opportunity where they had an opportunity to share best practices and build capacity. This finding is supported by

Gegner (1997) in his study that revealed a number of executives reported increased levels of satisfaction with coaching outcomes and believed that coaching had a positive impact on their lives.

There is some evidence from the observation, that the third SISC+ influenced the coachee and consequently managed to improve her lesson quality. Upon arrival, the SISC+ was observed to have greeted the coachee and the students too before the class began. Then she sat at the back and observed the lesson. After the class, during the observation of the discussion between them, she told her coachee about what she discovered during the observation. She remarked on how she was impressed with his lesson and commented: “that was great”. The coachee nodded, clearly happy with the feedback, and they started to discuss the lesson. The SISC+ displayed her knowledge of using apps to ease the work. The SISC+ created a culture that promoted effective teacher practice through the use of the apps. She suggested that her coachee apply appropriate classroom tools to help with his teaching and learning. According to the teacher, he had a busy schedule that sometimes refrained him from checking students’ books and subsequently, improved their outcomes. She explained to the coachee how to provide students with different levels of intervention based on their needs, such as peer-marking. Students who have completed their work can be asked to help other friends. The teacher can help struggling students through this way. The SISC+ suggested the coachee to pair a low-achievement student with a high-achievement student, then the students would ask their partner for help and if they still needed help they could seek for teacher’s clarification. However, whether or not there is any lesson improvement has yet to be discovered. Nevertheless, the positive discussion between the SISC+ and his coachee depicted the satisfaction of his coachee and eventually with this satisfaction, the SISC+ succeeded in influencing the coachee for PLC.

6.2.1.3 Questionnaires

The researcher corroborated the qualitative findings with the data from questionnaires. It is found from the questionnaires that 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 6.1 are the compared mean based on the roles and responsibilities of SISC+.

Table 6.1: Compared mean based on the improvement of lesson quality

| No. | Statement | Mean | SD |
|-----|---|------|-----|
| E18 | SISC+ help me to improve my teaching quality. | 4.51 | .66 |
| E19 | SISC+ coach me how to write a better lesson | 4.27 | .80 |
| E20 | The students understand better when I employ the suggestions from SISC+ | 4.18 | .80 |
| E21 | SISC+ help me to achieve the lesson objectives of the day through the coaching and mentoring. | 4.40 | .68 |
| E22 | SISC+ make me more comfortable to share ideas and suggestions with my colleagues. | 4.25 | .75 |
| E23 | SISC+ assist me with classroom management that promotes learning for all students. | 4.35 | .73 |
| E24 | SISC+ provides useful information, materials and resources for English Language subject. | 4.20 | .83 |

Table 6.1 shows the result of the compared mean based on the improvement of the lesson quality. Based on the above table, item E18 showed that the coachees strongly agreed with the presence of SISC+ to improve their lesson quality. Item no E21 - SISC+ 'help me to achieve the lesson objectives of the day through the coaching and mentoring' also received a higher mean compared to the other items. From these two items, it is proven to the researcher that most of the participants accept the existence of SISC+ to improve their lesson quality. Providing necessary help for each coachee to acquire new skills, strategies, and pedagogical supports allows teachers to improve their lesson qualities with greater ease.

With appropriate support and guidance, teachers can increase their knowledge eventually to improve their pedagogy skills as well as content knowledge. Scaffolding the teachers allow them to gradually acquire the skills and competencies they need to become credible, competitive educators in this 21st century education. Therefore, from these findings, it can be said that SISC+ did their job effectively because they successfully influenced the coachees to follow their suggestions. Although they are not supposed to give suggestions in the end, with the suggestion given they are accepted and eventually, their presence makes changes to the coaches. The discussion of the findings will be discussed in the following sections.

6.2.1.4 Discussion: Sub-Theme - Improvement Of Lesson Quality

In this study, the researcher found out that the coachee was moderately satisfied with the service provided by their SISC+. Improvement of lesson quality is essential in defining the influences of SISC+ towards teaching and learning. The data were gathered from the analysis of the interview and questionnaires. Earlier in the discussion of Research Question 1 (refer Chapter 4), the researcher has highlighted the

roles of SISC+ as an individual who provides professional development to their coachees. They were responsible for helping their coachees, and the help given can be seen in the professional development organised by SISC+ for the coachees. The coachees studied in this research reported a shift in culture, which they believed this to be the result of the coaching process. The professional development has enabled people to feel more confident in sharing information together rather than working in isolation. Professional development is seen to take the concept of distributing knowledge further to enhance the development of teachers and to build specifically identified skills.

The feedback given by the SISC+ has helped the coachee to improve their lesson quality. As for Saras she quoted that she was able to improve her lesson instructions after being coached by her SISC+. Consequently, her students' performance has improved in class as well as in examinations. Besides, she succeeded to teach her students using the pedagogy of 21st-century teaching and learning.

Saras *The success that I faced were, I able to teach according to the 21st-century learning and SKPMG2 rubrics. I also able to improve my student's performance in class and examinations.*

(Saras_int1)

Similarly, Yasmine another coachee also gave positive remarks concerning the influence of SISC+ in her teaching and learning.

Yasmine *Talking about teaching quality, I feel my teaching and learning has improved*

(Yasmine_int1)

According to her, the SISC+ have fulfilled her needs as a teacher with his ideas that are easily applicable to the students, and she has more knowledge in teaching the English Language than before. Likewise, the findings from the questionnaires also enabled the researcher to understand the influence of SISC+ in

terms of teachers' teaching and learning. The findings from the analysis of questionnaires data above highlight the result of compared means based on the improvement of lesson quality. The coachees, with the presence of SISC+ seek to improve their lesson quality. Most of the participants accepted the existence of SISC+ to help them improve their lesson quality. The mean showed a high score that signifies that most of the participants accepted the presence of SISC+ to improve their lesson quality.

The above findings disclose the contribution of SISC+ in helping the coachees to improve their lesson quality. Therefore SISC+ did their job effectively and successfully to influence the teachers to follow their steps or suggestions. Similarly, in Chapter 5, in addressing the success of coaching and mentoring done by the SISC+ the researcher has identified the acceptance of coachees as one form of the success. In a natural setting, being accepted by someone is considered as a success and the ability of a coach to influence his or her coachee is considered as another form of success. When the coachee follows the suggestions or steps, it depicts the sign of success in influencing.

Nevertheless, as a coach, SISC+'s job is to trigger the coachee so that they can overcome their own difficulties with their own solutions. As posited by Irene Taruru et al., (2015), coaching is conducted by dialogue and inquiry, which improves the client's communication skills, creates awareness and competence (Taruru, et. al. 2015). Thus, coaching and mentoring does not concern with giving suggestions but rather embarking upon the coachee's inner strength. For the third research question, the researcher highlighted the suggestions given by the SISC+ to the coachees to show that SISC+ successfully influenced them to improve their lesson. Hence, it is important for a coach in SISC+ to have suitable skills and to be trained for the

coaching role because without suitable skills and a good understanding of the work it would be difficult for the SISC+ to proceed with their work.

Although coaching, mentoring, training counselling all share some key characteristics and skills, they are relatively different, and it is crucial for us to be aware of the differences. International Coaching Federation (ICF) views coaching as an on-going partnership that helps clients to produce fulfilling results in their personal and professional lives and through the process of coaching, clients deepen their learning, improve their performance, and enhance their quality of life (ICF, 2012). Coaching also creates a cascade of good practice that helps to build a powerful learning platform for teachers because of its nature to deliver highly productive collaborations. Subsequent studies by Joyce and Showers (2002) indicate that when teachers apply their learning from traditional forms of professional development to classroom practice, there is the minimal transference of learning. However, when coaching is added, the level of the application increases substantially.

On the whole, most of the participants agreed that SISC+ has a positive influence on teachers' teaching and learning. Interestingly, they successfully completed their job or tasks as outlined in the *Buku Pengurusan DTP 3.0* even though earlier findings revealed they are having conflicting roles. These findings showed that SISC+ are essential in the transformation of our education system; however, there are challenges in fulfilling the requirements as a coach and this will be discussed later. In the following section, the researcher continues with the second theme of the influence of SISC+.

6.2.2 Sub-Theme - Knowledge Growth

In the previous discussions above, the researcher has mentioned the improvement of lesson quality as one of the positive effects of the SISC+. Apart from that, SISC+ have also affected the lives of the coachees in terms of knowledge growth. According to Hattie (2012), coaches empower people by facilitating self-directed learning, personal growth, and improved performance. In the following section, the researcher continues the analysis of data to compare the influence of SISC+ in terms of the knowledge growth of the coachee. Brown-Ferrigno and Muth (2004) found that mentoring could help new administrators grow in their knowledge and skills in facilitation, influence, and vision building. Research also tells us that a potential value to mentoring is enabling the new administrator not only to become aware of, but also to develop, their personal values and assumptions regarding the role of the school administrator (Daresh, 2004).

6.2.2.1 Interview

The following section focuses on the analysis of data for knowledge growth as identified by participants in this study. The data from the interview will be discussed first and this is followed by the data analysis birthed from the survey questionnaires. To gain an understanding of the knowledge growth, the participants were asked to answer the semi-structured interview question,

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

SISC+ also guide the teachers to vary the teaching strategies to improve the exam results.

(Saras_int1)

Yasmine *So the SISC+ helps me in terms of questioning techniques*

This is a good move to help each other to identify their mistakes and consequently improve on it.

SISC+ also helps me by providing reading materials to ensure that the students could be well prepared to face life in future academically and socially

(Yasmine_int1)

Arifin *If I have doubt she will explain and she helps me to have better understanding.
I also able to improve my student's performance in class and examinations*

She will call me for the PLC to get some ideas to improve my knowledge. The PLC they... PPD set for teachers are useful

(Arifin_int1)

The excerpts above reveal the appreciation amongst the coachees on knowledge growth. From the excerpts, the researcher noticed that the participants appreciated the existence of SISC+ in helping them and giving them the opportunity to learn new things. All three coachees gave positive remarks about their SISC+. According to them, the SISC+ have influenced them in terms of the development of knowledge. To the coachee, a coach in SISC+ is a person who is capable of helping them improve the student's performance in class and in the examination. In another instance, Encik Ariffin, as the coachee of Zarah acknowledged that his SISC+, Puan Zarah had helped him in giving knowledge that he needed since he is a new in the field. Encik Ariffin valued the knowledge and information shared by his SISC+.

Ariffin *She provides me with knowledge needed. The knowledge is new to me as newbie.*

(Ariffin_int1)

The excerpt presented above supports this sub-theme that as a coach, Puan Zarah has influenced the coachee in their teaching and learning through the knowledge sharing session. Next, the researcher triangulated the data with the data from questionnaires. It is found that at the same time, the teaching profession has a common aspiration to improve the quality of student learning outcomes through

teaching. Being able to do this is an integral part of a teacher's professional identity. These pressures weigh heavily not just on teachers, but on the school heads and middle management as well who have the added responsibility to lead a systematic approach to the requirements, in ways that can lead to more effective teaching (Smith and Lynch, 2010).

6.2.2.2 Questionnaires

In this section, the researcher focuses on the data from the analysis of questionnaires. From the analysis of questionnaires, the researcher found out that the knowledge growth contributed by SISC+ can be seen in two parts. The knowledge and skills will grow as well as their professional development. These two parts are meaningful in this study because they have a direct influence on the teaching and learning of the participants. Table 6.2 below highlights the compared mean based on the knowledge and skills provided by SISC+.

Table 6.2: Compared mean based on knowledge and skills provided

| No. | Statement | Mean | SD |
|-----|--|------|-----|
| D11 | SISC+ provide me with demonstrations of effective teaching strategy | 4.04 | .77 |
| D12 | SISC+ guide 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+ help me to identify and solve problems related to my classroom instructions. | 4.36 | .78 |
| D15 | SISC+ assist me with specific classroom activities when requested. | 4.33 | .96 |
| D16 | SISC+ and I discuss ways to instil more problem-solving skills into my lessons. | 4.34 | .78 |
| D17 | SISC+ assists me to look more closely into my teaching. | 4.59 | .63 |

Table 6.2 above highlights the constructs of the questionnaires. From the items, most of the participants agreed with the knowledge and skill provided by SISC+ to the participants. Among the knowledge and skills shared by the SISC+ are classroom management, effective teaching strategies, not to mention the English Language contents. One of the items that received great attention from the coachee is item no D17- “SISC+ assist me to look more closely into my teaching”. The mean score for this item is 4.59. Item No D11 “SISC+ provide me with demonstrations of effective teaching strategy” however received the lowest mean score that is 4.04. This score highlights to the researcher that to the coachee, the SISC+ did demonstrate the teaching strategy to them but it was either the teaching strategy was effective or not yet tested. This result implies to the researcher the scenario of the role conflict. The thoughts and ideas presented thus far relate to the influence of coaching in terms of knowledge growth. Next, the participants divulged the influence of SISC+ to furnish the coachees with professional development. In the analysis of data, the researcher found the contribution of SISC+ in equipping professional development. Table 6.3 presents the compared mean based on professional development.

Table 6.3: Compared mean based on professional development

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

| | | | |
|-----|--|------|-----|
| | discussed. | | |
| G34 | SISC+ help 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+ conduct workshop focusing on issues of teacher learning and/or classroom practice. | 4.01 | .80 |

The table above describes the professional development done by SISC+. Providing the coachees with enrichment in professional development serves the purpose of SISC+ as the facilitator as outlined by the Ministry in the Management Book. Through professional development, SISC+ successfully influenced the coachee by way of improving professional development. It shows that through the workshop conducted by the SISC+, the teachers were able to improve their own professional development through the help of SISC+. The evidence can be seen in G35 -I know the part to improve in professional development with help from SISC+. However, item no G36 'SISC+ conduct a workshop focusing on issues of teacher learning and/or classroom practice', however, received the lowest means 4.01. This result indicates that SISC+ have not been conducting enough workshop focusing on issues of teachers' learning or classroom practice. In the next section, the researcher discusses this issue pertaining to the models of coaching.

6.2.2.3 Discussion: Sub-Theme - Knowledge Growth

In discussing the knowledge growth, it is worth looking into the roles of SISC+ in providing professional development to the teachers. As members of SISC+ they are responsible for giving their coachees with pedagogical, content and assessment knowledge in Chapter 4 (refer section 4.5.3). Thus, the transition of

knowledge by these SISC+ is important to ensure that the coachees receive adequate knowledge and information. In the interview between Yasmine and the researcher, Yasmine mentioned the ability of her coach to show her how to teach students Essay Writing. The SISC+ mentor and guide her on the strategies of teaching this aspect. It is vital for SISC+ to be able to demonstrate the lesson to the coachee. It is the modelling of the best practice and instructional practices in the classroom. The excerpt below is the conversation between the researcher and Yasmine.

Yasmine *He even teach the students. From there, I learned his technique teaching essay. Quite easy. Easy for students to follow.*

(Yasmine_int1)

By demonstrating the lessons, the coach is presenting to the coachee that they are the mentor and they are capable of showing what is possible in the classroom. As for the coachee, they are the mentee and the presentation of the SISC+ has enlightened them with matters beyond their knowledge. As a coachee, mentoring is essential to enhance the knowledge so that teachers can make a change in teaching and consequently improve the students' learning. As stated by Hattie (2009) when coaching teachers, it is important for the teacher to identify and understand the evidence of their current practice by evaluating the effects of their teaching on student learning (Hattie, 2009).

To examine the result for the influence of SISC+, the researcher also utilised the data from the questionnaires because it is not an easy process to measure the influence of SISC+ towards the teaching and learning of the teacher. Thus, while it is difficult to evaluate the influence, it is not impossible to identify the areas that influenced this. In the analysis of the questionnaires, the result portrayed to the researcher that almost all participants who took part in the survey agreed on the statement that the SISC+ assist

them to look into their teaching more closely. Item no D 11- “SISC+ provide me with demonstrations of effective teaching strategy” however received the lowest mean score that is 4.04. These findings show that the coachee agreed that the SISC+ did demonstrate the teaching strategy to them, but either the teaching strategy is effective or not yet tested. This result is consistent with the findings in the interview; Yasmine admitted the SISC+’s capability of demonstrating the teaching strategy. This result implies to the researcher that the coachee moderately agreed that not only SISC+ influenced their teaching practice, but they also helped in enhancing their knowledge growth and their professional development. Thus in the future, SISC+ could conduct more workshops. Similarly, Witherspoon (2000) credited coaching for two personal outcomes - effective action and learning agility. In other words, after receiving valuable feedback about their personality and professional performance that are generally unavailable from friends and family, coachees can accomplish more and learn better. According to a study done by Barry (2012), professional development that provides the transfer of newly learned skills into instructional settings is crucial for adult learning.

6.3 Concluding remarks for Chapter 6

This chapter purposely aims at examining the influences of coaching and mentoring by SISC+ towards the teaching and learning of the English language teachers. To measure the influence of coaching and mentoring done by the SISC+, the data were collected in qualitative and quantitative methods. In a qualitative method, the interview with coachees was taken into account because the viewpoints of the client are important to measure the satisfaction.

Based on the answers, most of the participants agreed that SISC+ managed to influence them through their coaching and mentoring. Two significant sub-themes were discussed in this chapter - the knowledge growth and improvement in lesson quality. One of the essential features of a successful coaching and mentoring process is the ability of a coach to influence their coachee and it can be achieved through the growth of knowledge and improvement of lesson quality. In conducting this investigation, the researcher has found that there is a connection between the roles and responsibilities of SISC+ and their influences. As SISC+ they are responsible to help their coachees get new information and knowledge since they are the correspondence of the Ministry for pedagogical, content and assessment knowledge.

Hence, Professional Development is essential for teachers to improve themselves and according to the participants in this study, SISC+ are responsible for providing them with relevant PLC or Professional Development, and the content depends on the issues. The findings suggest that SISC+ as an agency, is relevant in the education system to help the teachers to improve the lesson quality as well as to support them in the growth of knowledge. Thus, this brings Being a teacher for quite a number of times will hinder them from having significant outcomes, thus the support and help from outsiders are needed to ensure that the teachers are well transformed together with the transformation of the education system in Malaysia. Results revealed that the SISC+ has been successful in influencing the coachees to transform. Eventually, the ability to transform is seen in the improvement of lesson quality.

In conclusion, this study seeks to identify how SISC+ perceive and deliver their roles and responsibilities, to explore the success and challenges of SISC+ during the process of coaching and mentoring in the workplace and finally to examine the influence of coaching and mentoring by the SISC+ in teaching and learning among

English Language teachers. Chapter 4, 5 and 6 are organised by looking into each of the three specific research questions separately with relevant findings. In addition, the research questions discovered specific themes and sub-themes through the thematic analysis and they were triangulated with sources as well as the methods. From the analysis of findings, the researcher offered a relevant discussion and this was linked with the literature review. In the analysis of the first research question, the data analysis brings the researcher to the list of SISC+ roles and responsibilities as outlined by the Ministry. The results reveal that the SISC+ have specific job functions and they are expected to complete them within the stipulated time. As for the relationship between the SISC+ and the coachees, the results show that one of the responsibilities of the SISC+ is to transform the education as stated in *Buku Pengurusan DTP 3.0*. From the analysis of data, it is found that the findings of this study were inconsistent. There was a significant influence of SISC+ towards the teaching and learning as measured by the data collected from the survey; however the results of the second research objectives show that the SISC+ also faced challenges like attitude problem and role conflict. Success and challenges of the SISC+ were also measured through interviews, document analyses and questionnaires. The findings suggest that coaching and mentoring has been successful through the acceptance and cooperation received from the coachees. The positive treatment given by the coachees indicated that SISC+ have succeeded in completing their tasks; however there are also limitations for the success. Nevertheless, a negative treatment was also evident in the analysis. Despite little resistance, it appeared that sometimes there was rejection from teachers to outsiders who came to the school to help them. In addition, another significant challenge found in this study is the role conflict. The SISC+ were assigned with other jobs too such as facilitators, trainers, administrators altogether hindering them from

undertaking their job successfully. In general, the results of the study showed that the SISC+ successfully perceived their roles and responsibilities as a coach and mentor to the teachers in their respective districts. However, it also demonstrated the needs to clearly define the roles and responsibilities of SISC+ so that they will perform their duty the best they can. Next final chapter will be concerned with the conclusion of the current work.

CHAPTER 7

CONCLUSION

7.1 Introduction

In this chapter, the researcher highlights the key findings of the research, and discusses some possible implications as well as the contributions of the study. Before doing so, we are presented with the summary of each chapter and this is followed by the summary of the findings for each research question. The researcher acknowledges that, like all research, the present study is not without its implications. The remainder of this chapter will provide a discussion of findings for each of the three research questions based upon the analysis. As mentioned throughout chapter 1 to 6, this study aims to explore into the overall issues pertaining to the coaching and mentoring done by the newly created post, namely the SISC+. The following three research areas were